



Growing together to achieve international success

Excerpt from the didactic programming for the area of PHYSICAL EDUCATION

**2nd year of Primary Education
Course 2023/2024**

SPANISH INSTITUTE VICENTE CAÑADA BLANCH LONDON

**ELABORATED BY THE TEACHING TEAM OF THE 2ND
ELEMENTARY SCHOOL**

1. Excerpt from the didactic programming for the area of **PHYSICAL EDUCATION** 2nd year of Primary Education.

EVALUATION CRITERIA	BASIC KNOWLEDGE
<p>1.1 Identify motor play as a healthy activity that provides physical benefits as the basis for an active lifestyle.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	<p>A. Active and healthy living</p> <ul style="list-style-type: none"> - Physical health: beneficial physical effects of an active lifestyle. Healthy eating and hydration. Postural education in everyday situations. Body care: personal hygiene and rest after physical activity. <p>B. Organization and management of physical activity.</p> <ul style="list-style-type: none"> - Accident prevention in motor practice: activation games, warm-up and cool-down.
<p>1.2 To explore the possibilities of one's own motor skills and those of others. through play and practicing basic grooming routines. personal hygiene (clothing, moisturizing, hand hygiene, etc.), as well as a correct postural education.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	
<p>1.3 Participate in activation and cool down games, recognizing their usefulness to adapt the body to physical activity and avoid injuries, keeping calm and knowing how to act in case of any accident in motor practice contexts.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	
<p>1.4 Know the positive values promoted by shared motor practice, recognizing, experiencing and enjoying its benefits in varied and inclusive contexts, and respecting all participants independently. of their individual differences</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	
<p>1.5 Care for and respect the material.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	

<p>2.1 Recognize the importance of establishing clear goals when developing individual, cooperative or collaborative motor projects, assessing their achievement based on an analysis of the results obtained.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p> <p>2.2 Make decisions in contexts of motor practice in an adjusted manner according to the circumstances.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p> <p>2.3 Discover, recognize and use the qualitative (coordination and balance) and quantitative (strength, speed, endurance and flexibility) components of motor skills in a playful and integrated manner in different situations and contexts, progressively improving their control and body mastery.</p> <p>3RD QUARTER</p>	<p>C. Problem solving in motor situations.</p> <ul style="list-style-type: none"> - Perceptual-motor skills in the context of practice: integration of the body schema; body awareness; laterality and its projection in space; eye-pedic and eye-hand coordination; static and dynamic balance. - Physical capacities from the playful and game environment. - Generic motor skills and abilities: crawling, creeping, crawling, climbing, grasping, rolling, jumping, etc. - Motor creativity: variation and adaptation of the motor action to internal stimuli, such as feelings, moods...
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<p>3.1 Identify the emotions that occur during the game, trying to manage them and enjoying the physical activity.</p> <p>2NDQUARTER 3RD QUARTER</p>	<p>D. Emotional self-regulation and social interaction in motor situations.</p> <ul style="list-style-type: none"> - Emotional management: identifying, experiencing and expressing emotions, thoughts and feelings through motor play. - Social skills: verbalization of emotions derived from interaction in motor games.
<p>3.2 Respect the agreed rules, as well as the rules of the game and act within the parameters of sportsmanship and fair play.</p> <p>2NDQUARTER 3RD QUARTER</p>	
<p>3.3 Participate in daily motor practices, beginning to develop social and emotional skills. the following: welcoming, inclusion, help and cooperation, and initiation in conflict resolution</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	

<p>4.1 To actively participate in games and other artistic-expressive manifestations of cultural character typical of the environment of Cantabria, valuing its playful-festive component and enjoying its implementation.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	<p>C. Problem solving in motor situations.</p> <ul style="list-style-type: none"> - Motor creativity: variation and adaptation of the motor action to internal stimuli, such as feelings, moods... <p>E. Manifestations of motor culture.</p> <ul style="list-style-type: none"> - Communicative uses of corporeality: gestures, grimaces, postures and others. <p>E. Manifestations of motor culture.</p> <ul style="list-style-type: none"> - Contributions of the motor culture to the cultural heritage. Games and dances as a manifestation of the culture itself, emphasizing those of the Autonomous Community of Cantabria. - Practice of rhythmic-musical activities with artistic-expressive character.
<p>4.2 To know and value the achievements of different sport referents of both genders, recognizing the effort, dedication and sacrifices required to reach such successes.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	
<p>4.3 Adapt the different communicative uses of the body and its manifestations to different rhythms and expressive contexts.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	

<p>5.1 Participate in recreational and leisure activities safely in natural and urban environments and in terrestrial or aquatic contexts, knowing other uses from motor skills and adopting attitudes of respect, care and conservation of these environments.</p> <p>1ST QUARTER 2NDQUARTER 3RD QUARTER</p>	<p>F. Efficient and sustainable interaction with the environment.</p> <ul style="list-style-type: none"> - Rules of use: road safety education for pedestrians. Safe, healthy and sustainable mobility. - Motor possibilities of children's play and recreational spaces. - The material and its possibilities of use for the development of motor skills. - Safe physical activities in the natural and urban environment: use of parks, beaches, mountains or other environments in Cantabria. - Care for the immediate environment and the animals and plants that live in it, as a service to the community, during the safe practice of physical activities in the natural and urban environment.
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Timing of projects

The center's project for this academic year will be "Around Spain in 80 days".

<u>PROJECT 1</u>	Getting to know Andalusia, Galicia, Cantabria, Navarre, Asturias and the Basque Country.	September 7 - December 20 1st Quarter.
<u>DRAFT 2</u>	We travel to the Autonomous Regions of the Canary Islands, Balearic Islands, Valencia, Aragon, Extremadura and Castilla-Leon.	January 8 - March 28 2nd Quarter
<u>DRAFT 3</u>	We finished our trip through Catalonia, Madrid, Castilla La Mancha, La Rioja, Murcia and the autonomous cities of Ceuta and Melilla	April 15 - July 4 3rd Quarter

2. Methodology

Methodological principles of the center

The methodological principles valid for all areas, activities and projects are:

- The globalizing approach of the contents, so that the activities carried out by the students involve an interrelation between the different areas and proposals.
- The motivation of students in the teaching-learning process will be based on situations that provoke their interest and keep their attention, either because they respond to their experiences and needs or because of their playful and imaginary meaning.
- The need to guarantee functional learning, ensuring its use by the student when needed, both in the practical application of the acquired knowledge, as well as in its use to carry out new learning.
- To favor group and team learning in order to promote relationships among equals, providing guidelines that allow confrontation and modification of points of view, coordination of interests, collective decision making, mutual help and overcoming conflicts through dialogue and cooperation, thus overcoming all forms of discrimination.
- Teaching will be active: understood in a double sense (on the one hand, as a way for students to learn autonomously and on the other hand, to establish strategies that lead to an activity in all aspects: manipulative, motor and cognitive).

- The diversity of the student body will be taken into account, taking into account the peculiarities of each group, the characteristics of boys and girls of different origins and abilities, of different learning pace, etc.
- Adapt the use of different resources (materials, manipulatives, texts, audiovisuals and computers) to the objectives pursued.
- The evaluation will serve as a reference point for pedagogical action in order to adapt the teaching process to the real progress of the students.
- The purpose of education is the full development of the student's integral personality. In this development, at least two main aspects can be distinguished: cognitive development and emotional development. That is why we must dedicate time to work on the following objectives:
 - Acquire a better knowledge of one's own emotions.
 - Identify the emotions of others.
 - Develop the ability to control one's emotions.
 - Prevent the harmful effects of negative emotions.
 - Develop the ability to generate positive emotions.
 - Develop greater emotional competence.
 - Develop the ability to be self-motivated.
 - Adopt a positive attitude towards life.

METHODOLOGY	
GENERAL PROVISIONS	<p>Bring appropriate clothing for physical activity. Bring comfortable sneakers suitable for the activity (avoid platform shoes). Use of a thermos or personal water bottle for hydration.</p>
GROUPS	<p>From the area of EF, priority objectives will be established as follows:</p> <ul style="list-style-type: none"> ● Create a good climate that favors collaboration and teamwork. ● Create an affective climate in which each child feels accepted and valued. ● Encourage socialization and relational skills by strengthening bonds. ● Avoid situations in which children may feel uncomfortable (live performance of groupings) and may generate "labels". ● Avoid any type of discrimination based on cultural, socioeconomic and gender differences in the establishment of personal relationships and in interaction with others. <p>To this end, the following guidelines will be taken into consideration when making the groupings:</p> <p>1. Planning of groupings by trimesters favoring the following types of groupings:</p> <ul style="list-style-type: none"> ● <i>Large group</i> ● <i>Two teams</i> ● <i>Subgroups of 3/4 teams</i>

	<p>However, we will not neglect <u>individual work to promote</u> autonomy and responsibility.</p> <p>2° The realization of the groupings will be carried out mainly by the teachers (loaded with intentionality in response to our purpose) and occasionally by the students (where we will take notes on the evolution and achievements reached in this affective-social area).</p>
ACTIVITIES	<p>The temporalization of the contents has been carried out according to different criteria:</p> <ul style="list-style-type: none"> • The knowledge needs of the student body. • Try to respond to the GENERAL programming, center of interest and events of the center. • The didactic units that are presented contain different activities organized according to the objectives and contents, and responding to the characteristics and evolutionary moment of the students. They are varied and are carried out both individually and in groups. By their purpose, they respond to different criteria: introduction and motivation, development, synthesis-summary, recovery, evaluation. <p>In general, although a standard session structure is established, it is subject to modification depending on its objectives, basic knowledge, methodology, student organization, materials, spaces, etc. In the standard session, the first part of the session consists of introductory and motivational activities, in the second part of the session the development and application of ideas, and in the third part of synthesis summary and return to calm.</p>
MATERIAL SPACES	<p>Conventional spaces: playground, gymnasium, tent, etc. Non-conventional spaces: activities will be carried out sporadically taking advantage of the school's surroundings. Conventional materials: balls, hoops... Non-conventional materials: self-built, printed.</p>

3. Transversal contents: British values and protected characteristics.

The area will work transversally on the so-called "British values", common to the transversal elements included in our regulations:

- Democracy:

-Carrying out democratic voting during the development of the classes of the area for the taking of different collective decisions.

-The rule of law

-Poster in the classroom, in a visible place, showing: "The rule of law".

-Individual liberty:

-Encouragement of individual decision making, through the choice of different projects, personal work and deepenings that will be developed in the area.

-Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith:

-Respect for cultural differences, beliefs and levels of intellectual and motor development that students may present during the development of classes in the area.

In addition, attention will also be paid to respect for protected characteristics (race, religion or belief, gender reassignment, pregnancy and maternity and disability), encouraging respect for all persons and non-discrimination on the basis of sex, race, religion, beliefs and whatever the personal circumstances of the members of the educational community.

4. Evaluation

Evaluation moments

- **Initial.**
 - Its main objective is to analyze the situation of each student before starting a specific teaching-learning process.
 - Its purpose is to become aware (teachers and students) of the starting points, and thus be able to adapt the process to the needs detected.
- **Continued.**
 - It consists of carrying out periodic tests throughout the project, in order to assess the students' learning process and improve it as the course progresses and the projects advance.
 - Its purpose is to assess the pedagogical evolution of the student and to improve the teaching-learning process itself, both the teacher's and the students'.
- **Final.**
 - It is performed when the period of time dedicated to the teaching of a certain content is over. It serves to detect what the student has not finished internalizing, as well as certain aspects of teaching that should be modified.
 - Its purpose is grading, although it can also have a formative-regulatory function by proposing to the students tasks for the aspects to be improved.

		INITIAL	DURING PROJECT DEVELOPMENT (CONTINUED)	FINAL
EVALUATION MOMENTS	WHEN?	Project start	Central development weeks	During and at the end of each project

Techniques and instruments

- **The observation, carried out through:**
 - Checklists (daily tasks).
 - Observation scales (to check the level of involvement in teamwork).
 - Daily work in the classroom.
 - Classroom participation.

- Classroom assemblies (to deal with day-to-day issues and for conflict resolution).
- **Task analysis, by means of:**
 - Feedback (for performance improvement)
 - Analysis of digital or paper productions (individual or collective).
 - Analysis of oral presentations (individual or collective).
 - Analysis of the tasks reported in the classroom.
- **The evidence, through:**
 - Cooperative composition and development tests.
 - Individual composition and development tests.
- **Self-assessment, through:**
 - Evaluation targets
- **Co-evaluation, through:**
 - Teamwork rubrics (to determine the evolution and functioning of the group in the project).
 - Evaluation targets (to determine the involvement of each member in the teamwork)

		PARTICIPATION IN THE CLASSROOM	REFERENCES	EVALUATION TARGETS	DAILY CLASSROOM WORK	
EVALUATION INSTRUMENTS						
				COOPERATIVE TESTING	INDIVIDUAL TESTS	
			ORAL PRESENTATIONS		PAPER PRODUCTS	DIRECT OBSERVATION

Evaluation and grading criteria

The weighting for the qualification of each trimester will be carried out in the different evaluation criteria (point 1) marked for the first cycle of primary school by the LOE-LOMLOE.