



## COURSE DATA

### DATA SUBJECT

**Code:** 33622  
**Name:** Teaching of physical education at nursery school  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	3	Second quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	3	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Teaching physical education in preschool education	COMPULSORY
1324 - Degree in Preschool Education (Ontinyent)	TEACHING PHYSICAL EDUCATION IN PRESCHOOL EDUCATION	COMPULSORY

### COORDINATION

LOPEZ CAÑADA ELENA

## SUMMARY

From the moment of birth (even before), our body is the necessary boundary that allows us to relate to ourselves (perception of the self) and to our environment. This perception enables us to learn, the result of interaction with the world around us. A world full of stimuli, challenges, limits and possibilities. The senses are the windows through which the universe is opened and movement is the means through which we go out to meet it. The body and movement become both an instrument and a goal in a global process in which the child learns in and through movement. A harmonious development of motor skills guarantees a solid base on which to base future learning, while at the same time allowing for a positive relationship with oneself, the result of the construction of a rich and structured body schema and a realistic and balanced body image.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

-

Acquire resources to promote a taste for movement, satisfactory body image and well-being derived from participation in motor activities in childhood.

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; multiculturalism and interculturalism; 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.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Be able to use games as a teaching resource and implement them from a global perspective.

Create teaching proposals to develop perceptive-motor and motor skills.

Create teaching proposals to promote body language through expression, by relating them to the different languages of pre-primary education.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.

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 and analyse the elements of motor education in the pre-primary education curriculum. Know how to apply them to the design, implementation and evaluation of teaching proposals.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know and understand the fundamentals of motor education in pre-primary education.

Know and understand the theories on the acquisition and development of motor learning.

Know how to design and regulate learning spaces in contexts of diversity and co-education.

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 the processes of interaction and communication in the classroom.

Promote cooperative work and individual work and effort.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

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.

Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1. Physical education and its educational value.

Concept of physical education in the field of Early Childhood Education: practical knowledge in the weak and strong sense (Peter Arnold). The three dimensions of movement: education "about", "through" and "in" movement.

Educational value of Physical Education: social, relational, maturational and learning context.

### 2. Didactics of motor skills in early childhood education.

Didactic materials and resources.

Teaching practices.

Physical education classes in early childhood education: organisation, structuring, planning, methodology, teaching styles.

### 3. Infant Education pupils: evolutionary aspects and motor possibilities.

Maturational characteristics of the child between 0 and 6 years of age.

Stages of development: cognitive, motor, psycho-social. Deepening in the motor aspect.

### 4. Perceptual-motor capacities and motor skills.

Basic skills and abilities.

Spatial and temporal perception.



## 5. Play and Corporal Expression.

Establishing the general framework of play as an educational resource.  
Symbology of movement.

## 6. The body, one's own body image and personal well-being.

Development of the child's personal autonomy: the body, body segments, elements of the body, sensations, perceptions, laterality, body schema, attitude, posture, body image.  
Development of concepts, habits and attitudes linked to postural health and hygiene, based on daily activities in the classroom and at home.  
Relationship between movement, well-being and health. Movement linked to personal satisfaction, as an experience of autonomy and pleasurable experiences that favour the linking of the child with active and healthy lifestyles.

## 7. Motor education in the Early Childhood Education curriculum: critical analysis and reflection.

The official curriculum for early childhood education related to motor education.  
Elements of the official curriculum.

### WORKLOAD

#### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

#### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

The methodology will be adapted at all times to the characteristics of the content and the needs of the



group.

Theoretical-practical face-to-face classes in which the contents of the subjects will be worked on, debated and activities will be carried out using different teaching resources: lectures, seminars, workshops, working groups, etc.

Individual and group tutorials should serve as a means of coordinating students in individual and group tasks, as well as for assessing individual progress, activities and the teaching methodology.

The model of the teacher as research staff in the classroom focuses student activity on the formulation of relevant questions, information search, analysis, elaboration and subsequent communication.

The specific contents of each block will be introduced by the teaching staff and approached by the group on the basis of critical reflection. Therefore, the active and reflective participation of the students, both in the discussion generated in the classroom and in the practical activities proposed, will be fundamental in the development of the subject. The role of the teaching staff will be that of guides during the process of acquiring competences.

It is necessary, due to its educational nature, to pay attention to attitudinal skills, such as expressive, creative and interpretative respect, cooperative work, attitudes and values implicit in the development of the practical activities, etc.

## EVALUATION

At the end of the course, students must be able to demonstrate the level achieved in the acquisition of knowledge, skills, strategies, techniques, etc. specific to the subject and specific to future and future Early Childhood Education teachers.

### MINIMUM REQUIREMENTS

Participation in at least 80% of the face-to-face sessions.

Completion of the readings and other proposed activities (preparatory and developed in the classroom).

### CRITERIA FOR THE EVALUATION OF THE COURSE

In the theoretical or theoretical-practical work presented, the following aspects, among others, will be assessed: coherence, relevance, personal and group contributions, reflective and critical capacity, innovations and the appropriateness of the bibliographical sources consulted.

In the presentations, the following aspects, among others, will be assessed: coherence, relevance, organisation, ease of communication, appropriateness, originality, and the didactic and technological resources used.

The level of individual and group participation and involvement of the students, both in the classroom and in the activities and tasks carried out outside the classroom, will also be taken into account in the



assessment.

During face-to-face classes, the attitude of respect towards classmates, the teaching staff and the subject itself will be assessed.

Attendance at least 80% of the sessions and active participation in them will be valued.

### EVALUATION PROCEDURE

The course includes two types of assessment: continuous assessment and final assessment.

#### Continuous assessment

In order for students to be eligible for the continuous assessment mode, they must attend at least 80% of the course. The following are the compulsory assessment activities and the range of grading percentages attributed to each of them:

- Practical application activities: 35-40%
- Course work: 35-40%
- Theoretical knowledge test: 30-20% (this test will take place on the official exam date)

To pass the course, all the assessment activities must be passed. Grades linked to the learning outcomes previously passed will be kept for the second sitting.

#### Final assessment

Those who do not meet the attendance criteria or who choose to do so will be assessed by means of a final test on the official exam date.

Plagiarism or the improper use of artificial intelligence tools may be sanctioned in accordance with article 15 of the Regulations of evaluation and qualification of the Universitat de València. Students are the intellectual owner of all their work and in order to reproduce it, the teaching staff must have the informed consent of the student.

## REFERENCES

### BASIC

- AUCOUTURIER, B., & MENDEL, G. (2004). *¿Por qué los niños y las niñas se mueven tanto?: lugar de acción en el desarrollo psicomotor y la maduración psicológica de la infancia*. Barcelona.
- ARNÁIZ SÁNCHEZ, P., RABADÁN MARTÍNEZ, M., & VIVES PEÑALVER, I. (2001). *La psicomotricidad en la escuela: Una práctica preventiva y educativa* (1a ed.). Aljibe.
- ARNOLD, P. (1991). *Educación física, movimiento y currículum*. Morata.



- AZNAR, P., & SERRANO, R. (1998). *La Educación Física en la educación de 3 a 6 años*. Editorial Inde.
- BUENO MORAL, M. L. (1990). *Educación infantil por el movimiento corporal: identidad y autonomía personal, 2º ciclo, 3-6 años*. Libro de fichas.
- CASTAÑER, M., & CAMERINO, O. (2006). *Manifestaciones básicas de la motricidad*. Edicions de la Universitat de Lleida.
- CONDE, J.L. (2001). *Juegos para el desarrollo de las habilidades motrices en Educación Infantil*. Editorial Aljibe.
- CONDE, J.L., & VICIANA, V. (1997). *Fundamentos para el desarrollo de la motricidad en edades tempranas*. Aljibe
- DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil.
- GIL, P. (2004). *Diseño y desarrollo curricular en Educación Física y Educación Infantil*. Editorial Wanceulen.
- KIRK, D. (1990). *Educación física y curriculum: introducción crítica*. Universitat de València.
- MADRONA, P. G. (2014). *Desarrollo curricular de la Educación Física en la Educación Infantil*. Ediciones Pirámide.
- Real Decreto 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.
- TENA, I. (2018). *Expresión corporal desde la danza creación: proceso de elaboración de una unidad didáctica en Educación Infantil y Educación Primaria*. Prensas de la Universidad de Zaragoza.
- VACA ESCRIBANO, M., & VARELA, M.S. (2008). *Motricidad y aprendizaje: el tratamiento pedagógico del ámbito corporal (3-6)*. Graó.

## COMPLEMENTARY

- ARUFE, V. (2020). ¿Cómo debe ser el trabajo de educación física en educación infantil? *Retos: nuevas tendencias en educación física, deporte y recreación*, 37, 588-596.
- ARUFE, V. (2021). *Propuestas pedagógicas en la etapa de 0 a 6 años*. INDE.
- BARCALA, R., ABELAIRAS, C., & GIL-NADRONA, P. (2016). *Didáctica de la educación física en educación infantil: propuestas prácticas desde una visión renovada*. Síntesis.
- BERRUEZO, P. P., & LAZARO, A. (2009). *Jugar por jugar: el juego en el desarrollo psicomotor y en el aprendizaje infantil*. MAD.



- BORES, N.J. (coord) (2005). *La lección de Educación Física en el tratamiento pedagógico de lo corporal: materiales de investigación-acción en distintos contextos educativos*. Inde.
- CABELLO, M. J. (2011). La organización del espacio en educación infantil. Poderoso instrumento docente. *Pedagogía Magna*, 11, 196-203.
- GARCÍA-GONZÁLEZ, L., ABÓS, Á., & SEVIL-SERRANO, J. (2020). *Acción docente en educación física y actividades físico-deportivas: teoría basada en evidencias científicas*. Prensas de la Universidad de Zaragoza.
- GIL, P. (2004). *Evaluación de la Educación Física en Educación Infantil*. Editorial Wanceulen.
- GIL, P. (2004). *Metodología de la Educación Física en Educación Infantil*. Editorial Wanceulen.
- GONZÁLEZ, C. (2001). *Educación física en preescolar*. INDE.
- HARROW, A. (1972). *Taxonomía del dominio psicomotor*. Ateneo.
- JIMÉNEZ, J., & GONZÁLEZ, J. (1998). *Psicomotricidad y Educación Física*. Visor.
- Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.
- LLEIXÀ, T. (1992). (coord.) *La educación infantil. 0-6 años*. (Vol.I Descubrimiento de sí mismo y del entorno). Paidotribo.
- LLEIXÀ, T. (1992). (coord.) *La educación infantil. 0-6 años*. (Vol.II Expresión y comunicación). Paidotribo.
- LLEIXÀ, T. (1993). *La educación física de 3 a 8 años*. Paidotribo.
- MARTÍNEZ-HEREDIA, N., SANTAELLA-RODRÍGUEZ, E., & RODRÍGUEZ-GARCÍA, A. M. (2020). Los ambientes de aprendizaje en Educación física y motivación en las primeras edades. *Retos: nuevas tendencias en educación física, deporte y recreación*, 38, 761-767.
- MENDIARA, J. (1999). Espacios de Acción y Aventura. *Apunts*, 56, 65-70.
- WORLD HEALTH ORGANIZATION. (2019). *Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age*. World Health Organization.