

Degree	Type	Year
Early Childhood Education	OB	3

## Errata

Modification of the group presentations' dates for a learning situation for GROUP 62: 12/03/25 and 12/10/25.

## Contact

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## Teachers

Maria del Mar Pérez Martín

## Teaching groups languages

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

## 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 body education.
- 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 body education in the general framework of the school.

## Competences

- Consider classroom practical work to innovate and improve teaching.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- 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 the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
2. Be able to promote the autonomy and uniqueness of each child, in terms of visual and plastic education, as factors that educate emotions, feelings and values in early childhood.
3. Propose ways to evaluate projects and actions for improving sustainability.
4. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
5. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
6. Use play as a teaching resource, as well as designing learning activities based on principles of play.
7. Working as a team using body work sessions.

## Content

### contents:

#### 1. Theoretical body education:

- Why corporal Education in Early Childhood Education.
- What body concept are we talking about?

- 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.

- Game.

## 3. Basic conditions for body education from 0 to 6 years:

- What are we talking about? children and adult.

- Teacher attitudes.

-Teacher body training.

- Curriculum in Early Childhood Education.

## 4. Didactic of body education in Early Childhood Education:

- Characteristics of body work in Early Childhood Education.

- Methodology.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Practice sessions and seminars; Laboratory small group (third part of the pack)	18	0.72	2, 7, 4, 5, 6
Magistral large group	12	0.48	4, 5
Type: Supervised			
Mentoring and support	20	0.8	2, 7, 4
Type: Autonomous			
Autonomus work	50	2	2, 7, 4, 5, 6

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

- The directed activities are mainly led by the teacher and are carried out in the spaces of the Faculty. They can be either classes with the entire large group, or seminars and sessions of physical practice in small groups. The classes with the entire group are based on presentations by the teaching staff of the contents and basic issues of the syllabus. The seminars and practical sessions are work spaces to deepen, analyze, contrast, debate, experience, reflect and evaluate the contents of the subject. In the seminars it is done through activities such as: case studies, videos, material analysis, group dynamics, problem solving, own experience, discussion-debates, etc. In the practical sessions it is done through one's own physical experience and the training and reflection that this entails. The seminars and practical sessions are mandatory and students will be assigned to one of the three scheduled groups.
- The activities supervised by the teacher/outside the classroom include the set of individual and group tutorials, physical and virtual, which must serve to accompany the student in their learning process by guiding tasks, resolving difficulties and supervising the monitoring of their learning evidence.
- The autonomous work is that carried out by the student independently to develop the skills and achieve the objectives of the subject.

NOTE: 15 minutes of a class will be reserved, within the calendar established by the center/degree, for the completion by the students of the surveys to evaluate the performance of the teaching staff and to evaluate the subject/module.

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	Learning Outcomes
Block 1: Activities to support the individual theoretical-practical framework: written test on sensations and perceptions and muscle tone	50 %	0	0	2, 4, 5, 6
Block 1: Activities to support the theoretical framework and practical group: evolució 0-6	15%	0	0	2, 7, 4, 5, 6
Block 2: Design and exhibition in a group or learning sequence (group work)	35%	0	0	1, 2, 3, 7, 4, 6

This subject provides unique evaluation.

The evaluation to pass the subject will be continuous and unique, formative and shared.

The continuous and unique evaluation requires the minimum attendance to 80% of the seminar and practical-laboratory sessions, regardless of the causes that may cause the absence of attendance (the justifications that are presented in case of absence will serve only to explain the absence, in no case will they be an exemption from attendance).

In order to pass the subject, each of the 3 blocks of evaluation activities that the subject consists of must be approved. It is also absolutely necessary to demonstrate an attitude compatible with the teaching profession and an ethical commitment to the ethical principles of the profession: active listening, respect, participation,

cooperation, empathy, kindness, punctuality, not judging, arguing, adequate use of electronic devices (mobile, computer, etc.). It is also essential that the student shows that he is responsible and rigorous in the autonomous work, actively participate in the classes, show critical thinking and behaviors that favor a friendly and positive environment, democratic and where the differences of gender, culture, etc. are respected.

To pass this subject, the student must show a good general communicative competence, both orally and in writing, and a good command of the vehicular language or languages that appear in the teaching guide. In all activities (individual and group) linguistic correction, writing and formal aspects of presentation will be taken into account.

Students must be able to express themselves fluently and correctly and must show a high degree of understanding of academic texts. An activity can be returned (not evaluated) or suspended if the teacher considers that it does not meet these requirements.

It will be considered "Not presented" (NP) that student who has not registered or participated in any evaluable activity.

- Practical sessions: you must come to the gym dressed in sports clothing that allows you to execute all the proposed activities and show a predisposition and active participation.

All gym and classroom material must be treated with care and respect, leaving it in perfect condition and orderly after use.

If any rejection is generated, each group is responsible for taking it directly to the containers outside just after the end of the class. If some of these attitudinal requirements are not met, the grade of the subject will be a 3.

Date of the evaluable activities:

Block 1:

- "Evolution 0-6" (group work, theoretical-practical case related to the contents and readings worked in the different seminars):

Group 61: 03/10/2025

Group 62: 08/10/2025

Block 2:

- "Group presentations learning sequence": (Group work) design, preparation and exhibition of a Learning Situation (tutored work).

Group 61: 05/12/25 and 12/12/25

Group 62: 10/12/25 and 17/12/25

- "Sensations-perceptions and muscle tone": (individual test) theoretical-practical, written based on the practical cases that have been carried out in the different seminars:

Group 61: 09/01/2026

Group 62: 07/01/2026

- This subject includes the single assessment option. As in the continuous evaluation will be an indispensable condition to pass the subject the minimum attendance to 80% of the seminar and practice-gym sessions, regardless of the causes that may cause the absence of attendance (the justifications that are presented in case of absence will serve only to explain the absence, in no case will they be an exemption from attendance )

Evaluable activities for single assessment:

The single assessment activities that the student must present and / or develop are:

- "Evolution 0-6" : (individual work, theoretical-practical case related to the contents and readings worked in the different seminars) (15%).

-Theoretical test-practice written on "Sensations and perceptions and muscle tone": individual theoretical-practice test, written based on the practical cases that have been carried out in the different seminars. (50%)

- Design of a learning situation: design, elaboration of a learning situation based on some of the contents worked on in the subject. (35%)

Group 61: 09/01/26 (assessable activities and written test)

Group 62: 07/01/26 (assessable activities and written test)

#### RECOVERIES:

Students who have been previously assessed on a set of activities equivalent to a minimum of two-thirds of the total grade for the subject and who still fail some aspect may, exceptionally, be given the opportunity to pass the subject by completing additional independent work, redoing some of the completed or completed activities, or taking a written test on the content to be recovered. Each case will have to be studied based on the individual student's situation.

To participate in the recoveries, students must have been previously assessed on a set of activities whose weight is equivalent to a minimum of two-thirds of the total grade for the subject.

To participate in the recoveries, the professor responsible for the subject may require a minimum grade average for the subject. This grade may not be lower than 3.5 under any circumstances.

The professor responsible for the course, with the approval of the study coordinator and the school, may exclude from the retake process those activities that, by their nature, are considered non-retakeable, provided that they do not exceed 50% of the final grade for the course.

If the student has enrolled for the second time, the professor may allow a Summary Test (the 80%attendance requirement will not be required), provided that the first time they took the course, the student only failed "Design and Group Presentation of a Learning Situation." This test must allow for the assessment of the results outlined in this teaching guide and will be the grade for the course.

The assessment activities must be original and created exclusively by the student or by the group (when applicable). Therefore, work is considered to have been created outside of their own control when it contains non-original and exclusive elements (such as those generated with Artificial Intelligence tools such as \*ChatGPT, Copilot, etc.). Therefore, the use of artificial intelligence (AI) technologies is not permitted in any phase of this course. Any work that includes fragments generated using AI will be considered a breach of academic dishonesty, and the course will be failed entirely without the option of re-assessment.

Faculty may carry out specific validations to guarantee authorship and the acquisition of skills in cases of suspected academic fraud.

The same re-assessment system will be applied to the single assessment as to the continuous assessment.

In either case, the final grade for the course for students who re-assessed will be a 5.

#### • Re-assessment dates:

Group 62: 01/28/2026 Group 61: 01/30/2026 for both continuous and single assessment.

The grades for each of the assessable evidence will be communicated within a period of no more than 20 business days following its submission. Students who wish to review their grade must do so within 15 days of receiving notification during the tutoring schedule established by the faculty for this course, as listed in the course syllabus.

The weekly readings are not mandatory, but they are necessary for completing the various assessable tests.

Grades for small-group activities are considered individual, so not all group members necessarily receive the same grade.

Copying and plagiarism are intellectual robberies and, therefore, constitute a crime that will be punished with a zero in the whole subject. In the case of copying between two students, if it is not possible to know who has copied from whom, the sanction will be applied to both. We want to remember that a work that reproduces all or a large part of the work of another colleague is considered "copy". "Plagiarism" is the fact of presenting all or part of an author's text as one's own, that is, without citing the sources, whether published on paper or in digital form on the Internet. See 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)

In this subject, the use of artificial intelligence (AI) technologies is not allowed in any of its phases. Any work that includes fragments generated with AI will be considered a lack of academic honesty and will represent a 0 in the qualification or suspend the subject according to the case.

Before submitting a learning evidence, it is necessary to check that the sources, notes, textual citations and bibliographic references have been correctly written following the regulations of the 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 evaluable activities will be subject to formal criteria, including spelling, writing and presentation. The teaching staff may consider non-evaluable, suspend or lower the grade of the activity if it does not meet some academic minimums in the aforementioned aspects.

It is advisable to consult the document: "Criteria and general assessment guidelines of the Faculty of Education Sciences" approved by the COA on May 28, 2015.

[www.uab.es/web/information-academic/evaluation/regulation-1292571269103.html](http://www.uab.es/web/information-academic/evaluation/regulation-1292571269103.html) at

## Bibliography

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

- Bibliography:

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Tardos, A. (1991). La mà de l'educadora. *Infància*, 58(1), 16-21.

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Vila, B., Cardo, C. (2005). *Material sensorial (03). Manipulación y experimentación*. Barcelona: Graó.

Wild, R. (2002). *Educar para ser. Vivencias de una escuela activa*. Barcelona: Herder.

- Extension bibliography:

Bonastre, M. i Fuste, S. (2007). *Psicomotricidad y vida cotidiana (0-3 años)*. Barcelona: Graó.

Martínez, L., Rota, J. i Anton. (2017). *Psicomotricitat, Escola i currículum*. Barcelona: Octaedro.

Ruiz de Velasco, M. i Abad, J. (2011). *El juego simbólico*. Barcelona: Graó.

Bru, E. & Sarri, E. (2019). El cos i el moviment, presents a l'escola, *Guix d'Infantil*, 98, 17-19.

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Martínez-Mínguez, L. (2019). Bellugar-se per transformar i aprendre, *Guix d'Infantil*, 98, 9-12.

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Associació Mestres Rosa Sensat (2007). "El valor educatiu de les coses de cada dia".

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#### Web links and social networks

Fòrum Europeu de Psicomotricitat:

<http://psychomot.org/>

FA Pee (Federació d'Associacions de Psicomotricistes de l'Estat Espanyol):

<http://www.fapee.net/>

Revista Psicomotricitat.com

<http://www.lapsicomotricidad.com/>

Grup de Recerca en Educació Psicomotriu (2014-SGR-1662):

Twitter: @GREP\_UAB

Facebook: Grup de Recerca Educació Psicomotriu UAB

Web: <http://grupsderecerca.uab.cat/grepuab/ca>

Canal de Youtube: <https://www.youtube.com/channel/UCFZoyYPOZBTalaLxxH5OqsA>

## Software

this subject does not need any specific software

## 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	611	Catalan	first semester	morning-mixed
(SEM) Seminars	612	Catalan	first semester	morning-mixed
(SEM) Seminars	613	Catalan	first semester	morning-mixed
(SEM) Seminars	621	Catalan	first semester	afternoon
(SEM) Seminars	622	Catalan	first semester	afternoon
(SEM) Seminars	623	Catalan	first semester	afternoon
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon