

OBJECTIVES AND COMPETENCIES OF PRIMARY EDUCATION

- 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 / SYLLABUS OF UNIT 1

September, October 

BASIS

We are in the last year of primary school, so our main focus is on making sure pupils have solid knowledge of the topic, whilst also strengthening and broadening procedures that pupils have already learnt. They must also generate new ways of learning that help them to move onto secondary education.

We will begin by addressing the concepts related to bodily changes that occur in pupils, then look at all the possibilities of movement our bodies have. We will then go further into some aspects such as taking care of our posture, understanding muscle activity, controlling respiration and learning how to relax or taking a break from movement.

TEACHING METHODOLOGY

Ensure the construction of meaningful and functional learning about the essential aspects of physical development and human movement. Relating these concepts with personal practise and strengthening the acquisition of key concepts.

Increase mental activity through problem solving exercises, which involve guided discovery and the representation of experience in various interdisciplinary forms.

CONTENTS

Our body's development. (1)
The importance of posture. (2)
Muscle tension. (3)
Relaxation and breathing. (4)
The sections of our body. (5)
An active and healthy lifestyle - pain. (6)

EVALUATION CRITERIA

1. Know the factors that directly affect human development. Know the factors that influence climate through a cross-curricular social science activity. Find some dance moves, practise them and invent new ones in a home challenge.

2. Understand the value of taking care of our back and how it relates to day-to-day posture.
3. Know the value of muscle tension and muscle function. Learn various body stretches from family members in a home challenge.
4. Understand the relationship between exercise, tension and muscle relaxation. Know how we breathe step by step in a cross curricular natural science activity. Draw pictures on steamed windows at home in a home challenge.
5. Understand independent sections and the concept of 'disassociated movements'. Practise controlling different sections of the body through a home challenge activity.
6. Know the importance of pain as a sign from the body that we are doing unsuitable exercises. Know the different problems and deformations that the spine can suffer during adolescence.

ASSESSED LEARNING STANDARDS

- 1.1. Knows the factors that directly affect human development.
- 1.2. Knows the factors that influence climate through a Social Science activity.
- 1.3. Creates own dance moves in a home challenge.
- 2.1. Understands the value of taking care of their back and how it relates to day-to-day posture.
- 3.1. Knows the value of muscle tension and the function of muscles.
- 3.2. Knows various stretches from a home challenge activity.
- 4.1. Understands the relationship between exercise, tension and muscle relaxation.
- 4.2. Knows how we breathe step-by-step through a Natural Science activity.
- 4.3. Understands how breathing onto a window creates a steamed up surface in a home challenge activity.
- 5.1. Understands the independent sections and concept of 'disassociated movements'.
- 5.2. Controls different segments at the same time in a home challenge.
- 6.1. Knows the importance of pain as a sign from the body that we're doing unsuitable exercise.
- 6.2. Knows different problems and deformations that the backbone can suffer during adolescence.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Comprehensive reading to encourage interest in the unit content and pupils to reflect on it.
- Analyse the information contained in the initial illustrations and then create an exhibition about the different physical activities that they represent.
- Knowledge and correct use of vocabulary specific to the topic.
- Spoken description about the injuries that can originate in the backbone.

Mathematical competency and basic competencies in Science and Technology

- Taking measurements.
- Development of the sense of direction and implementation of distances and time periods.

Digital competency

- Carrying out interactive activities linked to the unit.

Learning to learn

- Getting to know oneself and one's own possibilities and shortcomings through physical activity.
- Application of new knowledge in different situations.

Social and Civic competencies

- Appreciation of knowledge of the body and its physical abilities.
- Accepting changes that originate in the body.
- Demonstrating attitudes of respect towards others and oneself.
- Acquisition of healthy eating habits and body care.

Initiative and entrepreneurship

- Decision making in coordinative activities.
- Participating in all the activities in the unit, taking decisions and behaving responsibly.
- Assessment of initiatives and the contributions of others.
- Following hygiene routines and body care, as well as attitudes acquired to take care of the environment.

Cultural awareness

- Rating cultural events linked to human movement.

COURSE PLAN / SYLLABUS OF UNIT 2

November, December 

BASIS

The first unit dealt with deepening pupils' understanding of concepts they previously studied and the continued topic of linking physical activity to health. Here, we will go on to look at the importance of a warm-up and address the keys to developing our physical abilities (flexibility, strength, speed, endurance), in order to create a healthy workout.

TEACHING METHODOLOGY

Ensure the construction of meaningful and functional learning about the essential aspects of physical abilities, relating them to personal experiences and daily life.

Increase mental activity through individual organisation of warm-ups and fitness activities.

CONTENTS

Why we need to warm-up. (1)

Developing our physical abilities. (2)

Our body must be flexible. (3)

The importance of strength. (4)

We need all types of speed. (5)

Increasing our stamina. (6)

Let's get training! (7).

EVALUATION CRITERIA

1. Understand the value and necessity of warming-up before any type of physical activity. Create own yoga routine to stretch each part of the body.
2. Know and differentiate the forms of developing basic physical abilities. Know about sports apps in a technology activity.
3. Understand the peculiarities of flexibility and importance of keeping the body flexible a part of good health.
4. Understand the value of strength and its relation to maintaining good posture during other activities.
5. Know the concept of speed and its different forms. Move to music in a music activity.
6. Know the benefits of stamina and the need to develop and maintain it. Sing and dance along to a song at home in a home challenge.
7. Know the relationship between development and maintaining physical abilities and health. Try balancing on different points of the body in a home challenge.

ASSESSED LEARNING STANDARDS

- 1.1. Understands the value and necessity of warming-up before any type of physical activity.
- 1.2. Creates own yoga routine to stretch each part of the body.
- 2.1. Knows and differentiates the forms of developing basic physical abilities.
- 2.2. Knows about sports apps in a technology activity.
- 3.1. Understands the peculiarities of flexibility and importance of keeping the body flexible a part of good health.
- 4.1. Understands the value of strength and its relation to maintaining good

posture during other activities.

- 5.1. Knows the concept of speed and its different forms.
- 5.2. Moves to music in a music activity.
- 6.1. Knows the benefits of stamina and the need to develop and maintain it.
- 6.2. Sings and dances along to a song at home in a home challenge.
- 7.1. Knows the relationship between development and maintaining physical abilities and health.
- 7.2. Balances on different points of the body in a home challenge.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Comprehensive reading to encourage interest in the unit content and pupils to reflect on it.
- Analyse the information contained in the initial illustrations, which show the various physical activities that pupils are doing.
- Knowledge and correct use of vocabulary specific to the topic.

Mathematical competency and basic competencies in Science and Technology

- Carrying out different types of trajectories within movement.
- Assessing body awareness and its physical abilities.
- Evaluating physical activity as an essential aspect of maintaining good health.
- Acquisition of the habit of doing regular physical activity.

Digital competency

- Carrying out interactive activities linked to the unit.

Learning to learn

- Applying new knowledge about the development of different physical abilities.
- Knowledge of our possibilities and limits through physical activity.
- Applying new knowledge to different situations.

Social and Civic competencies

- Assessment of the importance of the development of motor skills.
- Acquisitions of the habit of doing regular physical activity.
- Using physical activity to facilitate relationships, integration and respect.
- Appreciating the work and contributions of others, without discriminating on the grounds of sex, class, origin or culture.

Initiative and entrepreneurship

- Ability to find solutions to problems and follow them through.
- Individual and collective organisation of recreational physical activities.
- Adopting essential standards for safe physical activity.
- Participating in all activities, making decisions and acting responsibly.

Cultural awareness

- Appreciation of cultural demonstrations linked to human movement.

COURSE PLAN / SYLLABUS OF UNIT 3

January, February 

BASIS

This unit is focused on a fundamental aspect of the development of physical education: intelligent control of motor skills, which is essential for achieving objectives of action and movement based on pupils' personal interests.

TEACHING METHODOLOGY

Ensure the construction of meaningful and functional learning about essential aspects of motor skills and coordination, then, relating them to the concepts and personal experiences of daily life.

Increase mental activity by solving exercises and problems through the guided discovery of new abilities and construction of sequences of skills in different interdisciplinary forms.

CONTENTS

The abilities that make us human. (1)

Developing our abilities. (2)

From our feet to our head. (3)

Our upper body. (4)

Our lower body. (5)

Tips on doing safe and healthy exercise. (6)

EVALUATION CRITERIA

1. Understand the concept of motor skills and the factors of its development.
Test own motor skills by spinning in a park in a home challenge.
2. Know and distinguish between the forms of developing different types of skills and their origins.
3. Understand the relationship and the mechanisms of intelligent coordination in order to develop motor skills. Take an IQ test to test general intelligence in a home challenge.
4. Understand the concept of coordination and relate it to motor skills.
5. Understand the mechanism of throwing and catching.

6. Know the coordinative and execution of movement possibilities of the different segments of our body.
7. Know the sequences of how to do physical activities safely.

ASSESSED LEARNING STANDARDS

- 1.1. Understand the concept of motor skills and the factors of its development.
- 1.2. Tests own motor skills by spinning in a park in a home challenge.
- 2.1. Knows and distinguishes between the forms of developing different types of skills and their origins.
- 3.1. Understands the relationship and the mechanisms of intelligent coordination in order to develop motor skills.
- 3.2. Tests general intelligence in a home challenge.
- 4.1. Understands the concept of coordination and relates it to motor skills. Is able to apply it to different regular activities.
- 5.1. Understands the mechanism of throwing and catching and practises it with different sized and shaped elements.
- 6.1. Knows the coordinative and execution of movement possibilities of the different segments of our body.
- 7.1. Habitually uses sequences for carrying out physical activities safely.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Comprehensive reading to motivate interest in the content of the unit and create a debate around the topic.
- Observe the initial illustrations and discuss the different physical abilities that pupils can see.
- Knowledge and use of specific topic vocabulary.

Mathematical competency and basic competencies in Science and Technology

- Measuring flexibility.
- Calculating the speed of our movements.
- Appreciating knowledge of the body and its motor skills.
- Understanding and valuing physical activity as an essential factor in maintaining good health.
- Ability to interact with the surrounding space.
- Handling equipment to do physical activity.
- Acquisition of healthy hygiene habits and body care.

Learning to learn

- Development of sense of competence or personal effectiveness.
- Applying knowledge to various situations.

Social and Civic competencies

- Developing attitudes of dialogue and acceptance as well as standards of living.

- Understanding social aspects of physical activity, using them to facilitate relationships, integration and respect.
- Appreciating physical activity as essential for maintaining good health, noting one's personal possibilities and limitations.

Initiative and entrepreneurship

- Ability to cope with tasks and problems responsibly, showing initiative and creativity, creating suitable plans, calculating and taking risks and learning from mistakes.
- Development of initiative and creativity.
- Development of personal values or responsibility and perseverance.

Cultural awareness

- Assessment of cultural demonstrations linked to human movement.

COURSE PLAN / SYLLABUS OF UNIT 4

March, April 

BASIS

In this unit we put our coordinated skills into practise through group work in different exercises and games. We will specifically work with a net, hoop and goal to help improve our sports practise and, therefore, lead pupils to value themselves as they manage their coordination skills better. This will help prepare them for following lessons as well.

In the final section we focus specifically on health by discussing some basic principles of diet in relation to growth.

TEACHING METHODOLOGY

Ensure the construction of meaningful and functional learning about motor skills, relating the concepts to personal experiences and reinforcing the acquisition of key concepts related to future cultural and movement activities. Increase mental activity by solving exercises and problems through the guided discovery of different games and activities that require coordinated skills.

CONTENTS

Coordinated skills. (1)
Working with a net. (2)
Hoop skills. (3)

Goal skills. (4)

Eat to live and diet and growth. (5)

EVALUATION CRITERIA

1. Coordinate individual and team skills. Represent sports in art with an art activity. Practise mimicking movement of another in a home challenge.
2. Develop skills in games and sports that use a net. Practise throwing a ball and clapping in a home challenge.
3. Develop skills in games and sports that use a hoop. Practise aiming a ball and kicking it into a box in a home challenge.
4. Develop hand skills in games and sports that have a goal. Practise flipping a piece of card and catching it in a home challenge.
5. Know about and follow a balanced diet. Know how our diet affects our growth.

ASSESSED LEARNING STANDARDS

- 1.1. Coordinates individual and team skills.
- 1.2. Represents sports in art with an art activity.
- 1.3. Mimics the movement of another in a home challenge.
- 2.1. Develops skills in games and sports that use a net.
- 2.2. Can throw a ball and clap in a home challenge.
- 3.1. Carries out skills properly, in games and sports that use a hoop.
- 3.2. Can aim and kick a ball into a box in a home challenge.
- 4.1. Carries out hand skills properly, in games and sports that have a goal.
- 4.2. Can flip a piece of card and catch it in a home challenge.
- 5.1. Knows and follows a balanced diet that suits their lifestyle.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Reading to motivate and create interest in the unit content and creating a debate about it.
- Know specific topic vocabulary.

Mathematical competency and basic competencies in Science and Technology

- Assessment of knowledge about the body and its motor skills.
- Handling equipment to do physical activity.
- Acquisition of healthy eating habits and body care.
- Development of skills with hands and feet and pre-sports.

Learning to learn

- Interest in cooperative games and appreciating the relationship possibilities they offer.

- Involvement in the activities in the unit, integrating with the group and showing respect for others.
- Understanding games as a social means of education.
- Accepting set game rules.
- Appreciating fair play.
- Respecting safety rules in games and sports to avoid any health risks.

Initiative and entrepreneurship

- Taking decisions when designing games and organising group activities using motor skills.
- Initiative and creativity when organising sports activities.
- Development of personal values of responsibility and perseverance.

COURSE PLAN / SYLLABUS OF UNIT 5

April, May 

BASIS

This unit focuses on the body from the point of view of expression, which will be the basis for studying body language. From body language, we will address the expression of ideas and feelings using the body and movement as resources. We will use imagination and creativity to practise interpretations and representations, and finally, create a dance.

We will complete the unit with the usual section dedicated to health care, paying attention to self-esteem as a way of enhancing personal well-being.

TEACHING METHODOLOGY

Ensure the construction of meaningful and functional learning about essential aspects of expression in its different manifestations, linking concepts to pupils' personal experiences, and strengthening the acquisition of key concepts related to expression, creativity and communication.

Increase mental activity with problem solving exercises in expression through the guided discovery and representation of experience.

CONTENTS

Verbal communication. (1)

Body language. (2)

Interpretation. (3)

Performance. (4)

Communicating through dance. (5)

Self-esteem is good for our well-being! (6)

EVALUATION CRITERIA

1. Recognise the importance of communication and discover different types of languages. Invent own sign language in a home challenge.
2. Understand the value of meaningful movement and know the requirements for good body language.
3. Distinguish, know and practise concepts of improvisation, interpretation and representation, and the relationships between them. Learn about famous characters in an English activity. Consider the difference between a book character and their character in a film.
4. Know and apply concepts of space, time and character. Interpret and perform a song in a home challenge.
5. Learn and apply dance as an expressive resource. Build a stage and create a set to show to the class.
6. Appreciate expressive activities as a source of health.

ASSESSED LEARNING STANDARDS

- 1.1. Recognises the importance of communication and applies different types of languages
- 1.2. Invents own sign language in a home challenge.
- 2.1. Understands the value of meaningful movement and is able to express oneself properly with body language.
- 3.1. Distinguishes, knows and practises concepts of improvisation, interpretation and representation, and the relationships between them in expressive activities.
- 3.2. Knows famous characters in an English activity.
- 3.3. Can discuss the differences between a book character and their character in a film.
- 4.1. Knows and applies concepts of space, time and character.
- 4.2. Interprets and performs a song in a home challenge.
- 5.1. Applies dance as an expressive resource.
- 6.1. Appreciates expressive activities as a source of health.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Understanding body language as a means of communication.
- Analysing initial illustrations and creating a debate about what they show.
- Knowledge of specific topic vocabulary.

Mathematical competency and basic competencies in Science and Technology

- Assessment of knowledge of the body and its expressive abilities.
- Knowledge and understanding non-verbal forms of communication.
- Expressing ideas, sensations and feelings through the body and its movement.
- Individual and group organisation of expressive activities.

Learning to learn

- Observing the involvement of feelings in body language.
- Knowledge of one's own possibilities and shortcoming through expressive activities.
- Practising and experimenting with body language.
- Experimenting forms of communication through expressive dance.
- Applying knowledge to different situations.

Social and Civic competencies

- Using expressive activities to facilitate relationships, integration and respect.
- Working in groups, cooperating and taking on responsibilities.

Initiative and entrepreneurship

- Development of initiative, imagination and creativity when doing expressive activities.
- Appreciating the initiatives and contributions of others.

Cultural awareness

- Knowledge of cultural wealth by practising different dances.
- Appreciating cultural manifestations in human movement (traditional games, dance).
- Using artistic demonstrations as a source of enrichment and enjoyment.

COURSE PLAN / SYLLABUS OF UNIT 6

May, June 

BASIS

The last unit aims for pupils to acquire knowledge about the value of games as cultural wealth, as well as physical activity and healthy socialising. Therefore, we introduce traditional and popular games, as in cooperative games and sports, to later address three well known sports - volleyball, basketball and football - facilitating knowledge of the rules and instilling sporting values and behaviour, which are very useful for personal development and a source of health.

We conclude the ongoing topic by warning pupils of the dangers of certain social habits, particularly those linked to alcohol and tobacco.

TEACHING METHODOLOGY

Ensure the constructions of meaningful and functional learning about essential aspects of games and pre-sports, relating them to the value of participating and the culture of movement.

Increase mental activity by solving problem exercises that pupils practise in games and sports.

CONTENTS

Games and sports. (1)

Games from yesterday to play today. (2)

What games can we play? (3)

Volleyball. (4)

Introduction to basketball. (5)

Let's play football. (6)

Growing up and the dangers of tobacco and alcohol. (7)

EVALUATION CRITERIA

1. Learn about games and sports around the world. Research origins of favourite games or sport.
2. Know the history of games and appreciate their current importance.
3. Research the different games using spinning tops.
4. Distinguish the different types of games. Learn the rules of a game in an English activity. Learn how to keep score in a maths activity. Research Morse Code and practise using it in a home challenge.
5. Learn and practise volleyball. Practising hitting a ball as in volleyball in a home challenge.
6. Learn and practise mini-basket. Practise throwing a ball and scoring in a home challenge.
7. Learn and practise playing football. Play football in the park using trees and plants as obstacles in a home challenge.
8. Learn the value of physical activity against the dangers of tobacco and alcohol.

ASSESSED LEARNING STANDARDS

- 1.1. Knows about games and sports around the world.
- 1.2. Knows the origins of favourite games or sport.
- 2.1. Knows about the history of games and appreciates their current importance.

- 2.2. Knows different games using spinning tops.
- 3.1. Distinguishes the different types of games.
- 3.2. Knows the rules of a game in an English activity.
- 3.3. Knows how to keep score in a maths activity.
- 3.4. Knows and can use Morse Code through in a home challenge.
- 4.1. Knows and practises playing volleyball.
- 4.2. Practises hitting a ball as in volleyball in a home challenge.
- 5.1. Knows and practises playing mini-basket.
- 5.2. Practises throwing a ball and scoring in a home challenge.
- 6.1. Knows and practise playing football.
- 6.2. Plays football in the park using trees and plants as obstacles in a home challenge.
- 7.1. Knows the value of physical activity against the dangers of tobacco and alcohol.

KEY SKILLS

CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT

Linguistic competency

- Understanding that body language is a form of communication.
- Analysing initial illustrations and create a debate about what they show.
- Knowledge of specific topic vocabulary.

Mathematical competency and basic competencies in Science and Technology

- Valuing physical activity as a healthy pastime.
- Handling equipment to do physical activities.
- Acquisition of healthy body care habits.

Learning to learn

- Encourage motivation, self confidence and love of learning.
- Acquisition of cooperation resources in group physical activities.
- Knowledge of one's own possibilities and shortcomings through physical activity.
- Applying knowledge to various situations.

Social and Civic competencies

- Using physical activity to help relationships, integration and respect.
- Learning to live together and accepting the rules.

Initiative and entrepreneurship

- Development of initiative, imagination and creativity.
- Appreciating initiative and contributions of others.
- Developing social habits of respect for others, cooperation and group work.
- Looking at challenges strategically to meet game objectives and motivate oneself to succeed.
- Developing personal values of responsibility and perseverance.

Cultural awareness

- Assessment of cultural events linked to human movement.
- Appreciation of cultural richness by practising traditional, popular games.