

## **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**

October, November, December 

### **BASIS**

In this course we will go over concepts that we addressed in the previous course in order to reinforce pupil's reflexive knowledge of the body. We'll go over knowledge in relation to body changes and taking care of posture, as well as looking at the concept of balance.

Furthermore, we will introduce other concepts related to spatial orientation and we'll start work on the development of basic motor abilities, particularly in movement and jumps. We'll also focus on expressive aspects of movement.

### **TEACHING METHODOLOGY**

Promote spontaneous motor activity and participation.

Introduce the idea of motor games as a form of acquiring knowledge.

Reinforce knowledge through interdisciplinary activities.

### **CONTENTS**

Our movements. (1)

Our bones support us. (2)

Muscle movement. (3)

Body symmetry. (4)

Breathing. (5)

Let's relax. (6)

Balance. (7)

Taking care of our health. (8)

Taking care of our heart. (9)

### **EVALUATION CRITERIA**

1. Know how our body moves.
2. Know and identify the different types of bones in the human body. Learn how to talk about opposites in English through a cross curricular English activity.
3. Learn to take care of muscles for physical movement and experiment with voluntary muscles. Learn how to do a push-up properly at home in the home challenge.
4. Differentiate the right part from the left part of the body and distinguish between being left or right handed.

5. Learn to experiment with the phases of respiration effectively.
6. Know how to use a simple relaxation technique. Find out how other people relax and discuss the benefits of relaxation in the home challenge.
7. Practise static and dynamic balance.
8. Look after our health and learn about healthy habits.
9. Understand the importance of physical exercise in taking care of our heart.

## **ASSESSED LEARNING STANDARDS**

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- 1.1. Knows how the body moves.
- 2.1. Knows and identifies the different types of bones in the body.
- 3.1. Learns how to look after muscles in order to do physical exercise and experiment with voluntary muscles.
- 3.2. Talks about opposites in English.
- 4.1. Differentiates between the left and right side of the body and distinguishes left and right handed.
- 5.1. Experiments with the phases of respiration.
- 6.1. Knows a simple technique to relax.
- 6.2. Knows about other peoples' relaxation methods and their benefits.
- 7.1. Practises static and dynamic balances.
- 8.1. Creates good habits to look after own health.
- 9.1. Understands the importance of physical exercises for looking after the heart.

## **KEY SKILLS**

### **CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT**

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#### **Linguistic competency**

- Correct use of terms related to the bones and muscles.
- Correct use of terminology to analyse and describe the information in the illustrations.

#### **Mathematical competency and basic competencies in Science and Technology**

- Appreciating knowledge of the body and its motor abilities.
- Understanding and appreciation of physical activity as an essential element of looking after health.
- Understanding the respiration process and its implications.
- Understanding and practise of simple relaxation techniques.
- Development of sense of direction and correct use of different resources to orientate oneself.

#### **Digital competency**

- Carrying out interactive activities linked to the unit.

#### **Learning to learn**

- Developing focus when reading texts and looking at images.
- Efficient management of resources and techniques acquired in the

- development of motor skills.
- Efficient use of knowledge acquired in different situations.

### **Social and Civic competencies**

- Appreciating knowledge of the body and its motor and expressive abilities through various motor activities in the unit.
- Acquiring the habit of doing regular physical activity as a result of the physical activities in the unit.
- Developing attitudes of respect towards others and oneself when participating in games and physical activities.

### **Initiative and entrepreneurship**

- Initiative when solving problems relates to physical exercise.
- Dealing with challenges strategically in order to reach the objectives of the games and other physical activities as well as motivation to be successful.
- Developing attitudes of dialogue; acceptance and development of co-living standards.
- Participating and making decisions in games and activities in the unit, behaving responsibly.
- Positive evaluation of the initiatives and contributions of others.

### **Cultural awareness**

- Use of different resources to experiment with different forms of communications through body movement.

## **COURSE PLAN / SYLLABUS OF UNIT 2**

January, February 

### **BASIS**

The second unit aims to increase the complexity of the work from the previous unit. We go over concepts related to motor skills and analyse walking, running, jumping and spinning. We expose how they combine the actions of throwing and receiving, climbing and scaling and ball skills. Finally, following up the ongoing theme in our books, we address body expression and health as a theme of knowledge and reflection.

### **TEACHING METHODOLOGY**

Promote spontaneous motor activity and participation.  
Introduce the idea of motor games as a form of acquiring knowledge.  
Reinforce knowledge through interdisciplinary activities.

## **CONTENTS**

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Growing up. (1)  
Body planes. (2)  
Combining skills. (3)  
Passing and catching. (4)  
Climbing. (5)  
Ball handling skills. (6)  
Taking care of our health. (7)

## **EVALUATION CRITERIA**

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1. Understand why physical exercise is an important part of growing up.
2. Know the body planes and experiment with them properly.
3. Revise and increase combined skills.
4. Know and practise different types of throwing. Practise coordination skills with friends and family in the home challenge.
5. Practise climbing up different equipment.
6. Practise ball handling skills.
7. Appreciate good health and follow a healthy diet. Create a healthy diet plan and encourage family members to follow it too.

## **ASSESSED LEARNING STANDARDS**

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- 1.1. Understands why physical exercise is an important part of growing.
- 2.1. Knows the body planes and knows how to experiment with them properly.
- 3.1. Revises and increases combined skills.
- 4.1. Knows and does different types of throws.
- 4.2. Practises coordination skills with friends and family in the home challenge.
- 5.1. Practises climbing using different equipment.
- 6.1. Handles the ball with skill.
- 7.1. Appreciates good health and follows a healthy diet.

## **KEY SKILLS**

### **CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT**

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#### **Linguistic competency**

- Knowledge and correct use of gym equipment terminology.
- Analysis and discussion about the content of the initial illustrations in the unit. What actions are the children carrying out?

#### **Mathematical competency and basic competencies in Science and Technology**

- Measuring the distances that pupils throw objects.

- Describing the orientation of objects in relation to one's own body.
- Understanding the relationship between the spins that certain objects make and those of our body.
- Manipulating equipment to carry out physical activities.

### **Digital competency**

- Carrying out interactive activities related to the unit.

### **Learning to learn**

- Practising voluntary movements, differentiating them from involuntary ones.
- Using space and time to carry out a performance.
- Acquiring healthy eating habits.

### **Social and Civic competencies**

- Accepting and respecting set game rules when playing the games in the unit.
- Appreciating the work and contribution of others, without any discrimination related to sex, class, origin or culture.
- Ability to learn to live with others and accept rules.

### **Initiative and entrepreneurship**

- Development of personal values, responsibility and perseverance.
- Ability to look for solutions to problems and follow them through.

### **Cultural awareness**

- Appreciating games and dance as cultural manifestations in human movement.

## **COURSE PLAN / SYLLABUS OF UNIT 3**

March, April 

### **BASIS**

The aim of this unit is for pupils to gain knowledge about basic physical abilities and the way to manage physical exercise through warming up and further developing abilities. We aim to encourage pupils to be organised and always put the quality of their work above being the best.

Besides motivating students to be physically active, we must remind them that hygienic standards and the use of appropriate clothing is also essential. Furthermore, the need to carry out well balanced work, combined with rest and activity is fundamental.

## **TEACHING METHODOLOGY**

Promote spontaneous motor activity and participation.  
Introduce the idea of motor games as a form of acquiring knowledge.  
Reinforce knowledge through interdisciplinary activities.

## **CONTENTS**

Fitness for health (1)  
Basic physical capabilities (2)  
Warm-up (3)  
Flexibility (4)  
Speed (5)  
Endurance (6)  
Physical exertion (7)  
Taking care of our health (8)  
Activity and rest (9)

## **EVALUATION CRITERIA**

1. Learn how fitness helps keep us generally healthy.
2. Know our physical abilities. Develop a fitness test with the family to test our own body's and those of others' physical capabilities in the home challenge.
3. Warm-up correctly. Create a warm-up routine for the family and know how to explain its importance.
4. Know how we can be flexible and evaluate our own body's flexibility.
5. Practise and differentiate the different types of speed.
6. Appreciate endurance and learn how to measure our own.
7. Be aware of the importance of physical exertion without becoming exhausted.
8. Value the importance of hygiene and wearing appropriate clothing when doing exercise.
9. Gain a good balance between activity and rest.

## **ASSESSED LEARNING STANDARDS**

- 1.1. Knows how fitness helps to keep us in good, all-round health.
- 2.1. Knows the body's physical abilities.
- 2.2. Develops a fitness test and uses it with other classmates in the home challenge.
- 3.1. Warms-up correctly.
- 3.2. Creates a warm-up routine for the family and explains the importance of warming up properly through a home challenge.



- 4.1. Discovers their own flexibility.
- 5.1. Practises and differentiates different types of speed.
- 6.1. Appreciates endurance and learns how to measure one's own.
- 7.1. Is aware of the importance of exerting the body without becoming exhausted.
- 8.1. Values the importance of hygiene and appropriate clothing when exercising.
- 9.1. Has a good balance between activity and rest.

## **KEY SKILLS**

### **CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT**

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#### **Linguistic competency**

- Discussion and debate about the importance of physical exercise for health.
- Correct use of terms related heart movement.
- Correct use of terminology of the topic when answering questions.

#### **Digital competency**

- Carrying out interactive activities linked to the unit.

#### **Mathematical competency and basic competencies in Science and Technology**

- Understanding and appreciation of physical activity as an essential part of our health.
- Creating a series of rhythmic structures.

#### **Learning to learn**

- Knowledge of one's own possibilities and shortcomings through doing physical activities.
- Developing a sense of skill or personal efficiency.
- Appropriate application of knowledge acquired in different situations.

#### **Social and Civic competencies**

- Acquiring the habit of regular physical exercise.
- Appreciating physical activity as a form of improving relationships with others, integration and respect.
- Appreciating the importance of preventing injury during exercise.

#### **Initiative and entrepreneurship**

- Individual and collective organisation of physical activities.
- Creating motor games and organising the rules.

#### **Cultural awareness**

- Use of artistic manifestations as a source of enriching and enjoying life.

## **COURSE PLAN / SYLLABUS OF UNIT 4**

May, June 

### **BASIS**

In this last unit we aim to keep looking at body expression, as well as rediscovering body language, which still has great importance. We must bear in mind that when we look at body expression and its different applications in every day life we need a playful perspective.

### **TEACHING METHODOLOGY**

Promote spontaneous motor activity and participation.  
Introduce the idea of motor games as a form of acquiring knowledge.  
Reinforce knowledge through interdisciplinary activities.

### **CONTENTS**

Forms of communication (1)  
Language (2)  
Body responses (3)  
Rhythm (4)  
Sounds and space (5)  
Mental health (6)

### **EVALUATION CRITERIA**

1. Know about the various types of communication there are.
2. Know about different languages.
3. Be able to spontaneously respond with the body.
4. Distinguish between involuntary and voluntary rhythm. Learn about different rhythms through a cross curricular music activity.
5. Learn to organise space in order to dance within it. Create a dance and perform it to the class in a home challenge.
6. Look after mental, as well as physical health.

### **ASSESSED LEARNING STANDARDS**

- 1.1. Knows about the various types of communication there are.
- 2.1. Know about different languages.
- 3.1. Is able to spontaneously respond with the body.
- 4.1. Distinguishes between involuntary and voluntary rhythm.

- 4.2. Knows different rhythms through a cross curricular music activity.
- 5.1. Organises space to dance in.
- 5.2. Creates a dance and performs it to the class in a home challenge.
- 6.2. Knows how to look after both physical and mental health.

## **KEY SKILLS**

### **CONTENTS AND ACTIVITIES AIMED AT DEVELOPMENT**

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#### **Linguistic competency**

- Correct use of terminology in the unit when analysing and describing the information contained in the illustrations and carrying out activities and games.

#### **Mathematical competency and basic competencies in Science and Technology**

- Use of basic geometric figures to create simple choreographs.
- Creating a series of rhythmic structures.
- Understanding and appreciation of physical activity as an essential element of good health.

#### **Digital competency**

- Carrying out interactive activities linked to the unit.

#### **Learning to learn**

- Applying new knowledge in different situations.
- Ability to express feelings with the body.
- Efficient development of self-motivation, confidence in oneself or a willingness to learn.

#### **Social and Civic competencies**

- Appreciating knowledge of the body and its motor and expressive abilities through the activities in the unit.
- Acquiring regular physical activity habits.
- Developing of attitudes of respect towards others and oneself when participating in games and physical activities.

#### **Initiative and entrepreneurship**

- Developing attitudes of dialogue; acceptance and development of standard of co-living.
- Participating and making decisions during games and activities in the unit, behaving responsibly.
- Positive evaluation of the initiatives and contributions of others.

#### **Cultural awareness**

- Using expressive dance to experiment with different forms of communication through moving the body.
- Interest in non-verbal forms of communication.