

SUBJECT TEACHING GUIDE

G297 - Teaching Physical Education in Nursery School Education

Degree in Early Childhood Education

Academic year 2020-2021

| 1. IDENTIFYING DATA | | | | | |
|----------------------------------|--|------------------|--------------------|------------------|--------------|
| Degree | Degree in Early Childhood Education | | | Type and Year | Core. Year 1 |
| Faculty | School of Teacher Training | | | | |
| Discipline | Subject Area: Music and Plastic and Corporal Expression Module: Training in Teaching and the Discipline | | | | |
| Course unit title and code | G297 - Teaching Physical Education in Nursery School Education | | | | |
| Number of ECTS credits allocated | 6 | Term | Semester based (2) | | |
| Web | | | | | |
| Language of instruction | Spanish | English Friendly | No | Mode of delivery | Face-to-face |

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|------------------|--|--|--|--|--|
| Department | DPTO. EDUCACION | | | | |
| Name of lecturer | MIKEL PEREZ GUTIERREZ | | | | |
| E-mail | mikel.perez@unican.es | | | | |
| Office | Edificio Interfacultativo. Planta: + 3. PROFESORES DE EDUCACION FISICA (307) | | | | |
| Other lecturers | JOSE GUTIERREZ LOPEZ RAUL PEREZ PRIETO | | | | |

3.1 LEARNING OUTCOMES

- To know the Physical Education (PE) concept from an historic point of view and the role that nowadays plays within the social frame as cultural and educational reference, remarking its educational value.
- To globally know the children psychomotor development and to specifically diagnose the level every pupil has reached.
- To design activities and motor games for a progressive and optimizing development of perceptive , basic, specific motor skills and physical condition for future pupils.
- To plan physical activities and cooperative games to promote values in opposition to violence , all kind of prejudices and sexist stereotypes.
- To design a wide variety of safety and low enviroment impact activities that could be used with early childhood education pupils in the natural environment.
- To elaborate didactical units and/or sessions within PE subject, linked to the three areas of experience and development in the Early Childhood Education curriculum
- To know and apply correctly methodological resources as well as evaluation criteria of PE at the early childhood education.
- To show individual and group working attitudes taking into account the importance of cooperation and personal effort to create group working projects.
- To consult, analyze, select and compare the main academic sources of information (documentary and bibliographic) and to use them to prepare information and documents about topics related to the PE subject based on them.

4. OBJECTIVES

- To give fundamental knowledge about correct ways of teaching within a wide variety of fields related with Physical Activity (PA) and Sports.
- To analyze motor development evolution focusing into the main aspects that afect to the 0 to 6 years old stage (corresponding to early childhood education).
- To acquire domain of diferent body practices for pupils development in the early childhood education pupils , for their psychomotor, physical and sociomotor abilities and competences.
- To contribute in helping the students to develop the educational goals in the early childhood education : socialization, autonomy, basic instrumental learnings and improvement of expressive, cognitive, communicative, playful and movement competences.
- To know the children environment from development and learning points of view , and to determine the possible educational actions to take.
- To be able to make decissions in teaching practice , such as selecting and distributing contents and also designing learning progressions, taking always into account the pupils evolutive moment characteristics, their learning styles and the elements that can optimize those learnings.
- To be able to elaborate the PE teaching programs for the early childhood education stage.

6. COURSE ORGANIZATION

CONTENTS

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|----|--|
| 1 | Historical, theoretical and conceptual frame of Physical Education |
| 2 | Physical Education within the Early Childhood Education curriculum: basic elements. |
| 3 | Children autonomy development: the body, its segments and elements, sensations and perceptions, lateral dominance, body scheme, attitude, position. Evolution of the motor development and physical abilities. |
| 4 | Playing and movement. Basic motor skills. |
| 5 | Environment knowledge: physical environment interaction and approach to natural spaces. |
| 6 | Body language, dancing, movement and body expression. |
| 7 | Physical education planning in Early Childhood Education. |
| 8 | The Physical Education lesson: organization, structure and planning. Pedagogical models. |
| 9 | Materials and didactical resources: objects' world. |
| 10 | Physical education evaluation in the Early Childhood Education. |
| 11 | Didactical practices |

7. ASSESSMENT METHODS AND CRITERIA

| Description | Type | Final Eval. | Reassessn | % |
|---|--------------|-------------|-----------|---------------|
| Final official written exam (40%) Minimum grade for passing: 5 | Written exam | Yes | Yes | 40,00 |
| Works (30%) Minimum grade for passing: 5 | Work | No | Yes | 30,00 |
| Practical session (30%) Minimum grade for passing: 5 | Others | No | Yes | 30,00 |
| TOTAL | | | | 100,00 |

Observations

GRADE

For having a favourable grade, it is compulsory to pass all the assessment parts of the course. Since practical experience and interaction among students are essential for a right learning process within this course, part-time students must come to all practical lessons (representing approximately 50% of total lessons).

When the course is not passed because the minimum grade has not been achieved in some of the assessment parts, the quantitative final grade of the course shown in the course's record will reflect the student's performance in the whole assessment tests.

ORTHOGRAPHY

It is assumed that university students have already acquired the correct linguistic skills required in the oral and written expression. It is, therefore, compulsory that students show knowledge on the correct orthography (spelling, accent and punctuation) and grammar in order to pass the course.

PLAGIARISM

Regarding the fraudulent use of references (plagiarism) in assessment tests, the final mark shall comply with the University's assessment regulation (article 54.1).

CITATION RULES

The Faculty of Education recommends the APA citation Standards for all academic work:

<https://web.unican.es/buc/recursos/guias-y-tutoriales/guia?g=28>

Observations for part-time students

Since practical experience and interaction among students are essential for a right learning process within this course, part-time students must come to at least 50% of all practical lessons (representing approximately 50% of total lessons).

Moreover, they must pass the final written exam and carry out a work related to the practical part of the course.

Nevertheless, part-time students should arrange an appointment with the teacher within the first three weeks of the course's starting date for explaining their situation and making known to the teacher.

8. BIBLIOGRAPHY AND TEACHING MATERIALS

BASIC

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- Blázquez Sánchez, D. (1992). Evaluar en Educación Física. Barcelona: INDE.
- Barcala Furelos, R. J., Abelairas Gómez, C., & Gil Madrona, P. (2016). Didáctica de la educación física en educación infantil: propuestas prácticas desde una visión renovada. Madrid: Síntesis.
- Bravo Martín, E. (2008). Programación anual de Educación Física para... de Primaria: una propuesta adaptable a cualquier realidad educativa. Barcelona: INDE.
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- Le Boulch, J. (1984). La educación por el movimiento en la edad escolar. Barcelona: Paidós.
- Le Boulch, J. (1997). El movimiento en el desarrollo de la persona. Barcelona: Paidotribo.
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- Sánchez Bañuelos, F. (1992). Bases para una didáctica de la educación física y el deporte. Madrid: Gymnos.
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