

Degree	Type	Year	Semester
2500798 Primary Education	OT	4	0

## Contact

Name: Joan Estrada Aguilar  
 Email: Joan.Estrada@uab.cat

## Use of languages

Principal working language: catalan (cat)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: Yes  
 Some groups entirely in Spanish: No

## Teachers

Carles Casals Goma

## Prerequisites

pendent de traducció

## Objectives and Contextualisation

pendent de traducció

## Skills

- Analyse and recognise ones own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Design and regulate learning spaces in contexts of diversity that take into account gender equality, equity and respect for human rights and observe the values of public education.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Develop autonomous learning strategies.
- Foster reading and critical analysis of the texts in different scientific fields and cultural contents in the school curriculum.
- Manage information in relation to the professional field for decision making and the preparation of reports.
- Reflect on classroom experiences in order to innovate and improve teaching work. Acquire skills and habits for autonomous and cooperative learning and promote it among pupils.
- Work in teams and with teams (in the same field or interdisciplinary).

## Learning outcomes

1. Adapt teaching and learning programs and activities to pupil diversity, also considering pupils with special educational needs.
2. Establish work teams to develop activities independently.

3. Incorporating the motor skills, body expression, physical conditioning, play and sporting activities as content of school physical education and sequencing them throughout primary education.
4. Learn techniques, rules and playing strategies of different sports: conventional, alternative and in the natural environment.
5. Learning to work as apart of a team individually, both in theoretical and practical activities, searching for appropriate resources and strategies in every situation.
6. Master communication skills in different teaching and learning activities.
7. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
8. Presenting work, both individual and from a small group, in formats adjusted to the demands and to personal styles.
9. Programming, organising and applying learning and contents in education for health in physical education health education, designing and developing educational projects or programming units that make it possible to adapt the physical education curriculum to the school and promote the quality of the contexts.
10. Recognising the historical evolution and possibilities of physical education to generate healthy habits and well-being throughout life.
11. Self-assess and co-evaluate the results obtained in the development of the subject.
12. Sequencing perception-motor capabilities throughout primary school teaching according to the internal logic of this content.
13. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.
14. Using motor skills and body language as elements pertaining to communication skills.
15. Working efficiently as part of a team and individually, both in theoretical and practical activities, seeking resources and strategies that are appropriate for each situation.

## Content

pendent de traducció

## Methodology

pendent de traducció

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Plenary	45	1.8	1, 11, 6, 13, 8, 10, 14
<b>Type: Supervised</b>			
Supervised	22	0.88	1, 9, 10, 12
<b>Type: Autonomous</b>			
Autonomous work	75	3	1, 11, 6, 3, 9, 5, 12, 15

## Evaluation

pendent de traducció

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
x	30%	4	0.16	1, 4, 7, 11, 6, 13, 3, 9, 10, 12, 14
x	40%	2	0.08	1, 7, 11, 6, 13, 2, 9, 10, 5, 15
x	30%	2	0.08	1, 11, 6, 2, 8, 9, 5, 15

## Bibliography

- Anderson B. (1984): Estirándose. Integral, Barcelona.
- Blázquez, D. (2004): El Calentamiento. INDE, Barcelona.
- Devís, J.; Peiro, C. (1992): Nuevas perspectivas curriculares en Educación Física: La Salud y los juegos modificados. INDE, Barcelona.
- Devís, J. coord.(2000): Actividad física, deporte y salud. Inde, Barcelona.
- Garel, J.P (et alt.) (2007): Educación física i discapacidades motrices. INDE, Barcelona.
- Gervaux, M.; Berthoin, S. (2004): Aptitud y entrenamiento aeróbico en el niño y el adolescente. INDE, Barcelona.
- Guillén, M.; Linares, D. (2002): Bases biológicas y fisiológicas del Movimiento Humano. Ed. Medica panamericana.
- Herrador, J.A.; Latorre, P.A. (2003): Prescripción de ejercicio físico para la salud en edad escolar. Paidotribo,Barcelona.
- Rios M.(2005): Manual de Educación Física adaptada al alumnado con discapacidad. Ed. Paidotribo,Barcelona.
- Stumpp, U (2002): Adquirir una buena condición física jugando. Paidotribo, Barcelona.- Palacios, R.J (2012): Wonder. La Campana., Barcelona.
- Platonov V.N.; Bulatova M.M.(1995): La preparación física. Paidotribo. 2a. Edición, Barcelona.
- VV. AA. (2007): Guia de prescripció d'exercici físic per a la salut. Edita: Direcció General de la Salut i Secretaria General de l'Esport.