

**Corporal and Psychomotor Education in Early  
Childhood Centres I**

Code: 105048  
ECTS Credits: 4

Degree	Type	Year	Semester
2500797 Early Childhood Education	OB	3	1

## Contact

Name: Maria del Mar Pérez Martín  
Email: MariaDelMar.Perez@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

Carolina Nieva Boza

## Prerequisites

There are no prerequisites for this course .

## Objectives and Contextualisation

This third subject is complemented with the subjects: "C  
orporal and Psychomotor Education in Childhood Education Centers II" (4th year) and with that of "  
Game and movement" (4th year)

### Objectives:

- To know the main theoretical basis of physical education at the kindergarten stage.
- To gradually become aware of their own actions and decisions through the experience of experimentation, emotions and body language.
- To reflect and attitudes to build a system to house the needs of children within the education body.
- To study and analyze the basic conditions for the education of the body from 0 to 6 years.

- To evaluate the body and the child's learning as a means of expression, communication and personal growth.
- To reflect on the role of physical education in the general framework of the school.

## **Competences**

- Develop strategies for autonomous learning.
- Understand how to use play as a didactic resource and design learning activities based on the principles of play.
- Work in teams and with teams (in the same field or interdisciplinary).

## **Learning Outcomes**

1. Learn autonomously.
2. Use play as a teaching resource, as well as designing learning activities based on principles of play.
3. Working as a team using body work sessions.

## **Content**

contents:

### 1. Theoretical education body:

- Because corporal Education in Early Childhood Education.
- Which concept of body talk?
- The body as a tool for learning and communication.
- The site of the body at school.

### 2. Essential elements in the development of children 0 to 6 years:

- Neurobiological and cultural dimension.
- Evolution 0-6.
- Sensations and perceptions.
- To dialogue and muscular tonic.
- Communication, expression and emotions.
- Play.

### 3. Basic conditions for the education of the body of 0-6 years:

- Body and adult children who speak.
- Attitudes of the master.

- Training teacher's body.
- Curriculum for Early Childhood Education.

#### 4. Teaching physical education in Early Childhood Education:

- Characteristics of body work in Early Childhood Education.
- Methodology.

## Methodology

The protagonist in the process of learning the student is under this premise planned methodology of the subject.

Mostly used dynamic starting exposure conceptual and theoretical with the whole group class, passing to analyze and discuss their application to Primary Education in seminars and practical sessions with small groups (1/3 of the large group).

Training activities that take place on this subject can be directed, supervised and regions:

The activities are aimed primarily driven by the teacher / a and are carried out in areas of the faculty. They may or classes with all major groups, seminars and practical sessions in small group body. Classes whole group exhibitions based on the faculty of the content and key issues of the agenda. Seminars and training sessions are workspaces to deepen, analyze, compare, discuss, experience, reflect and evaluate course content. In the seminars is through activities such as case studies, videos, material analysis, group dynamics, problem solving, experience, discussion debates, etc. In the practice sessions is through body's own experience and training and reflection that this entails. Seminars and practical sessions are compulsory and students will be assigned to one of three groups scheduled.

The activities supervised by professor / outside the classroom include all individual and group tutoring, physical and virtual, who used to accompany the student in the learning process oriented tasks, solving problems and monitoring the track their evidence of learning.

The independent study is carried out independently by the student develop skills and achieve the objectives of the course.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practice sessions and seminars; Laboratory small group (third part of the pack)	20	0.8	3, 2
Magistral large group	10	0.4	
Type: Supervised			
Mentoring and support	20	0.8	1, 3
Type: Autonomous			
Autonomus work	50	2	1, 3, 2

## Assessment

The appraisal to surpass the subject will be continued, formative and shared.

It will be an indispensable condition to approve the subject the minimal assistance at a 80% of the sessions of seminary and practical-gymnasium, independently of the causes that can cause the assistive faults (the proofs only serve to explain the absence, at any case are one exemption of it presencialitat) and the exceptional cases. Equally it is very highly advisable assist at all the sessions at big group for the relation that establishes among the theory and the practice. The assistance and participation at the practical sessions/gymnasium his also obligatory.

To be able to surpass the subject have to approve cadascun of the 4 blocs of activities of appraisal of what features the subject

Date of the activities avaluables:

Activities of support at the theoretic frame-practical individual and grupals:

-Evolution 0-6(group work): 9-10-2018

-Sensations and perceptions (individual work): 16-10-2018

-muscular Key (individual work): 30-10-2018

-Expositions grupals sequence of learning: 08-01-2020/15-01-2020

-Recoveries:22-01-2020/29-01-2020

The students that during the course have assisted and done a follow-up adapted of the subject and yet it stay the ones some no attained aspect, exceptionally, can the ones give the opportunity to be able to surpass the matter, realising an additional freelance work or redoing any of the activities handed or realised. Will have to study each case at function of the situation of each student.

The qualifications of each one of the evidences avaluatives will communicate at a no superior period at 4 following weeks at his loosely. The student that want to revise the note, will have to do it at the 15 posterior days at his communication at the schedule of tutories that the professorship has established by this subject and that consigns at the program of the same.

It will consider "No presented" those works that do not present at the date of delivery established.

Although they have activities at realising at group the qualifications will be individual , so that no necessarily all the members of the group have to be assessed with the same qualification.

To approve this subject, it is necessary that the student show, at the activities that if they propose him, a nice communicative competence general, so much orally how in writing, and a nice command of the language or the vehicular languages that feature at the educational guide.

In addition to be able to approve this subject indispensable that the student show a compatible attitude with the educational profession: respect, participation, cooperation, responsibility, empathy, listens active, punctuality and use of the mobile and suitable portable computer.

Specifically at the practical sessions it is necessary to come garments with some clothes that permit to execute all the activities proposed and show a predisposition and active participation.

The copy and the plagiarism are intellectual robberies and, therefore, constitute a crime that will be sanctioned with a zero at all the subject. At the case of copy among two students, if it can not know who has copied of who, will apply the sanction at both. We want to recall that it considers "copy" a work that reproduces continuum or big part of the work of one/at other/acompany/at. "Plagiarism" is the fact to present continuum or part of a text of an author as a own, that is to say, without citing the fonts, was published at paper or in shape digital at Internet. (View documentation of it UAB on the plagiarism at:

#[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_01.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html)

Before handing an evidence of learning, it is necessary to check that it has written properly the fonts, notes,

textual citations and bibliographic reference tracking the rule of it UAB:

#[http://wuster.uab.es/web\\_argumenta\\_obert/unit\\_20/sot\\_2\\_03.html](http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_03.html)

All the activities evaluable will be subjected at formal criteria, among them orthography, drafted and presentation. The professorship will be able to suspend or lower the note of the activity that consider that it does not total some academic minima at the aspects mentioned.

It is recommended to consult the document: "Criteria and general guidelines of appraisal of the Faculty of Sciences of the Education" approved by it COA at May 28, 2015.

#[www.uab.cat/web/informacio-academica/\\*avaluacio/Normative-1292571269103.html](http://www.uab.cat/web/informacio-academica/*avaluacio/Normative-1292571269103.html)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities to support the theoretical framework and practical group: evolució 0-6	10% qualification	0	0	1, 3, 2
Activities to support the theoretical framework and practical individual (muscular tone, sensations and perception)	30% qualification	0	0	1, 3, 2
Communication in a group activity or learning sequence (group work)	25% qualifications	0	0	1, 3, 2
Creative reflective project (individual work)	35% qualification	0	0	1, 3, 2

## Bibliography

The bibliography used in this subject takes into account the gender perspective.

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Gassier J. (2005). *Manual del desarrollo psicomotor del niño*. Barcelona: Masson.

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- Appell, G. (2003). Emmi Pikler i Lóczy. *Infancia*, 135, 29-33.
- Arnáiz, V. (1994). Concepción y bases metodológicas de la Educación Corporal (0-3), *Aula*, 23, 9-13.
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