



COURSE DATA

DATA SUBJECT

Code: 33647
Name: Physical education teaching at primary school
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	2	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	2	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching physical education in primary education	COMPULSORY
1339 - Grado en Maestro/a Educación Primaria	Teaching physical education in primary education	COMPULSORY

COORDINATION

GARCIA MASSO XAVIER

SUMMARY

The curriculum of Primary Education is intended to provide all the students an educational system that allows them to strengthen their personal development and their own well-being, leading them to acquire those skills and abilities that serve as instruments for their development throughout life. Physical Education in this Educational Stage reinforces these acquisitions from a perspective of promoting interpersonal relationships with the special relevance on values of respect, acceptance and cooperation, all transferable to daily activities, through the contribution of the area to the development of basic skills. The educational action is aimed to develop the skills linked to motor activity and the acquisition of elements of body culture that contribute both to personal development, fostering a balance between the physical and the psychic, and a better quality of life. On the other hand, it also aims to promote the acquisition of skills that allow to reflect on the meaning and effects of physical activity that will lead them, at the same time, to assume appropriate attitudes and values with reference to the management of their body, as well as to establish the bases of an adequate education for leisure.

The subject 'Physical Education Teaching at Primary Education' aims to inform the students about the benefits of the practice of Physical Education in Primary Education mentioned above, as well as the



theoretical-practical and didactic foundations in which they are sustained.

stained.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

There are not previous requirements

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Acquire habits and skills for independent and cooperative learning, as well as for the use of ICT in physical education.

Acquire resources to encourage lifelong participation in physical and sport activities in and out of school.

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; multicultural and intercultural issues; 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.

Design, develop and evaluate the contents of the physical education curriculum in primary education.

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

Design and regulate learning scenarios in contexts of diversity typical of physical education, with special attention to gender differences.

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

Know and critically evaluate the official curriculum of physical education in primary 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.

Know the theoretical and practical foundations of physical education and understand how its principles contribute to cultural, personal and social education.

Promote cooperative work and individual work and effort.

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

Reflect critically on physical education classroom practices in order to innovate and improve teaching practice.

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 educative value

- a) Identity and concept of Physical Education.
- b) Physical Education and its educational value

2. Historical evolution and trends of Physical Education

- a) Brief historical tour.
- b) Currents of Physical Education.

3. Curriculum of Physical Education in Primary Education

- a) Concept and general characteristics.
- b) Elements of the curriculum.



c) Presence and importance of the content blocks in the different educational cycles.

4. Didactics of Physical Education

- a) Organization and didactic resources.
- b) Teaching styles and pedagogical models.
- c) The tasks and the progression.
- d) The use of new ICT technologies.

5. Programming in Physical Education

- a) Classroom programming: the session.
- b) The evaluation.
- c) Curricular adaptations.
- d) Exposition of the programs made by the students: observation and reflexive-critical analysis in and on the action.

6. Teaching and learning of the different content blocks of Physical Education in Primary Education

Block 1. Body knowledge and autonomy.

Block 2. Motor skills, coordination and balance. Activities in the natural environment.

Block 3. Motor expression and communication.

Block 4. Physical activity and health.

Block 5. Games and sports activities.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00



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
Total hours	90,00

TEACHING METHODOLOGY

The methodology proposed for this subject is mainly active. Most of the teaching resources will be used to promote the involvement and participation of the student in their own learning process, through different methodological strategies such as creating cooperative working groups, discussion groups among others.

The subject is structured in different sections:

Face-to-face schedule 40%	
Classroom lessons	Theoretical-practical lessons that include introductory sessions to the different topics, the development of part of the contents taught by the teacher and theoretical-practical sessions, in which the students will debate and expose the work done, building, developing and complementing the different topics. The analysis and critical reflection of documents and readings related to the different topics of the subject will be considered and strengthened. For the development of this section, different techniques of group dynamics and curricular materials will be undertaken.
Gym lessons	Practical lessons of theoretical and practical content taught by the teacher that include introductory sessions to the different contents of motor



	education and its didactic treatment, as well as, exhibitions and application of practical sessions, individually and in groups, on the part of the students. Different participatory techniques and group dynamics will be applied, simulation of teaching practices, as well as the use of didactic materials and ICT.
Flexible weeks schedule	The students have to attend the activities programmed by the Department or Center oriented by the teaching staff.
Non-face-to-face schedule 60%	
Flexible work schedule and autonomous study	The non-face-to-face schedule will be used, by the student, to prepare the proposed works in the subject. The work dynamics will be carried out through the formulation of relevant questions, information search, analysis, elaboration and subsequent communication. Likewise, during this non-contact time, the students will attend tutorials called by the teacher to follow up on the students, in a more personalized way.

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EVALUATION

The evaluation model proposed for the subject is a continuous, formative and shared evaluation.

The evaluation will be carried out by the following tasks and activities. The final grade for the course will be established as a weighted average of the grades obtained in these activities and tasks:

1. The delivering, exposition and overcoming of activities and proposed works, individual and / or in group.

1.1. For the theoretical or practical-theoretical works presented it will be assessed, among other aspects: coherence, relevance, personal and group contributions, reflective and critical capacity, innovations and the



adequacy of the bibliographic sources consulted.

1.2. For the presentations it will be assessed, among other aspects: coherence, relevance, organization, ease of communication, adequacy, originality and the didactic and technological resources used (sections 1.1 and 1.2 will account for between 40% and 70% of the final grade for the course).

1.3. The fulfilment of a written test on the theoretical-practical contents of the subject (between 20% and 50% of the final grade for the course).

2. The level of both, individual and group participation and involvement of the students will also be considered for the evaluation (between 20% and 50% of the final grade for the course).

3. To participate in the continuous assessment, attendance at the practical classes must be at least 80% of the total credits.

4. Students who do not conform to the dynamics established for the continuous assessment may be submitted to a written test on theoretical and practical content of the whole subject.

5. Students who do not pass the course in the first evaluation have the option of taking the second call following the same rules proposed in this guide.

6. Plagiarism or the improper use of artificial intelligence tools may be sanctioned following Article 15 of the evaluation and grading regulations of the University of Valencia.

7. A minimum grade may be required in some sections or elements of the evaluation to average with the rest of the elements.

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