

Degree programme	Type	Course
Early Childhood Education	OB	3

Contact lecturer

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Teaching staff

Mónica Santos Boixadera

Group languages

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

Prerequisites

There are no prerequisites for this course .

Objectives

This third subject is complemented with the subjects: "Corporal 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.

Learning outcomes

1. Use play as a teaching resource, as well as designing learning activities based on principles of play.
2. Reflecting on classroom practices based on observation in order to innovate and improve the teaching task.
3. Working as a team using body work sessions.
4. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
5. 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.
6. Analyse the indicators of sustainability of academic and professional activities in the areas of knowledge, integrating social, economic and environmental dimensions.
7. Propose ways to evaluate projects and actions for improving sustainability.

Contents

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.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Autonomus work	50	2	

Mentoring and support	20	0.8
Practice sessions and seminars; Laboratory small group (third part of the pack)	18	0.72
Magistral large group	12	0.48

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	Weight	Hours	ECTS	Learning outcomes
ASSESSMENT ACTIVITY 3: "What is a child to you, and what role does the body play in a child's development?" (INDIVIDUAL)	20%	0	0	1, 2, 3, 4, 5
ASSESSMENT ACTIVITY 1: Activities to support the theoretical framework and practical group: evolució 0-6	10%	0	0	2, 4, 5, 6, 7
ASSESSMENT ACTIVITY 4: Activities to support the individual theoretical-practical framework: written test on sensations and perceptions and muscle tone (INDIVIDUAL)	40%	0	0	2, 4, 5, 6, 7
ASSESSMENT ACTIVITY 2: Design and group presentation of a Learning Situation (GROUP PROJECT)	30%	0	0	1, 2, 3, 4, 5, 6, 7

This course offers both a continuous assessment pathway and a single-assessment pathway. Regardless of the assessment option chosen, students must attend at least 80% of all seminar and practical (gym) sessions in order to pass the course. This attendance requirement is mandatory and applies irrespective of the reason

for any absence. Supporting documentation submitted for an absence will only serve to justify the absence and will not exempt students from the minimum attendance requirement. Assessment in both pathways is formative and shared. Students' learning and progress will be monitored continuously through the use of assessment rubrics, alongside other assessment tools and methods, such as peer assessment, to support ongoing feedback and learning.

To pass the subject, it is necessary to pass each of the evidences / evaluation activities corresponding to the different blocks of the subject, with a minimum grade of 5.

It is necessary to demonstrate an attitude compatible with the teaching profession and an ethical commitment to the ethical principles that govern it. This implies maintaining an attitude of active listening, respect, participation, cooperation, empathy, kindness, punctuality, argumentation capacity, absence of value judgments and a responsible use of electronic devices (mobile, computer, etc.).

Likewise, it is essential that the student is responsible and rigorous in autonomous work, actively participates in classes, shows critical thinking and adopts behaviors that contribute to creating a positive, respectful, democratic and inclusive learning environment, in which gender, cultural and other differences are valued and 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 who have presented evidence of learning with a joint weight equal to or less than 35% of the subject will be considered "Not Assessable". Therefore, if the student carries out activities with a weight greater than 35% and does not present the rest of the activity, the subject will be suspended.

The grades of each of the evaluable evidences will be communicated in a period not exceeding 20 working days following their delivery. The student wishing to review their grade must do so within 15 days of its publication during the lecturer's office hours., must do so within 15 days after its communication in the tutorial schedule that the teacher has established for this subject and that is stated in the program of this subject.

Weekly readings will not be mandatory but necessary to be able to develop the different assessment tasks.

The grades of the activities carried out in small groups are considered individual, so that not necessarily all the members of the group must be evaluated with the same grade.

Copying and plagiarism constitute academic misconduct and intellectual theft. Any irregularity detected will result in a mark of 0 for the assessment. In the event of multiple instances of academic misconduct, the final mark for the course will be 0, and the student will not be eligible for reassessment. In the case of copying between two students, if it is not possible to determine who copied from whom, the sanction will be applied to both. We would like to remind students that a work that reproduces all or a substantial part of another student's

work is considered "copying". "Plagiarism" is the presentation of all or part of an author's work as one's own, without acknowledging the source, whether published in print or in digital form on the Internet. See the UAB documentation on plagiarism at:

http://wuster.uab.es/web_argumenta_obert/unit_20/sot_2_01.html

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

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.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html

The assessments activities must be original and own or group (when applicable) exclusively. This subject allows a restricted use of Artificial Intelligence (AI) technologies only as a support tool, for example, in the search for information or bibliography, the organization of ideas or the linguistic revision of texts. In no case can AI replace the personal elaboration of the contents object of evaluation.

The student must clearly and explicitly identify any use of AI, indicating the tools used, the parts of the work in which they have been used and a brief critical reflection on its impact on the process of elaboration and the final result of the activity.

The lack of transparency in the use of AI, as well as the presentation as own of content generated through this technology without the corresponding identification, will be considered a lack of academic honesty and may lead to a partial or total penalty of the qualification of the activity. The teaching staff may carry out additional checks to verify authorship and the acquisition of the required competences if academic misconduct is suspected.

- SEMINAR AND PRACTICAL (GYM) SESSIONS:

You must come to the gym with appropriate sportswears that allows you to execute all the proposed activities and demonstrate demonstrate a positive attitude 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 waste is generated, each group is responsible for taking it directly to the containers outside just after the end of the class.

If during the practical sessions these participation requirements are not met, respect for the material and professional attitude, the final grade for the course will be capped at 3.

CONTINUOUS ASSESSMENT ACTIVITIES:

A) Assessment activity 1:

Evolution 0-6 (group work) theoretical-practical case related to contents on Development 0-6 years worked in the Seminars. The evaluable activity will be delivered in the same Seminar through the rubric provided by the teaching staff. (10%)

Group 61: 09/10/2026

Group 62: 07/10/2026

B) Assessment activity 2:

Design and group exhibition of a Learning Situation: (Group presentation) Design, preparation and presentation of a Learning Situation on one of the contents of the subject (work with mandatory tutorials). All groups must submit the Learning Situation with the support of the rubric provided by the teaching staff, and a presentation in a free digital format that will be used on the day of the presentation.(30%)

Date of submission of the Learning Situation to the Virtual Campus:

Group 61: 07/12/26

Group 62: 04/12/26

Group presentations of the Learning Situation will take place during the seminars in the order agreed with the teaching staff.

Group exhibitions date:

Group 61: 11/12/26 and 18/12/26

Group 62: 09/12/26 and 16/12/26

C) Assessment activity 3 :

Reflection "What is a child to you, and what role does a child's body play in their development?": (Individual) Reflective work to answer the question raised at the beginning of the course "What is a child for you and what is your body for", and that will have to record the personal evolution that the student has made. This evidence will be delivered in a written format.(20%)

Group 61: 11/12/26

Group 62: 09/12/26

D) Assessment activity 4:

Sensations-perceptions and muscle tone: (Individual) theoretical-practical test, written based on the practical cases that have been carried out in the different seminars (40%):

Group 61: 15/01/2027

Group 62: 13/01/2027

SINGLE ASSESSMENT ACTIVITIES:

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

A) Assessment activity 1:

Evolution 0-6: theoretical-practical case related to contents on Development 0-6 years worked in the Seminars. (15%).

B) Assessment activity 2:

Design of a Learning Situation: Design of a learning situation on one of the contents of the subject. The student must deliver the A.S. with the support of the rubric provided by the teaching staff. (35%)

C) Assessment activity 3:

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

Group 61: 09/01/27 (assessable activities and written test)

Group 62: 07/01/27 (assessable activities and written test)

REASSESSMENT:

All assessment activities are eligible for reassessment. To be eligible for reassessment, students must have obtained an overall average mark of at least 3.5 in the course.

In case of recovery of the individual and group work, the maximum grade that will be obtained will be 5.

When it is considered that the student has not been able to provide sufficient evidence of evaluation, this subject will be stated in the record as "not evaluable". The average grade will not be calculated as long as any of the assessment evidence is not passed. In this case, the final grade of the subject will be, at most, 4.

In the event that the student enrolls for the second time because he repeats the subject, the teaching staff may authorise a final synthesis assessment.

However, it is essential that the student contact the responsible teacher to specify the percentage of attendance required to be able to opt for this type of evaluation.

The same reassessment system will be applied to the single evaluation as to the continuous evaluation.

· Reassessment dates:

Group 62: 27/01/27 Group 61: 29/01/27 for both continuous and single assessment.

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.

Thió, C. (1999). Importància del joc en la vida dels infants. A Diferents Autors: *El Joc a 06 anys. IV jornades d'Innovació a l'etapa d'Educació Infantil* (pp. 139-145). Bellaterra: ICE-UAB

Vaca, M., Varela, M. S. (2006). ¡Estoy dentro de mi cuerpo! *Cuadernos de Pedagogía*, 353, 26-28.

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.

Font, C. (2000): *El trabajo corporal en el ciclo de 3 a 6 años*. A Anton, M. i Moll, B. (Coord): *Educación Infantil. Orientaciones y recursos (0-6 años)*. Barcelona: Ciss Praxis.

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

Mas, M. & López, G. (2018). La importància del traç a l'escolabressol. Un espai d'expressió des de la mirada de l'educació creadora, *In-fàn-ci-a*, 221, 12-16.

Pérez, M. & Morales, L. (2019). Psicomotricitat i vida quotidiana, *Guix d'Infantil*, 98, 13-16.

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Vila, B. & Cardo, C. (2005). *Material sensorial (0-3)*. Barcelona: Graó.

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Xarxa Territorial d'Educació Infantil de Catalunya (2009). *Documentar. Una mirada nova*. Barcelona: Associació de Mestres Rosa Sensat.

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

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

Web links and social networks

Fòrum Europeu de Psicomotricitat:

<http://psychomot.org/>

FAPee (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

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(TE) Theory	61	Catalan	first semester	morning-mixed
(TE) Theory	62	Catalan	first semester	afternoon
(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