

**COURSE DATA****Data Subject**

Code	33647
Name	Physical education teaching at primary school
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Faculty of Teacher Training	2	First term

Subject-matter

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	8 - Teaching physical education in primary education	Obligatory

Coordination

Name	Department
GARCIA MASSO, XAVIER	95 - Didactics of Physical, Artistic and Music Education

SUMMARY

The curriculum of Primary Education is intended to provide all the students an educational system that allows them to strengthen their personal development and their own well-being, leading them to acquire those skills and abilities that serve as instruments for their development throughout life. Physical Education in this Educational Stage reinforces these acquisitions from a perspective of promoting interpersonal relationships with the special relevance on values of respect, acceptance and cooperation, all transferable to daily activities, through the contribution of the area to the development of basic skills. The educational action is aimed to develop the skills linked to motor activity and the acquisition of elements of body culture that contribute both to personal development, fostering a balance between the physical and the psychic, and a better quality of life. On the other hand, it also aims to promote the acquisition of skills that allow to reflect on the meaning and effects of physical activity that will lead them, at the same time, to assume appropriate attitudes and values with reference to the management of their body, as well as to establish the bases of an adequate education for leisure.



The subject 'Physical Education Teaching at Primary Education' aims to inform the students about the benefits of the practice of Physical Education in Primary Education mentioned above, as well as the theoretical-practical and didactic foundations in which they are sustained.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

There are not previous requirements

OUTCOMES

1305 - Degree in Primary School Education

- Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.
- Use information and communication technologies effectively as usual working tools.
- Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multicultural and intercultural issues; discrimination and social inclusion, and sustainable development; Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.
- Promote cooperative work and individual work and effort.
- Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.
- Know the processes of interaction and communication in the classroom.
- Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.
- Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.
- Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.
- Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.
- Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.



- Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.
- Know the theoretical and practical foundations of physical education and understand how its principles contribute to cultural, personal and social education.
- Know and critically evaluate the official curriculum of physical education in primary education.
- Design, develop and evaluate the contents of the physical education curriculum in primary education.
- Design and regulate learning scenarios in contexts of diversity typical of physical education, with special attention to gender differences.
- Acquire resources to encourage lifelong participation in physical and sport activities in and out of school.
- Acquire habits and skills for independent and cooperative learning, as well as for the use of ICT in physical education.
- Reflect critically on physical education classroom practices in order to innovate and improve teaching practice.

LEARNING OUTCOMES

By the end of this subject, the student must be able to:

1. Evaluate, critically, the educational implications that the different trends of Physical Education have contributed to the school physical education.
2. To know and to allow to differentiate the nature of the contents that are given in Physical Education.
3. To know how to program different contents of Physical Education for Primary Education.
4. Apply methodological strategies, as well as the information and communication techniques (ICT), according to the proposed objectives.
5. Using spaces and different motivational climates, to stimulate and optimize the learning of children.
6. Designing adaptations in contexts of diversity.
7. Being able to perceive, reflect and assess, critically, their academic and educational intervention skills in order to improve them.
8. Work in group and make agreements when dealing collectively with problematic situations.
9. Listen to others and respect their opinions.
10. Performing a written text, in group, understandable, organized and coherent.



11. To analyse and argue, in a critical way, every type of external information such as written texts, audio-visual information and peer exhibitions.
12. Learning from your own practice and evaluate it.
13. Arguing what is desired, easily and defend it with rigor.
14. Achieving to be more autonomous and cooperative in the academic activities carried out.
15. Evaluate both, their own work and the others with objectivity.

DESCRIPTION OF CONTENTS

1. Physical Education and its educative value

- a) Identity and concept of Physical Education.
- b) Physical Education and its educational value

2. Historical evolution and trends of Physical Education

- a) Brief historical tour.
- b) Currents of Physical Education.

3. Curriculum of Physical Education in Primary Education

- a) Concept and general characteristics.
- b) Elements of the curriculum.
- c) Presence and importance of the content blocks in the different educational cycles.

4. Didactics of Physical Education

- a) Organization and didactic resources.
- b) Teaching styles and pedagogical models.
- c) The tasks and the progression.
- d) The use of new ICT technologies.

5. Programming in Physical Education

- a) Classroom programming: the session.
- b) The evaluation.
- c) Curricular adaptations.
- d) Exposition of the programs made by the students: observation and reflexive-critical analysis in and on the action.

**6.**

6. Teaching-learning of the different blocks of contents of Physical Education in the Primary education

Block 1. Body knowledge and autonomy.

Block 2. Motor skills, coordination and balance. Activities in the natural environment.

Block 3. Motor expression and communication.

Block 4. Physical activity and health.

Block 5. Games and sports activities.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	90,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The methodology proposed for this subject is mainly active. Most of the teaching resources will be used to promote the involvement and participation of the student in their own learning process, through different methodological strategies such as creating cooperative working groups, discussion groups among others.

The subject is structured in different sections:

Face-to-face schedule 40%	
Classroom lessons	Theoretical-practical lessons that include introductory sessions to the different topics, the development of part of the contents taught by the teacher and theoretical-practical sessions, in which the students will debate and expose the work done, building, developing and complementing the different topics. The analysis and critical reflection of documents and readings related to the different topics of the subject will be considered and strengthened. For the development of this section, different techniques of group dynamics and curricular materials will be undertaken.
Gym lessons	Practical lessons of theoretical and practical content taught by the teacher that include introductory sessions to the different contents of motor education and its didactic treatment, as well as, exhibitions and application of practical sessions, individually and in groups, on the part of the students. Different participatory techniques and group dynamics will be applied, simulation of teaching practices, as well as the use of didactic materials and ICT.



Flexible weeks schedule	The students have to attend the activities programmed by the Department or Center oriented by the teaching staff.
Non-face-to-face schedule 60%	
Flexible work schedule and autonomous study	The non-face-to-face schedule will be used, by the student, to prepare the proposed works in the subject. The work dynamics will be carried out through the formulation of relevant questions, information search, analysis, elaboration and subsequent communication. Likewise, during this non-contact time, the students will attend tutorials called by the teacher to follow up on the students, in a more personalized way.

EVALUATION

The evaluation model proposed for the subject is a continuous, formative and shared evaluation.

The evaluation will be carried out by:

1. The delivering, exposition and overcoming of activities and proposed works, individual and / or in group.
 - 1.1. For the theoretical or practical-theoretical works presented it will be assessed, among other aspects: coherence, relevance, personal and group contributions, reflective and critical capacity, innovations and the adequacy of the bibliographic sources consulted.
 - 1.2. For the presentations it will assessed, among other aspects: coherence, relevance, organization, ease of communication, adequacy, originality and the didactic and technological resources used.
 - 1.3. The fulfilment of a written tests on the theoretical-practical contents of the subject.
2. The level of both, individual and group participation and involvement of the students will also be considered for the evaluation.
3. To participate in the continuous assessment, attendance at the practical classes must be at least 80% of the total credits.
4. Students who do not conform to the dynamics established for the continuous assessment may be submitted to a written test on theoretical and practical content of the whole subject.



REFERENCES

Basic

- Álvarez de Sotomayor, I. D., & Varela, C. (2022). La programación didáctica: Elementos Básicos. Editorial Universitat.
- Blázquez, D. (Ed.). (2016). Métodos de enseñanza en educación física. Barcelona: Inde.
- Blázquez, D. (2017). Cómo evaluar bien educación física. Barcelona: Inde.
- Contreras, O.R. & Gutiérrez, D. (2021). El aprendizaje basado en proyectos en educación física. Barcelona: Inde.
- García-González, L., Abós Catalán, Á., & Sevil-Serrano, J. (2020). Acción docente en educación física y actividades físico-deportivas: teoría basada en evidencias científicas (Vol. 291). Zaragoza: Presses de la Universitat de Zaragoza.
- Kirk, D., MacDonald, D., & Osullivan, M. (2006). The Handbook of Physical Education. London: SAGE Publications Ltd.
- Lleixà, T. y Sebastiani, E. M. (coords.) (2016). Competencias Clave y Educación Física. Barcelona: Inde.
- López Pastor, V.M. (coord). (2014). La evaluación en educación física: revisión de los modelos tradicionales y planteamiento de una alternativa. Buenos Aires: Miño y Dávila.
- Lorente, E., & Martos, D. (2018). Educación Física y pedagogía crítica: Propuestas para la transformación personal y social. Lleida: Universitat de Lleida.
- Navarro, A. (2012). Manual de didáctica de la Educación Física de la Educación Primaria. Valencia: Publicacions Universitat de València.
- Pérez-Pueyo, A., Hortigüela-Alcalá, D., Fernández-Río, J., Calderón, A., García-López, L.M. et al. (2021). Los modelos pedagógicos en educación física: qué, cómo, por qué y para qué. León: Universidad de León. Servicio de Publicaciones.

Additional

- Arnold, P.J. (1991): Educación Física, movimiento y currículum. Madrid: Morata.
- Baena-Extremera, A., & Granero-Gallegos, A. (2011). Contribución de las actividades físicas en el medio natural a la consecución de las competencias básicas. Trances, 3(5), 609-632.
- Barrios J., López-Pastor, V. M., Pedraza, M. A., Ruano, C., y Sáez, J. (2016). Programar por dominios de acción motriz en Educación Física. Buenos Aires: Miño y Dávila Editores.



Bermejo-Martínez, G., Sevil-Serrano, J., García-González, L., y Generelo, E., & (2019). El papel de las familias en la promoción de hábitos saludables. Zaragoza: Universidad de Zaragoza.

Blázquez, D. (2013). Diez competencias docentes para ser mejor profesor de Educación Física: la gestión didáctica de la clase. Barcelona: Inde.

Chow, J. Y., Davids, K., Button, C., & Renshaw, I. (2016). Nonlinear Pedagogy in Skill Acquisition. An Introduction. New York, NY: Routledge.

DECRETO 106/2022, de 5 de agosto, del Consell, de ordenación y currículo de la etapa de Educación Primaria.

Gambau, V. (2015). Las problemáticas actuales de la educación física y el deporte escolar en España. Revista Española de Educación Física y Deportes, 411, 53-69.

Garagordobil, M. (2004). Juegos cooperativos y creativos para niños de 10 a 12 años. Madrid: Pirámide.

Del Valle, S., García, M.J. (2007). Cómo programar en Educación Física paso a paso. Barcelona: Inde.

- Fernández-Río, J., Calderón, A., Alcalá, D. H., Pérez-Pueyo, A., & Cebamanos, M.A. (2016). Modelos pedagógicos en educación física: consideraciones teórico-prácticas para docentes. Revista Española de Educación Física y Deportes, (413), 55-75.

García-González, L. (2021). Cómo motivar en educación física: Aplicaciones prácticas para el profesorado desde la evidencia científica. Zaragoza: Servicio de Publicaciones. Universidad de Zaragoza.

Haywood, K. M., & Getchell, N. (2014). Life Span Motor Development. Champaign: Human Kinetics.

López-Pastor, V.M., Pedraza, M.A., Ruano, C., Sáez, J. (2017). Educación Física y dominios de acción motriz. Buenos Aires: Miño y Dávila Editores.

Méndez-Giménez, A. (2003). Nuevas propuestas lúdicas para el desarrollo curricular de Educación Física. Barcelona: Editorial Paidotribo.

Méndez-Giménez, A. (2014). Modelos de enseñanza en Educación Física. Madrid: Grupo 5.

Molina-García, J. (2016). Recomendaciones de práctica de actividad física y contextos de intervención en la edad escolar: el rol del centro educativo. En Gadivia, V. (Coordinador), Los ocho ámbitos de la Educación para la Salud en la Escuela (pp.113-127). Valencia: Tirant Humanidades.

Mosston, M. y Ashworth, S. (2008). Teaching Physical Education. The Spectrum Institute for Teaching



and Learning. Londres: Pearson Education.

- Rodríguez-García, P. L. (2006). Educación física y salud en primaria: hacia una educación corporal significativa y autónoma. Barcelona: Inde.

Pérez-Ramírez, C. (1993). Evolución histórica de la Educación Física. Apunts. Educación física y deportes, 3(33), 24-38.ç

Real Decreto 157/2022, de 1 de marzo, por el que se establecen la ordenación y las enseñanzas mínimas de la Educación Primaria

Reina, R., Sierra, B., García-Gómez, B., Fernández-Pacheco, Y., Hemmelmayr, I., García-Vaquero, M. P., ... & Roldán, A. (2016). Incluye-T: Educación Física y Deporte Inclusivo. Elche: Limencop SL.

Rodríguez García, P. L. (2006). Educación física y salud en primaria: hacia una educación corporal significativa y autónoma. Barcelona: Inde.

Ríos, M. (2017). 565 Juegos y tareas de iniciación deportiva adaptada a las personas con discapacidad. Barcelona: Paidotribo.

Sáenz-López, P. (1999). La importancia de la Educación Física en Primaria. Apunts, Educación Física y Deportes, 57, 20-31.

Sicilia, Á. y Delgado, M. (2002). Educación física y estilos de enseñanza. Barcelona: Inde.

Soca-rel (2021). Educación Física como herramienta de transformación social. Pretextos críticos. Barcelona: Inde.

Tena, I. (2018). Expresión corporal desde la danza creación: proceso de elaboración de una unidad didáctica en Educación Infantil y Primaria. Zaragoza: Prensas Universitarias de Zaragoza.

Whitehead, M. (2010). Physical Literacy. Throughout the lifecourse. New York, NY: Routledge.