

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 review the concepts learnt in the previous unit about the body, consolidating their knowledge in relation to changes in the body, correct posture and balance.

They will also learn about concepts related to spatial orientation. They will start developing basic motor skills, especially movements and jumps and the expressive aspects of movements.

METHODOLOGY

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

CONTENTS

How bodies grow and change. (1)
Understanding the importance of good posture. (2)
Balance. (3)
Orientation, depending on the Sun. (4)
Movements. (5)
Jumps. (6)
Corporal expression. (7)
Expressing feelings. (8)
Games: concept and health objectives. (9)
Team games. (9)
Being organised is important for health (10)

EVALUATION CRITERIA

1. Learning about and identifying different body parts and relating them to one's body and the bodies of others.
2. Understanding the importance of posture.

3. Controlling balance.
4. Identifying different types of movements.
5. Experimenting with different types of jumps.
6. Learning to interpret body language.
7. Starting to learn about basic concepts of expressing feelings through the body.
8. Learning about the concept “game” and its objectives regarding health.
9. Playing team games.
10. Learning to be organised.

LEARNING STANDARDS

- 1.1. He/She learns about how bodies change.
- 2.1. He/She understands the importance of good posture.
- 3.1. He/She identifies different ways of balancing.
- 4.1. He/She identifies different types of movements.
- 5.1. He/She identifies different ways of jumping.
- 6.1. He/She identifies expressive language.
- 7.1. He/She acquires notions about expressing feelings through body language.
- 8.1. He/She learns about the concept of a game.
- 9.1. He/She participates in team games.
- 9.2. He/She cooperates with classmates to learn and teach the objectives of a game.
- 10.1. He/She acquires notions about health in relation to time and order and applies them.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Correct use of terminology related to measuring the body.
- Correct use of terminology related to the subject when analysing and describing information in the illustrations.
- Correct use of terminology related to the subject when answering questions.
- Describing body positions adopted in the game “sculptures”.

Mathematical competencies and basic competencies in Science and Technology

- All contents and activities related to orientation.
- Measuring.
- Developing a sense of direction and using different resources to orientate oneself correctly.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Applying acquired knowledge about movements, jumps and turns.
- Expressing feelings through the body when reciting poems.
- Managing resources and techniques efficiently in the development of motor skills.

Social and Civic competencies

- Appreciating knowledge about the body and its motor and expressive abilities through the proposed motor activities.
- Acquiring the habit of doing physical exercise regularly as the result of the proposed physical activities.
- Developing a respectful attitude towards others and oneself when participating in games and physical activities.

Initiative and entrepreneurship

- Developing willingness to exchange opinions in activities and games; accepting and making rules when living together.
- Participating and making decisions in the proposed games and activities and behaving responsibly.
- Appreciating initiative and the contributions of others.

Cultural awareness and expression

- Using expressive dance to experiment ways of communication through body movements.
- Showing interest in non-verbal communication.

COURSE PLAN - UNIT 2

January, February, March 

BASIS

The objective of the second unit is to increase the degree of complexity of the work that the pupils have done in the previous unit. They will review concepts related to the body, image and perception, as well as motor skills, games and corporal expression. They will also learn about health, a topic which is present throughout the unit.

METHODOLOGY

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

CONTENTS

- The body: bones, joints and muscles. (1)
- Corporeal sensations. (2)
- Orientation. (3)
- Turns and their axis. (4)
- Thinking and acting: voluntary and involuntary movements. (5)
- Body language. (6, 7)
- The rules of games. (8)
- Competitive games. (9)
- Health and physical exercise. (10)

EVALUATION CRITERIA

1. Learning about the body: bones, joints and muscles.
2. Experimenting and discovering sensations.
3. Discovering the spatial-time organisation through orientation.
4. Turning.
5. Identifying different types of body axis.
6. Learning to perform stories.
7. Understanding gestures as a part of body language.
8. Appreciating and respecting the rules of games.
9. Learning about and playing competitive games.
10. Appreciating the importance of physical activity in relation to health.

LEARNING STANDARDS

- 1.1. He/She learns about the functions of the bones and muscles.
- 2.1. He/She experiments and discovers body sensations.
- 3.1. He/She discovers ways to use space and time through orientation.
- 4.1. He/She turns safely.
- 5.1. He/She identifies different types of body axis and identifies them in practice.
- 6.1. He/She learns to perform stories.
- 7.1. He/She uses gestures to express himself/herself in a natural way.
- 8.1. He/She appreciates and respects the rules of games.
- 9.1. He/She learns about and plays different competitive games.
- 10.1. He/She appreciates the importance of physical activity in relation to health.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Debate over the concept of «intelligent movement».
- Analysing and talking about the illustrations at the beginning of the unit.

Mathematical competencies and basic competencies in Science and Technology

- Looking at silhouettes traced on the floor. Which ones are bigger? Which ones are smaller?
- Describing the orientation of objects in relation to his/her own body.
- Understanding the relationship between the turns of certain objects and the ones we can do.

Digital competency

- Doing interactive activities related to the unit.

Learning to learn

- Performing voluntary movements and distinguishing them from involuntary ones.
- Using space and time to perform.
- Making rules for games.

Social and Civic competencies

- Accepting and respecting the rules of the games that they have previously agreed on, when playing the proposed games.
- Appreciating the work and contributions of others, without discriminating on the grounds of sex, class, nationality or culture.
- Living together with others and accepting the rules.

Initiative and entrepreneurship

- Developing responsibility and determination.
- Looking for solutions to the proposed problems and putting them into practice.

Cultural awareness and expression

- Appreciating games and dance as cultural expressions of human mobility.
- Interest in the ways of non-verbal communication.

COURSE PLAN - UNIT 3

April, May, June 

BASIS

The objective of this last unit is for the pupils to make progress based on the concepts, procedures and values they have already learnt.

Topics in this unit include: the function of the lungs and heart; flexibility; doing somersaults and doing turns; rhythm and dance; game and their classification and health.

METHODOLOGY

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

CONTENTS

Lung and heart functions. (1, 2)
Flexibility. (3)
Somersaults. (4)
The expressive possibilities of rhythm and dance. (5)
Classifying games. (6, 7)
Mental health. (8)

EVALUATION CRITERIA

1. Learning about and checking lung functions.
2. Learning to count heartbeats.
3. Learning about flexibility and checking how flexible one's own body is.
4. Doing a variety of somersaults.
5. Discovering rhythm and associating it with different movements.
6. Discovering dance and associating it with personal expression.
7. Learning to classify games.
8. Understanding the importance of mental health.

LEARNING STANDARDS

- 1.1. He/She learns about and checks lung functions.
- 2.1. He/She learns to count heartbeats.
- 3.1. He/She learns about flexibility and checks how flexible he/she is.
- 4.1. He/She does a variety of somersaults.
- 5.1. He/She discovers rhythm and associates it with different movements.
- 6.1. He/She discovers dance and associates it with personal expression.
- 7.1. He/She learns to classify games.
- 8.1. He/She understands the importance of mental health.

COMPETENCIES

CONTENTS AND ACTIVITIES BY COMPETENCY

Linguistic competency

- Debating the importance of physical exercise for health.
- Correctly using terminology related to the lungs and heart.

- Correct use of terminology when answering questions.

Digital competency

- Doing interactive activities related to the unit.

Mathematical competencies and basic competencies in Science and Technology

- Checking the heartbeat after doing exercise.
- Following and moving to a rhythm.

Learning to learn

- Breathing correctly.
- Discovering ways to find and count heartbeats.
- Doing exercises that develop flexibility.
- Using the body to follow rhythms.

Social and Civic competencies

- Understanding the importance of avoiding accidents when doing exercise.
- Getting used to doing physical exercise regularly.
- Thinking positively about physical exercise as a healthy, free-time activity.

Initiative and entrepreneurship

- Making correct decisions when doing somersaults.
- Creating motor games and identifying their rules.
- Making reasonable decisions when doing physical activities.

Cultural awareness and expressions

- Understanding artistic expression as a source of wealth and enjoyment.
- Trying to communicate in different ways through dance.
- Appreciating dance as a cultural expression.