

SUBJECT TEACHING GUIDE

G297 - Teaching Physical Education in Nursery School Education

Degree in Early Childhood Education First Degree in Nursery Education Teaching

Academic year 2023-2024

1. IDENTIFYING DATA					
Degree	Degree in Early Childhood Education First Degree in Nursery Education Teaching			Type and Year	Core. Year 1 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

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	RAUL PEREZ PRIETO

3.1 LEARNING OUTCOMES

- To know the Physical Education (PE) concept from an historical 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 have a mastery of the different 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 decisions 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	
1	Historical, theoretical and conceptual framework 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: the world of the objects.
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 will be the lowest score between 4,9 and the weighted average of all 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 32): 'The fraudulent performance of the tests or evaluation activities will directly result in a failure grade '0' in the subject in the corresponding call, thereby invalidating any grade obtained in all the evaluation activities for the extraordinary call.

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

- Arufe Giráldez, V. (2021). Propuestas pedagógicas en la etapa de 0 a 6 años. Competencia motriz. Barcelona: INDE.
- Aznar Oro, P. (1999). La educación física en la educación infantil de 3 a 6 años. 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.
- Díez Navarro, C. (2015). La educación infantil: 10 ideas clave. Barcelona: Graó.
- Gil Madrona, P. (2003). Diseño y desarrollo curricular en educación física y educación infantil: selección y secuenciación de objetivos y contenidos. Sevilla: Wanceulen.
- Gil Madrona, P. (2004). La evaluación de la educación física en la Educación Infantil. Sevilla: Wanceulen.
- Gil Madrona, P. (2004). Metodología de la educación física en Educación Infantil. Sevilla: Wanceulen.
- Harrow, A. J. (1978). Taxonomía del dominio psicomotor: guía funcional para el desarrollo de objetivos en la educación física. Buenos Aires: El Ateneo.
- Jiménez Ruiz, C. (2009). Cuentos motores en educación infantil. s.l.: Hergué.
- Mazón Cobo, V. (coord.). (2010). Programación de la educación física basada en competencias. Barcelona: INDE.
- Megías Tortosa, A., & Lozano Serrano, L. (2019). El juego infantil y su metodología. Madrid: Editex.
- MECD, Ministerio de Educación, Cultura y Deporte (2017). Guía para la comunidad educativa de prevención y apoyo a las víctimas de violencia escolar. Madrid: Ministerio de Educación Cultura y Deporte, Subdirección General de Documentación y Publicaciones.
- MECD, Ministerio de Educación, Cultura y Deporte (2017). Plan estratégico de convivencia escolar: confiar en la fuerza de la Educación. Madrid: Ministerio de Educación, Cultura y Deporte.
- Mercer, N., Hargreaves, L., & García Carrión, R. (2016). Aprendizaje e interacciones en el aula. Barcelona: Hipatia Press.
- Moral Sánchez, A. d. (1994). Aprendizaje y desarrollo motor: apuntes y referencias. Alcalá de Henares: Universidad de Alcalá de Henares.
- Puig Jiménez, M. M. (1999). Educación física: educación infantil y primaria, proyecto curricular. Barcelona: Ediciones del Serbal.
- Ruiz Pérez, L. M. (1994). Deporte y aprendizaje: procesos de adquisición y desarrollo de habilidades. Madrid: Visor.
- Ruiz Pérez, L. M. (1994). Desarrollo motor y actividades físicas. Madrid: Gymnos.
- Sánchez Bañuelos, F. (2003). Didáctica de la Educación Física para Primaria. Madrid: Pearson Educación.
- Torres Luque, G. (2015). Enseñanza y aprendizaje de la Educación Física en Educación Infantil. Madrid: Paraninfo.
- Torres Solís, J. A. (2009). La clase de educación física en el preescolar: estrategias y recursos didácticos. México: Trillas.
- Ureña Ortín, N. (2010). Didáctica de la educación física en la educación infantil. Murcia: Diego Marín.
- Wickstrom, R. L. (1983). Patrones motores básicos. Madrid: Alianza.
- Zachopoulou, E., Pickup, I., & Tsangaridou, N. (2009). Early Steps Physical Education Curriculum: Theory and Practice for Children Under 8. Champaign, IL: Human Kinetics.