

Degree	Type	Year
Primary Education	OB	3

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

- To take this subject it is recommended to have passed PHYSICAL EDUCATION IN PRIMARY EDUCATION from 2nd course.
- In practical classes, it is necessary to wear appropriate clothing and footwear for the practice of physical activity.
- A good predisposition towards physical activity is required, regardless of previous experiences or limitations that each person may have.

Objectives and Contextualisation

Objectives and Contextualisation

This module takes place in the third year and is a continuation to the 5-credit module Physical Education in the Primary Stage, which the students took in the second year of their programme in teaching in primary education. The module has the following training goals:

- Understand the pedagogical principles of physical education (PE) that contribute to personal, cultural and social training.

- Develop a conception of education that values physical activity as essential for the integral formation of the person
- Achieve a basic understanding of the conceptual foundations of PE.
- Know the PE curriculum in primary education.
- Know procedures for teaching PE in primary education.
- Getting experience of the content of the course through practicing physical activity.
- Acquire further professional skills in primary education teaching in the field of physical education.

Competences

- Acquiring resources to encourage lifelong participation in sports activities both inside and outside the school.
- Analyse and recognise one's own socio-emotional skills (in terms of strengths, potentialities and weaknesses), to develop those that they are necessary for professional development.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- 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.
- Take account of social, economic and environmental impacts when operating within one's own area of knowledge.
- Understand the principles that contribute to cultural, personal and social training in terms of physical education.
- Understand the school physical education curriculum.

Learning Outcomes

1. Analyse and comment on PE texts related to primary education. Know how to write basic texts relating to the area.
2. Analyse and understand the components of the Department of Physical Education curriculum and meet the criteria to place them in the 3 cycles into which the stage is organized.
3. Assessing the benefits that practising physical activity has from a psychological, physical and social point of view.
4. Becoming initiated in the criteria and instruments for evaluating PE.
5. Identifying the different possibilities and modalities that are available, both in school and in extracurricular fields.
6. Identifying the educational content of PE activities and know how to carry them out and explain them.
7. Knowing how to select appropriate and relevant information when preparing the required work and presentations to the rest of the group.
8. Making progress in the command of teaching resources for developing the training content of PE at the primary education level, and identifying the different educational components involved in each activity.
9. Master communication skills in different teaching and learning activities.
10. Obtaining the PE resources that encourage inclusive education in contexts of diversity.
11. Propose viable projects and actions to boost social, economic and environmental benefits.
12. Self-assess and co-evaluate the results obtained in the development of the subject.
13. Understand personal differences that arise in PE activities as an aspect to be dealt with using educational criteria.

14. Understand the evolution of the main educational trends. Analyse from a critical perspective the styles and methods for teaching PE.
15. Understand the importance of physical activity and sport as social phenomena in the areas of education, economics, respect for health, etc.

Content

Contents

- Teaching methods and teaching strategies related to physical education.
- Content of physical education in primary education:
- Specific Motor Skills: conventional and alternative Sports Outdoor activities. Adapted sports.
- Physical activities in the natural environment
- Body expression and communication: Expression and dramatization, performances and motor creativity.
- Planning: Sequencing cycles. Unit Plan. Lesson Plan for Physical Education.
- Physical Education, interdisciplinarity and cross-disciplinary approach.
- Evaluation in Physical Education: objectives, criteria, instruments, methods and agents involved. EF reports

Transnatura Project.

Transnatura is the title of the multidisciplinary project designed by the teaching teams of four of the subjects in 3rd year of the Degree in Primary Education. It consists of a two days trip and a night out in nature aimed at providing an intense and formative experience in the natural environment which, besides working specific objectives of each of the disciplines, it also facilitates the approach of transversal aspects such as sustainability, healthy living, coexistence and the relationship between school and nature, among others. Subjects involved: Didactics of Experimental Sciences, Learning and Development II, Visual Music Education and learning, Physical Education and its Didactics I.

The departure will be held in September or October for groups 21, 31, 41 and 71. Attendance is mandatory. In case someone is unable to attend it, he/she will have to prove the reason for missing it and perform a compensatory work previously agreed with the teaching team.

The activities carried out during the trip will be part of the continuous evaluation of the different subjects. At the beginning of the course each teacher will specify the learning evidences and the corresponding evaluation criteria.

With the information available in July 2025, we can announce that:

Departure dates: 13 and 14 October (groups 21 and 71) and 16 and 17 October (groups 31 and 41)

Meeting point: Vall de Núria (we are directly at the Cremallera station)

Price: 50/60 euros (includes Cremallera, dinner, bed, breakfast and lunch on the second day). During the 1st semester, the UAB opens a call for scholarships to finance the trip

Informative tutorial: Wednesday 17 September at 1pm (Groups 21-31) and 3pm (Groups 41-71).

Activities and Methodology

Title	Hours	ECTS	Outcomes
Type: Directed			
Plenary lessons. Also use audiovisual resources: slides, videos, etc. Assistance in physical activities and sports such as: trips to a natural environment and trips to PE centres.	9	0.36	7
Seminars. There will be practical classes of physical education according to the different blocks of content for the Primary stage, with various educational methodologies. Work will be carried out in small groups under the guidance and tutoring of the teacher	25	1	
Type: Supervised			
Monitoring of tasks and activities assigned. Control and monitoring of learning throughout the course.	16	0.64	
Type: Autonomous			
Analysis of written documents and/or digital, participation in the virtual forums of debate on the subject, elaboration of sessions of physical education and research activities of reflection and interdisciplinary information and other small tasks	50	2	7

Methodology:

The subject will be developed combining different teaching-learning activities from the two types of sessions, practical and theoretical.

The practical sessions.

Will be developed in seminar format (small group of students), in the sports facilities of the faculty, in natural spaces and in the SAF. The practices will be carried out mainly from the proposals of the teachers, but the students will have the opportunity to schedule and teach parts of the session. The outings to practice physical activities in the natural environment will be encouraged. In these sessions it will be important the design and the teaching of physical activities directed by the students.

The theoretical sessions.

They will realize with all the group class fundamentally by means of exhibitions and of exercises proposed by the profesorado on the contents of the program. It will also enable the open and active participation of students through debates, individual or group exhibitions to share, for example, information on the conclusions of work or readings or other activities. Numerous questions and answers are expected, reflections and comments on topics of interest related to physical education in primary education, on its teaching and on other related topics.

All sessions, both theoretical and practical, will need of the participatory and cooperative attitude of the students, to achieve the maximum performance of the subject.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Outcomes
0. Individual: Attendance to 80% of the lessons; essential requirement to pass the module.	0	0	0	9, 7
1. Individual: Competence evaluation test based on the learning acquired during the seminars.	40%	0	0	1, 2, 10, 15, 14, 9, 13, 6, 5, 4, 8, 11, 7, 3
2. Individual: Participation in the theoretical and practical classes, and in the groups of discussion/ the forums in the Virtual Campus. Self-assessment of the learning process.	20%	0	0	2, 12, 15, 14, 9, 7, 3
3. In group: Design and application of a lesson plan.	20%	0	0	2, 10, 12, 15, 14, 9, 13, 6, 5, 4, 8, 11, 7, 3
4. Group work in reduced format.	20%	0	0	1, 2, 10, 12, 15, 14, 9, 7

To pass this course, the student must display, in all activities, good general communicative competence, both orally and in writing, and good command of the vehicular language or languages indicated in the educational guide. All activities (individual and in group) will take into account linguistic correction, writing and the formal aspects of presentation. Students should be able to express themselves fluently and correctly, and have to show a high degree of understanding of academic texts. An activity may be returned (not evaluated) or failed if the teacher considers that it does not meet these requirements.

The evaluation will be carried out throughout the module, by means of the activities displayed in the grid above. Attendance to a minimum of 80% of classes is mandatory, the justifications only serve to explain the absence, in no case they are an exemption of the presence. Total or partial plagiarism in any of the evaluation activities, and/or copying in one of the tests, will result in a failure for the whole module.

Only group work in small groups (20%) and the individual knowledge written assignment in small groups (40%) will be recoverable.

In this course, the use of Artificial Intelligence (AI) technologies is prohibited in any phase. Any work that includes AI-generated fragments will be considered a breach of academic dishonesty and will result in a total penalty on the activity grade. The use of Artificial Intelligence (AI) will result in failure of the assessment activity with a 0.

This subject does not include a synthesis test.

Continuous Assessment

0. It is necessary to attend 80% of the sessions to access the continuous evaluation. "It is an essential requirement to access the recovery that you have completed a minimum of 2/3 of the assessable activities with a minimum grade of 3." (0%).

1. Written assignment. Competence evaluation test based on the learning acquired during the seminars. 9th december (Groups 21 i 41) i 18th december (Groups 31 i 71)

2. Participation in the theoretical and practical classes, and in the forums of the Campus Virtual. Self-assessment of the learning process. (20%)

3. Design and application of a lesson plan. (20%)

Delivery date: UN DIA AL SAF: 25th november 2025 (Groups 21 and 41) and 27th november 2025 (Groups 31 and 71)

Delivery date: TRANSNATURA: 21st october 2025 (Groups 21 and 41) and 23rd october 2025 (Groups 31 and 71)

4. Group work in small groups + Oral presentation (20%).

Deliveries will be made during the development of the subject.

SINGLE EVALUATION

Evaluation dates: 9th of December 2025 (Groups 21 & 41) or 18th of December 2024 (Groups 31 & 71)

0. Attendance to 80% of the lessons . "It is an essential requirement to access the recovery that you have completed a minimum of 2/3 of the assessable activities with a minimum grade of 3."(0%)

1. Written assignment, where you will collect all the work completed during the course. (40%)

2. Participation in the theoretical and practical classes, and in the forums of the Campus Virtual.
Self-assessment of the learning process. (20%)

3. Design and application of a lesson plan. (20%). (In case there are not enough students in the model of single evaluation, the group work will be developed individually).

4. Group work in small groups + Oral presentation (if it is possible, in small groups of single evaluation members). (20%) In case there are not enough students in the model of single evaluation, the group work will be developed individually.

RECOVERY SYSTEM

The recovery system will be a written exam.

Recovery evaluation: 27th of January 2026 (Groups 21 and 41) or 29th of January 2025 (Groups 31 and 71)

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Software

Specific computer programs are no needed.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(SEM) Seminars	211	Catalan	first semester	morning-mixed
(SEM) Seminars	212	Catalan	first semester	morning-mixed
(SEM) Seminars	213	Catalan	first semester	morning-mixed
(SEM) Seminars	311	Catalan	first semester	morning-mixed
(SEM) Seminars	312	Catalan	first semester	morning-mixed
(SEM) Seminars	313	Catalan	first semester	morning-mixed
(SEM) Seminars	411	Catalan	first semester	afternoon
(SEM) Seminars	412	Catalan	first semester	afternoon
(SEM) Seminars	413	Catalan	first semester	afternoon
(SEM) Seminars	711	Catalan	first semester	afternoon
(SEM) Seminars	712	Catalan	first semester	afternoon
(SEM) Seminars	713	Catalan	first semester	afternoon
(TE) Theory	21	Catalan	first semester	morning-mixed
(TE) Theory	31	Catalan	first semester	morning-mixed
(TE) Theory	41	Catalan	first semester	afternoon
(TE) Theory	71	Catalan	first semester	afternoon