

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, December 

BASIS

The objective for the pupils in this unit is to consolidate and improve their knowledge about their body, spatial relations, motor skills and the expressive aspects of movement. We gradually want to integrate different dimensions of human mobility with the objective of acquiring knowledge about their body and its possibilities in terms of movement.

METHODOLOGY

Promoting spontaneous motor skills and participation.
Proposing motor games to acquire knowledge.
Consolidating knowledge through interdisciplinary activities.

CONTENTS

Body parts. (1)
The senses. (2)
Spatial concepts: «inside» y «outside». (3)
Spatial concepts: «up», «down», «in front of» y «behind». (4)
Spatial concepts: «near» y «far». (5)
Body parts and their movement: jumps, throws and receptions. (6)
Temporary concepts: «fast» and «slow». (7)
Expressivity of facial gestures. (8)
Hygiene norms and habits for good health. (9)

EVALUATION CRITERIA

1. Learning about and identifying different body parts and relating them to one's own body and the body of others.
2. Distinguishing and identifying body movements.
3. Learning about spatial notions "inside" and "outside".
4. Learning about spatial notions "up", "down", "in front of" and "behind".
5. Learning about spatial notions "near" and "far".
6. Identifying different types of human movements.
7. Identifying time notions "fast" and "slow" related to one's own movements.

8. Identifying one's own image and the expression and communication possibilities.
9. Acquiring notions about hygiene and health.

LEARNING STANDARDS

- 1.1. He/She learns about and identifies different body parts of his/her own body or of others.
- 2.1. He/She distinguishes and identifies body movements.
- 3.1. He/She learns about the spatial notions "inside" and "outside".
- 4.1. He/She learns about the spatial notions "up" and "down", "in front of" and "behind".
- 5.1. He/She learns about the spatial notions "near" and "far".
- 6.1. He/She identifies different human movements.
- 7.1. He/She identifies time notions "fast" and "slow" related to his/her own movements.
- 8.1. He/She identifies his/her own image and its expression and communication possibilities.
- 9.1. He/She acquires concepts of hygiene or personal health and applies them.

COMPETENCIES

CONTENTS AND ACTIVITY BY COMPETENCY

Linguistic competency

- Correct use of terminology related to topological knowledge of the body.
- Analysing the information on the sheet about physical activities.
- Oral description of movements.

Mathematical competency and basic competencies in Science and Technology

- All the contents and activities related to the spatial concepts "inside", "outside", "up", "down", "in front of", "behind", "near" and "far".

Digital competencies

- Doing interactive activities related to the unit.

Learning to learn

- Applying acquired knowledge about facial gestures and practising in different emotional situations.

Social and Civic competencies

- Respecting and accepting the rules of the games.
- Accepting one's image of his/her body.
- Appreciating cooperation in the organisation and the development of physical activities.

Initiative and entrepreneurship


- Developing willingness to exchange opinion in activities and games;

- accepting and preparing rules when living together.
- Willingness to face tasks and problems responsibly, showing initiative and creativity.

Cultural awareness and expression

- Appreciating games as part of our cultural heritage.

COURSE PLAN - UNIT 2

January, February, March 

BASIS

As mentioned in the previous unit, the main objective of this course is for the pupils to reflect upon their bodies. They will learn about this topic in a gradual way. They will review what they have learnt in the first unit and they will focus on body balance and posture.

The pupils will also learn about other aspects, reinforcing existing knowledge from pre-school education. They will learn that their bodies have “sides” and about the difficulties they have to overcome when doing performing different actions. They will also develop skills, both with their hands and their feet. The unit ends with concepts related to expression and health.

METHODOLOGY

Promoting spontaneous motor activity and participation.
Proposing motor games to acquire knowledge.
Consolidating knowledge doing interdisciplinary activities.

CONTENTS

Correct posture and its benefits. (1)
Balancing skills. (2)
The two sides of the body. (3)
Coordination: eye-hand and eye-foot. (4)
Body expressivity. (5)
Body hygiene norms and habits for good health. (6)

EVALUATION CRITERIA

1. Learning about correct posture.

2. Learning about and practising different types of balance.
3. Learning about, verifying and applying the notion that the body has sides.
4. Learning about and practising eye-hand and eye-foot coordination.
5. Identifying the expressive possibilities of the body.
6. Acquiring good hygiene habits.

LEARNING STANDARDS

- 1.1. He/She knows what correct posture is and tries to adopt good posture.
- 2.1. He/She learns about and practises different types of balances.
- 3.1. He/She learns about the notion of laterality and identifies it in his/her body or in the others'.
- 4.1. He/She learns about and practises basic eye-hand and eye-foot coordination.
- 5.1. He/She identifies and uses his/her body to express himself/herself.
- 6.1. He/She acquires good hygiene habits.

COMPETENCIES

CONTENTS AND ACTIVITY BY COMPETENCY

Linguistic competency

- Oral description of the ways to keep balance.
- Correct use of terminology related to movement: to throw, to hold, to hit, to push, to get up.

Mathematical competency and basic competencies in Science and Technology

- Counting the times they fall when balancing.
- Assessing the difficulty to keep balance.
- Counting the times they drop the discus and the times they bounce without missing the ball.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Explaining the use of objects related to personal hygiene.
- Checking what the correct posture is.
- Experimenting with balance and points of support.
- Experimenting with walking, running and jumping.

Social and Civic competencies

- Practising collective physical activities to improve cooperation.
- Using physical activity to promote positive relationships, integration and respect.

Initiative and entrepreneurship

- Teamwork, cooperation and accepting responsibilities.

- Accepting differences when doing physical activities, both in oneself and in others.

Cultural awareness and expression

- Learning about cultural wealth by playing games and dancing.
- Experimenting with body language and evaluating its social and cultural importance as a means of expression.

COURSE PLAN - UNIT 3

April, May, June 

BASIS

In the third unit, the perceptive aspects of movement will lead to work based on motor development. This is the last stage of the course and the pupils will learn about more complex actions that they will be able to complete more confidently. Global coordination through movements, jumps and turns, will help to improve their basic skills and improved eye-hand coordination will help them to solve problems when handling objects.

METHODOLOGY

Promoting spontaneous motor activity and participation.
Proposing motor games to acquire knowledge.
Consolidating knowledge through interdisciplinary activities.

CONTENTS

The most important joints and their movement possibilities. (1)
The race, the jump and the turn; assimilating corresponding motor actions. (2, 3, 4)
Basic skills of bouncing, throwing and receiving and the spatial-time situations associated with each of them. (5)
Time concepts: “before”, “now” and “then”. (6)
Rhythm and dance; its expressive possibilities. (7)
A balanced diet. (8)

EVALUATION CRITERIA

1. He/She knows the most important joints and their movements.
2. He/She learns about races and their necessary movements.

3. He/She learns about jumping and its necessary movements.
4. He/She learns about turns and their necessary movements.
5. He/She learns basic skills to bounce, throw and receive.
6. He/She understands time concepts: “before”, “now” and “then” and relates them to actions.
7. He/She identifies the rhythm, associating it with different body movements.
8. He/She discovers dance, associating it with personal expression.
9. He/She learns about the concept of a balanced diet.

LEARNING STANDARDS

- 1.1. He/She knows the most important joints and their movement possibilities.
- 2.1. He/She learns about race as a different movement possibility from marching and he/she assimilates necessary movements to do a race.
- 3.1. He/She learns about and verifies jumping as a movement possibility different from marching or racing, assimilating the necessary movement to do it.
- 4.1. He/She learns about and verifies the turn as a possible movement different from the previous ones and assimilates the necessary movements to do it.
- 5.1. He/She learns basic skills to bounce, throw and receive employing different elements.
- 6.1. He/She verifies time situations: “before”, “now” and “then” and relate them to movement actions.
- 7.1. He/She identifies the rhythm, associating it with different body movement actions.
- 8.1. He/She discovers dance, associating it with personal expressive capacities
- 9.1. He/She learns about the concept of a “balanced diet”.

COMPETENCIES

CONTENTS AND ACTIVITY BY COMPETENCY

Linguistic competency

- Correct use of terminology related to joints.
- Definition and correct use of the concepts “to run”, “to jump” and “to turn”.

Mathematical competencies and basic competencies in Science and Technology

- Counting the stops he/she needs to take when running.
- Being able to identify the concepts “before”, “now” and “after”.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Choosing food appropriately.

- Using joints in different activities and knowing what their functions are.
- Learning about jumping and racing and their application in different situations.

Social and Civic competencies

- Respecting and accepting the rules of a game.
- Appreciating teamwork. Being able to win and lose.
- Using physical activity to form positive relationships, facilitating integration and respect easier.

Initiative and entrepreneurship

- Participating in activities, making decisions and behaving responsibly.
- Being able to find solutions to the proposed problems and applying them appropriately.

Cultural awareness and expression

- Appreciating cultural expression in the form of traditional games and dances.