

OBJECTIVES AND COMPETENCIES

- a) Know and appreciate the norms and values necessary for coexistence. Participate actively as a citizen, respect human rights and understand the importance of a pluralist and democratic society.
 - Social and Civic competencies

- b) Develop a work ethic based on both individual and teamwork. Understand the importance of learning and a responsible attitude towards studying. Develop critical thinking skills, personal initiative, creativity and an entrepreneurial spirit.
 - Learning to learn
 - Initiative and entrepreneurship
 - Social and Civic competencies

- c) Resolve conflicts in a peaceful and constructive manner in both family and social groups.
 - Social and Civic competencies
 - Initiative and entrepreneurship

- d) Be familiar with, understand and respect different cultures and the differences between people, the importance of gender equality and equal rights for people with disabilities.
 - Social and Civic competencies

- e) Understand and use the Spanish language appropriately as well as the co-official language of the corresponding autonomous community where relevant. Develop an appreciation for and an interest in reading.
 - Linguistic competency

- f) Learn at least one foreign language and have the ability to express and understand simple messages in everyday situations.
 - Linguistic competency

- g) Develop basic Maths skills, begin to solve problems using mathematical calculations and work with geometry and estimations, applying these skills to everyday life.
 - Mathematical competency and basic competencies in Science and Technology

- h) Understand the fundamentals of Natural Science, Social Science, Geography, History and culture.

- Mathematical competency and basic competencies in Science and Technology
 - Social and Civic competencies
 - Cultural awareness
- i) Begin to use information technologies to facilitate and enhance learning, applying critical thinking skills to assess information.
- Digital competency
- j) Use different artistic styles to begin to create visual and audiovisual pieces.
- Cultural awareness
 - Social and Civic competencies
- k) Know the importance of hygiene and health, accept your own body and that of others, respect differences and use physical education and sport as a means of personal and social development.
- Mathematical competency and basic competencies in Science and Technology
 - Initiative and entrepreneurship
 - Social and Civic competencies
- l) Value, respect and care for the animals that share our environment.
- Mathematical competency and basic competencies in Science and Technology
 - Social and Civic competencies
- m) Be pleasant and treat others with kindness. Understand that violence, prejudice and sexist stereotypes are unacceptable.
- Social and Civic competencies
 - Initiative and entrepreneurship
- n) Learn about road safety and the importance of respect in preventing traffic accidents.
- Social and Civic competencies

COURSE PLAN - UNIT 1

October, November 

BASIS

In this course, the pupils will learn about concepts related to the changes in their bodies and will look at the different movements that they can do. Coordination is getting more complex at this age. This will help the pupils to think in a realistic way about what they have to work on and how.

METHODOLOGY

The objective of this course is to make sure that the pupils gain significant and functional knowledge about physical development and human movements. This will then allow them to associate these concepts with personal experiences and consolidate their knowledge.

The course also aims to increase mental agility through guided discovery by completing activities based on a problematic situation and by representing life experiences in varied, interdisciplinary ways.

CONTENTS

Changes in the body. (1, 2)
Bones, muscles and movement. (3)
Diet, energy and movement. (4, 5)
Good posture. (6)
Balance. Concept and types. (7)
Motor coordination. (8)
Physical space. (9)
Rules of hygiene. (10)

EVALUATION CRITERIA

1. Learning about the body's growth and changes.
2. Learning that each person grows and develops at a different pace.
3. Learning about different body movements.
4. Talking about energy and physical exercise.

5. Learning about the vital components of food.
6. Being aware of posture in relation to balance.
7. Trying out static and dynamic balances.
8. Learning about motor coordination and its requirements.
9. Moving in a physical space.
10. Learning about and identifying good hygiene habits.

LEARNING STANDARDS

- 1.1. He/She learns about how bodies grow and change.
- 2.1. He/She learns that each person grows and develops at a different pace.
- 3.1. He/She learns about different body movements.
- 4.1. He/She can talk about energy and physical exercise.
- 5.1. He/She learns about the vital components of food.
- 6.1. He/She is aware of the importance of posture when doing balances.
- 7.1. He/She tries out static and dynamic balances.
- 8.1. He/She learns about motor coordination and its requirements and puts them into practice.
- 9.1. He/She understand the concept of physical space and movement within it.
- 10.1. He/She learns about and identifies good hygiene habits.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Reading comprehension to generate interest in the contents of the unit and reflect upon them.
- Presenting different physical activities that the pupils have previously looked at.
- Correctly using terminology related to different areas of the spinal column.
- Giving an oral description of the injuries that affect the spinal column.

Mathematical competencies and basic competencies in Science and Technology

- Measuring.
- Developing a sense of direction and applying distances and time periods.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Applying the newly acquired knowledge to different ways of balancing.
- Managing the acquired resources and techniques efficiently in the development of motor skills.

- Practising coordinated actions.
- Analysing the unnatural postures sometimes adopted by pupils.
- Working, in different positions, with different levers of the body, adopting a correct posture.
- Collecting data about the degree of orientation that the pupils acquire and detecting their skills when moving in a physical space.


Social and Civic competencies

- Appreciating knowledge about the body.
- Accepting the changes that our bodies experience.
- Respecting oneself and others.

Initiative and entrepreneurship

- Making decisions in cooperative activities.
- Participating in all of the proposed activities, making decisions and behaving in a responsible way.
- Appreciating the initiatives and contributions of others.
- Complying with rules of hygiene and taking care of the body
- Adopting an appropriate attitude towards caring for the environment.

COURSE PLAN - UNIT 2

December, January 

BASIS

In this unit, we will focus on consolidating the knowledge that the pupils have previously acquired. We will also find new ways of learning that will eventually help pupils to successfully transition to secondary education. We will take into consideration the topic of health and the body, attitudes and the values that lead to a balanced and healthy lifestyle.

METHODOLOGY

We will make sure that the pupils gain significant and functional knowledge of basic aspects of movements, jumps, turns, throws and catches. We will also ensure that they relate the concepts to personal experiences, consolidating their knowledge of key aspects related to physical exercise, health and safety.

We will also improve mental agility by guided discovery, resolving exercises based on a problematic situation and by representing life experiences in varied, interdisciplinary ways.

CONTENTS

Different types of movements. (1, 2)
Jumping and turning. (3)
Throwing and catching. (4)
Safety rules in physical activities. (5)

EVALUATION CRITERIA

1. Making different movements and learning about their functions.
2. Identifying different types of jumps and practising them.
3. Turning in different ways, analysing axis, positions and trajectories.
4. Understanding and practising throws and catches.
5. Learning about the rules of accident-prevention in games and in other physical activities.

LEARNING STANDARDS

- 1.1. He/She moves in different ways and learns about the functions of different movements.

- 2.1. He/She identifies different types of jumps and practises them.
- 3.1. He/She turns in different ways, analysing axis, positions and trajectories.
- 4.1. He/She understands and practises throwing and catching.
- 5.1. He/She learns about the rules of accident-prevention in games and in other physical activities.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Reading comprehension to generate interest in the contents of the unit and to reflect upon them.
- Correct use of terminology related to the three main jumps.
- Analysing information about different physical activities.

Mathematical competencies and basic competencies in Science and Technology

- Following different types of trajectories in movements.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Applying the acquired knowledge to different types of movements.
- Jumping over obstacles.
- Turning in different positions.
- Throwing and catching different objects in different positions.

Civic and Social competencies

- Appreciating the importance of the development of motor skills.
- Doing physical exercise regularly.
- Using physical exercise to form positive relationships and encourage integration and respect.
- Appreciating the work and contributions of others, without discriminating on the grounds of sex, class, nationality or culture.

Initiative and entrepreneurship

- Ability to find solutions to the proposed problems and putting them into practice.
- Organising fun physical activities individually and in a team.
- Complying with basic safety rules during physical activities.
- Ability to make safe decisions when doing somersaults.
- Participating in all of the proposed activities, making decisions and behaving in a responsible way.

COURSE PLAN - UNIT 3

February, March 

BASIS

This unit focuses on important aspects relating to the development of physical education. Relating physical activity to health is one of the main objectives of the Pupil's Book, so it is essential to highlight its importance.

METHODOLOGY

The objective of this unit is to make sure that pupils gain significant and functional knowledge of physical development and human movements, and that they are able to associate these concepts with personal experiences. Additionally, the unit aims to consolidate knowledge of key aspects related to health and the importance of physical exercise to keep fit.

CONTENTS

Warm-ups. (1)
Flexibility. (2, 3)
Resistance. (4, 5)
Speed. (6)
Physical exercise and its relationship to health. (7)

EVALUATION CRITERIA

1. Learning about and doing warm-ups.
2. Working on flexibility.
3. Learning to assess flexibility.
4. Learning about different types of resistance.
5. Doing activities to develop aerobic resistance.
6. Calculating the speed of movements.
7. Appreciating the importance of physical exercise for good health.

LEARNING STANDARDS

- 1.1. He/She learns about and does warm-up activities correctly.
- 2.1. He/She works on and improves flexibility.
- 3.1. He/She learns to assess flexibility.
- 4.1. He/She learns about different types of resistance.
- 5.1. He/She does activities to develop aerobic resistance.
- 6.1. He/She calculates the speed of movements.
- 7.1. He/She appreciates the importance of physical exercise for good health.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Reading comprehension to generate interest in the contents of the unit and to hold a debate about them.
- Correct use of terminology related to the activities that are done when warming-up.
- Looking at the opening illustration and expressing the different physical abilities shown.
- Listing all the available places to do physical exercise that are near the pupil's house.

Mathematical competencies and basic competencies in Science and Technology

- Assessing flexibility.
- Calculating the speed of movements.

Learning to learn

- Warming up.
- Developing flexibility in pairs.
- Learning about the differences between aerobic and anaerobic resistance and practising aerobic resistance.
- Playing games that promote speed.
- Using the acquired knowledge safely in different situations.
- Actively participating in the learning process, proposing questions, self-evaluating and being aware of what he/she has to learn.

Social and Civic competencies

- Developing attitudes to exchange opinions and creating rules to live together.
- Making use of physical exercise to form positive relationships and to encourage integration and respect.
- Appreciating physical exercise as something essential to keep fit.

Initiative and entrepreneurship

- Ability to face tasks and problems in a responsible way, showing initiative and creativity. Planning appropriately, calculating and accepting risks and learning from mistakes.
- Improving resistance independently over time.
- Calculating his/her individual speed and trying to improve it.

COURSE PLAN - UNIT 4

April, May 

BASIS

The objective in this unit is for the pupils to understand the importance of games and their cultural relevance. Pupils will also learn that games are healthy and help them to socialise with their peers. They will play both competitive and cooperative games that promote solidarity.

Pupils will also learn about values and positive attitudes related to sport that are beneficial to their personal development.

METHODOLOGY

The unit aims to make sure that pupils gain functional knowledge of the basic ways of making rules and playing games.

We will also improve mental agility by guided discovery, resolving exercises based on a problematic situation and by representing life experiences in varied, interdisciplinary ways.

CONTENTS

Games as a natural human activity. (1)

Competitive games. (2)

Cooperative games. (3)

Managing balls. (4)

Passing balls. (4)

The rules of games. (5)

Making rules for games. (6)

Safety and risks in sports. (7)

EVALUATION CRITERIA

1. Learning about the origin and importance of games.
2. Identifying competitive and cooperative games.
3. Playing cooperative games.
4. Experimenting with managing and passing the ball.
5. Appreciating the importance of the rules of the games.
6. Inventing games and sports and their rules.
7. Preventing risks that can arise when doing physical exercise.

LEARNING STANDARDS

- 1.1. He/She learns about the origin and the importance of games.
- 2.1. He/She identifies competitive and cooperative games.
- 3.1. He/She plays cooperative games.
- 4.1. He/She experiments with managing and passing the ball.

- 5.1. He/She appreciates the importance of the rules of games.
- 6.1. He/She invents games and sports and their rules.
- 7.1. He/She prevents risks that can arise when doing physical exercise.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Reading comprehension to generate interest in the contents of the unit and to hold a debate about them.
- Definition of cooperative and competitive games.

Learning to learn

- Practising hitting games, throwing and catching balls.
- Developing precision when throwing balls.
- Playing competitive and cooperative games.
- Managing balls with hands and feet.
- Inventing rules for games.
- Applying acquired knowledge when doing physical exercise.

Social and Civic competencies

- Showing interest in cooperative games and appreciating the possibilities of socializing that they offer.
- Engaging in the proposed games, integrating in the group and showing respect for others.
- Understanding games as a sociable way to exercise.
- Accepting the rules of games that they have previously agreed on.
- Appreciating fair play.
- Respecting safety regulations in games and sports to avoid risks.

Initiative and entrepreneurship

- Making decisions to design games and to organise fun group activities applying motor skills.
- Initiative and creativity when organising fun games and physical activities.

COURSE PLAN - UNIT 5

May, June 

BASIS

This unit focuses on the body from an “expressive” point of view. The pupils will learn about gestures and posture. They will dance and finally performing a short play.

They will improve their motor skills doing activities in which they have to use expressive abilities.

METHODOLOGY

The unit aims to make sure that pupils gain functional knowledge of different ways to express oneself and of posture, relating the concepts to practical personal experiences and consolidating the acquisition of key concepts.

We will also improve mental agility by guided discovery, resolving exercises based on a problematic situation and by representing life experiences in varied, interdisciplinary ways.

CONTENTS

- Concept of «corporal expression». (1, 2)
- Expressive gestures and postures. (3, 4)
- Expressive and communicative dance. (5, 6)
- Preparing the script of a play. (7, 8)
- Creative and active free-time activities. (9)

EVALUATION CRITERIA

1. Understanding the concept “corporal expression”.
2. Appreciating the importance of corporal expression.
3. Learning about the body in order to express oneself through it.
4. Learning to use gestures and postures to express oneself.
5. Identifying dance as an individual and group form of expression.
6. Telling stories through dance.
7. Understanding the theatre as a means of education and expression.
8. Preparing the script of a play.
9. Considering active free-time activities as being beneficial to health.

LEARNING STANDARDS

- 1.1. He/She understands the concept “corporal expression”.
- 2.1. He/She appreciates the importance of corporal expression as a content of physical education.
- 3.1. He/She learns about the body to express himself/herself through it.
- 4.1. He/She learns to use gestures and postures.
- 5.1. He/She identifies dance as a form of individual and group expression.
- 6.1. He/She tells stories through dance.
- 7.1. He/She understands theatre as a means of education and expression.
- 8.1. He/She prepares the script of a play.
- 9.1. He/She considers active free-time activities as being beneficial to health.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Understanding body language as a means of communication.
- Analysing the opening activity and holding a debate about it.
- Using the terms “extroverted” and “introverted” correctly.
- Commenting on the use of body gestures.

Learning to learn

- Looking at the implication of feelings in body language.
- Expressing ideas, sensations and feelings using the body and its movement.
- Individual and collective organisation of expressive activities.
- Doing dramatization activities.
- Preparing a script.
- Experimenting with body language.
- Communicating through expressive dance.

Social and Civic competencies

- Appreciating the expressive possibilities of the body.
- Showing interest in non-verbal communication.
- Understanding artistic expressions as a source of cultural wealth and enjoyment.

Initiative and entrepreneurship

- Developing initiative, imagination and creativity.
- Appreciating the initiative and contributions of others.

Cultural awareness and expression

- Learning about cultural wealth by doing different dances.
- Appreciating cultural expressions of human motor skills (traditional games and dances).