

**Movement and Play as a Learning Activity in Early  
Childhood Education**

Code: 101998  
ECTS Credits: 6

Degree	Type	Year	Semester
2500797 Early Childhood Education	OT	4	2

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## Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

## Teachers

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## Prerequisites

This subject is the continuation of the "Corporeal and Psychomotor Education in the schools of Early Childhood Education I" (3rd course) and II (4th course), reason why it is necessary to have reached the competences and contents worked in these two areas, and in this way, they will be able to take this subject.

## Objectives and Contextualisation

This subject adopts as a basic axis the play and movement at the age of 0 to 6 years, focusing on knowing the ways of playing of children of these ages as well as the movement needs that arise from them. It also focuses on creating and designing of game scenarios, considering the needs of each age, space and material.

Targets:

- Expand knowledges about the evolution of children's play in the corporeal area during the first six years of life.
- Detect the movement needs of these ages in relation to body play.
- Design "game scenarios" as well as choose appropriate materials and contexts for body play.
- Use observation and documentation as research and reflection on the teacher's intervention.

## Competences

- Acquire habits and skills for cooperative and autonomous learning and promote the same in pupils.
- Be familiar with the music, plastics and body language curriculum at this stage as well as theories on the acquisition and development of the corresponding learning.
- Consider classroom practical work to innovate and improve teaching.
- Critically analyse personal work and use resources for professional development.
- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- Develop educational proposals that promote perception and musical expression, motor skills, drawing and creativity.
- Express other languages and use them for educational purposes: corporal, musical, audiovisual.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Promote awareness of artistic expression and artistic creation.
- Promote the autonomy and uniqueness of each pupil as factors of education in emotions, feelings and values in early childhood.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- 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. Analyse and make critical contributions in different examples of classroom practices.
2. Critically analyse personal work through self-evaluation processes.
3. Design and create educational scenarios for play and movement in response to aesthetic criteria.
4. Develop educational proposals in which play and movement play a central role and considering this global perspective.
5. Express, through personal observations, reflections and perceptions regarding children's play.
6. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of learning related to the subject.
7. Know the basics of the corporal expression curriculum at this stage as well as theories on the acquisition and development of relevant learning.
8. Knowing how to use personal resources for learning as well as knowing how to create contexts that foster independent learning.
9. Produce educational proposals that promote the perception and expression of motor skills and creativity, using other languages such as music and plastics.
10. Propose viable projects and actions to boost social, economic and environmental benefits.
11. Understand the evolution of child development and use this knowledge to develop an educational proposal.
12. Use play as a teaching resource, as well as designing learning activities based on principles of play.
13. Using different languages (body, music and audio-visual) to express the learning acquired in the subject.
14. Working as a team using body work sessions.

## Content

Contents:

- Body play between the ages of 0 and 6 years.
- The needs of movement in early childhood.
- Scenarios, materials, and contexts for body play.
- Reflection on the teacher's intervention in the playful action and corporal of the children.

## Methodology

The protagonist in the teaching-learning process is the student and under this premise the methodology of the subject has been planned.

The training activities that take place in this subject can be directed, supervised and autonomous:

- The directed activities are led by the teacher or by the students themselves. They are carried out in the spaces of the Faculty and in external visits to spaces destined to the early childhood at the level of formal and informal education. There will also be different collaborations from professionals from the world of Early Childhood Education who will share their expertise with us.

The guided activities will be "body practice sessions" in the Faculty gym and in the field practice spaces. For the different sessions, complementary and / or extension theoretical material (article, book chapter, video, etc.) will be offered, which the students will have to review before or after.

The "body practice" sessions are work spaces for experimenting, deepening, analysing, contrasting, debating, reflecting and evaluating the contents of the subject but, above all, for experiencing these contents in one's own body and as future teachers. They are done through activities such as: case study, analysis of material (readings, videos, etc.), group dynamics, working cooperatively, problem solving, one's own bodily experience in practical activities, discussion-debates through bodily experiences lived in sessions in the Faculty gym, etc.

- The activities supervised by the teacher outside the classroom include the set of individual and group tutorials, rather virtual, which must serve to accompany the student in his learning process guiding tasks, solving difficulties and supervising and tracking their learning evidences.

- The autonomous work is the one that realizes the student of independent form to develop the autonomous work competences and achieve of the subject aims.

The teaching methodology and the proposed assessment may undergo some modification depending on the attendance restrictions imposed by the health authorities.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
practical work and practical field	30	1.2	2, 1, 6, 7, 11, 9, 4, 5, 14, 13, 12
Type: Supervised			

Supervised	75	3	2, 11, 3, 9, 4, 12
Type: Autonomous			
Autonomous	45	1.8	2, 1, 6, 7, 11, 3, 9, 4, 5, 14, 13, 12

## Assessment

To pass the subject, the assessment will be continuous, formative and shared; although this subject also includes the single assessment option.

Minimum attendance at 80% of the classes will be an essential condition for passing the subject, both for continuous assessment students and for single assessment students. Regardless of the causes that may cause the lack of attendance (the supporting documents presented in case of absence will only serve to explain the absence) in no case will they be an exemption from attendance. It is also very highly advisable to attend the various field practice trips that will be carried out at the level of formal and non-formal education in municipalities close to the Faculty, which will take place within the subject's timetable and managing the displacement of the student himself.

- The activity "Elaboration and application of a game scenario" (group work) will be delivered: from March 3 to June 13 (group Tuesday each subgroup two days before its session) and from March 5 to to June 11 (group Thursday each subgroup two days before their session).
- The activity "Disclosure article on play and movement" (individual work) will be delivered: May 7 (Tuesday group) and May 9 (Thursday group).
- The activity "The art of accompanying the child's play" (individual work) will be delivered: June 19 (Tuesday group) and June 21 (Thursday group).
- The activity "Assessment report" (individual work) will be delivered: June 20 (Tuesday group) and June 22 (Thursday group).

Challenge-based methodologies (ABR) will be used that will use various activities such as: reading articles, document analysis, surveys, bibliographic searches, presentations, implementing proposals, process and progress reflections, proposal evaluation, etc.

The grades of each of the evaluation evidences will be communicated in a period not exceeding 20 working days following their delivery. The student who wants to review the grade must do so within 15 days of its communication during the tutoring hours established by the teaching staff for this subject.

As mentioned at the beginning, this subject contemplates the single assessment option. The single assessment activities that the student must present are:

- The activity "Article dissemination on play and movement" (30%).
- Theoretical-practical face-to-face test on "the design and implementation of a body game scenario" (30%).
- Theoretical oral test on "the different types of body play" (40%).

Single assessment students must hand in the article activity on June 18 (group 1) and June 20 (group 2). The other two face-to-face tests will be held on the same day, June 18 (group 1) and June 20 (group 2).

The recoveries will take place on July 3, both for single and continuous assessment students. In order to be able to make up the students, all students must complete 2/3 of the subject's assessment activities.

Copying and plagiarism are intellectual theft and therefore constitute a crime that will be penalized with a zero in the entire subject. In the case of copying between two students, if it is not possible to know who copied from whom, the penalty will be applied to both. We would like to remind you that a work that reproduces all or a large part of the work of another colleague is considered a "copy". "Plagiarism" is the act of presenting all or

part of an author's text as one's own, that is, without citing its sources, whether it is published in paper form or in digital form on the Internet. You can find the UAB documentation on 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 in evidence of learning, it is necessary to check that the sources, notes, textual citations and bibliographical references have been written correctly following the UAB regulations:

[https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa\\_a2016.pdf](https://ddd.uab.cat/pub/recdoc/2016/145881/citrefapa_a2016.pdf)

[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)

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Body game story (individual work)	30%	0	0	9, 5, 8, 13, 12
Outreach article about movement and play (individual work)	40%	0	0	2, 1, 6, 5, 8, 12
Preparation and application of a game scenario (group work).	25%	0	0	2, 1, 6, 7, 11, 3, 9, 4, 10, 14, 12
Valuation report (individual work)	5%	0	0	2

## Bibliography

The bibliography used in this subject considers the gender perspective.

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## **Software**

No specific syllabus is needed for this subject.