

School Year 2023-2024

Didactic Programme for the area of Physical Education - 3rd year of Primary Education



Growing together to achieve international success

Didactic programming for the area of PHYSICAL EDUCATION

3rd year of Primary Education

Year 2023/2024

Vicente Cañada Blanch Secondary School

LONDON

PREPARED BY THE PHYSICS TEACHING TEAM

Cross-cutting elements

In order to facilitate the monitoring of the programme and not to saturate the design of situations with repetitive curricular elements, below I will point out those which, due to their general and fundamental nature, will guide the entire programme regardless of the learning situation being developed. Most of them correspond to the area of "knowing how to be" and are inherent to any proposal from the area of PE.

Descriptors		
<p>1STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying ethical and safety principles and practising responsible consumption.</p> <p>2CPSAA4. Recognises the value of personal effort and dedication to improving their learning and adopts critical stances in guided reflection processes.</p> <p>3CPSAA1. Is aware of own personal emotions, ideas and behaviours and employs strategies to manage them in situations of tension or conflict, adapting to change and harmonising them to achieve own goals.</p> <p>3CCL1. Expresses facts, concepts, thoughts, opinions or feelings in oral, written, signed or multimodal form, with clarity and appropriateness to different everyday contexts of his/her personal, social and educational environment, and participates in communicative interactions with a cooperative and respectful attitude, both to exchange information and create knowledge and to build personal links.</p> <p>3CCL5. Puts their communicative practices at the service of democratic coexistence, the dialogical management of conflicts and the equal rights of all people, detecting discriminatory uses, as well as abuses of power, in order to favour not only the effective but also the ethical use of the different communication systems.</p> <p>3 CC2. Participates in community activities, in decision-making and in the resolution of conflicts in a dialogue-based manner that respects democratic procedures, the principles and values of the European Union and the Spanish Constitution, human and children's rights, the value of diversity, and the achievement of gender equality, social cohesion and the Sustainable Development Goals.</p> <p>3Y4 CC3. Reflects and discusses current values and ethical issues, understanding the need to respect different cultures and beliefs, to care for the environment, to reject prejudices and stereotypes, and to oppose any form of discrimination or violence.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>A.3 Social health: physical activity as a habit and healthy alternative to harmful forms of leisure. Limits to avoid excessive competitiveness. Acceptance of different body types in order to practise a diversity of physical and sporting activities on an equal footing.</p> <p>B.2 Care and preparation of the material according to the activity to be carried out.</p> <p>B.3 Personal hygiene guidelines related to physical activity.</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, leisure and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to wellbeing.</p> <p>3. To develop processes of self-regulation and interaction in the framework of motor practice, with</p>	<p>1.3 Take precautionary and injury prevention measures in relation to the conservation and maintenance of material within the framework of different physical-sports practices, knowing basic protocols of action in the event of accidents that may occur in this context.</p> <p>1.4 To recognise one's own body image and that of others, accepting and respecting individual differences that may exist, overcoming and</p>

<p>B.5 Accident prevention in motor practice: prevention mechanisms and body control for injury prevention. C.1 Decision-making: rational distribution of effort D.1 Emotional management: recognition of one's own emotions, thoughts and feelings based on motor experiences. D.2 Social skills: active listening and negotiation strategies for conflict resolution in motor contexts. D.3 Concept of sportsmanship. D.4 Behaviours contrary to coexistence in motor situations (discrimination on grounds of motor competence, ethnicity, culture, gender or other): negative effects and strategies for identification, approach and avoidance in individual motor situations. (...) F.6 Care for the immediate environment (...)</p>	<p>empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethno-cultural, social, gender and ability differences of the participants, in order to contribute to coexistence and ethical commitment in the different spaces in which they participate. 4. Recognise and practise different recreational, physical-sporting and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to the culture. traditional and contemporary, in order to integrate them into motor situations that are regularly used in everyday life.</p>	<p>rejecting discriminatory behaviour that may occur in contexts of motor practice. 3.1 Show a positive disposition towards physical practice and effort, controlling impulsivity and negative emotions that arise in contexts of motor activity. 3.2 Respect the rules agreed in class, as well as the rules of the game, and act within the parameters of sportsmanship and fair play, valuing the contribution of the participants. 3.3 Develop social skills of welcome, inclusion, help and cooperation by participating in a variety of motor practices, resolving individual and collective conflicts in a dialogical and fair way, showing an active commitment against stereotypes, discriminatory actions and any kind of violence. 4.1 Actively participate (...)</p>
<p>Evaluation instruments</p>		
<p>Anecdotal Quantitative rubric</p>		

<p>Learning Scenario 1</p>	<p>Timing</p>	
<p>THE RACE BEGINS</p>		
<p>Descriptors</p>		
<p>1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</p>		
<p>Basic knowledge</p>	<p>Specific competences</p>	<p>Evaluation criteria</p>

<p>B.2 Care and preparation of the material according to the activity to be carried out. B.3 Personal hygiene guidelines related to physical activity. B.5 Accident prevention in motor practice: preventive mechanisms and body control for injury prevention</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to well-being.</p>	<p>1.3 Take precautionary and injury prevention measures in relation to the upkeep and maintenance of the material in the framework of different physical-sports practices, knowing basic protocols for action in the event of accidents that may occur in this context.</p>
<p>Evaluation instruments</p>		
<p>Anecdotes</p>		

<p>Learning Scenario 2</p>		<p>Timing</p>
<p>DUCKS INTO THE WATER</p>		<p>3rdA to 2ndHalf Term/3rdB to end of term</p>
<p>Descriptors</p>		
<p>1 and 5 STEM1. Uses, in a guided way, some inductive and deductive methods of mathematical reasoning in known situations, and selects and uses some strategies to solve problems, reflecting on the solutions obtained. 5 CC2. Participates in community activities, in decision-making and in the resolution of conflicts in a dialogue-based manner that respects democratic procedures, the principles and values of the European Union and the Spanish Constitution, human and children's rights, the value of diversity, and the achievement of gender equality, social cohesion and the Sustainable Development Goals.</p>		
<p>Basic knowledge</p>	<p>Specific competences</p>	<p>Evaluation criteria</p>
<p>A.2 Mental health: respect and acceptance of one's own body. Self-knowledge and identification of strengths, weaknesses, possibilities and limitations in all areas (social, physical and mental). C.2 Perceptual-motor skills in the context of practice: integration of the body schema, tonic-postural control and segmental independence in motor situations. Definition of laterality. General and segmental dynamic coordination. C.4 Generic basic motor skills and abilities: locomotor, non-locomotor (and manipulative). Combination of skills. F.4 Prevention and awareness of waste generation and its correct management. F.5 Performing safe physical activities in the natural and urban environment.</p>	<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts. 5. Value different natural and urban environments as contexts for motor practice, interacting with them and understanding the importance of their conservation from a sustainable approach, adopting measures of individual responsibility during the practice of games and physical-sports activities, in order to carry out an efficient and respectful practice with the environment and participate in its care and improvement.</p>	<p>2.2 Make decisions in recreational situations, games and sporting activities, adjusting to the demands derived from the motor objectives, the characteristics of the group and the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations, in simulated performance contexts. 2.3 Use the qualitative and quantitative components of motor skills efficiently and creatively in different contexts and motor situations, acquiring progressive control and body control over them. 5.1 Develop safe motor practice in natural and urban contexts of a terrestrial or aquatic nature, adapting the actions to the analysis of each</p>

	situation and applying environmental conservation measures.
Evaluation instruments	
Quantitative scale (rubric) Anecdotal record	

Learning Scenario 3		Timing
I KNOW MY BODY I		
Descriptors		
STEM1. Uses, in a guided way, some inductive and deductive methods of mathematical reasoning in familiar situations, and selects and uses some strategies to solve problems, reflecting on the solutions obtained.		
Basic knowledge	Specific competences	Evaluation criteria
A.2 Mental health: respect and acceptance of one's own body. Self-knowledge and identification of strengths, weaknesses, possibilities and limitations in all areas (social, physical and mental). C.2 Perceptual-motor skills in the context of practice: integration of the body schema, tonic-postural control and segmental independence in motor situations. Definition of laterality. General and segmental dynamic coordination.	2. Adapt the elements of the body schema , physical, perceptual-motor and coordination skills (...)	1.4 Recognise one's own body image and that of others, accepting and respecting individual differences that may exist, overcoming and rejecting discriminatory behaviour that may occur in contexts of motor practice.
Evaluation instruments		
Quantitative scale (rubric) Anecdotal record		

Learning Situation 4		Timing
LEARNING AT MY OWN PACE I		
Descriptors		

<p>CCEC2. Recognises and is interested in the specificities and intentions of the most outstanding artistic and cultural manifestations of heritage, identifying the media and supports, as well as the languages and technical elements that characterise them.</p> <p>CCEC3. Express ideas, opinions, feelings and emotions in a creative way and with an open and inclusive attitude, using different artistic and cultural languages, integrating their own body, interacting with the environment and developing their affective capacities.</p> <p>CCEC4. Experiments creatively with different media and supports, and diverse plastic, visual, audiovisual, sound or body techniques, in order to elaborate artistic and cultural proposals.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.5 Motor creativity: variation and adaptation of motor action to internal and external stimuli.</p> <p>E.1 Contributions of motor culture to cultural heritage. Games and dances as a manifestation of interculturality.</p> <p>E.2 Communicative uses of corporeality: communication of sensations, feelings, emotions and simple ideas.</p> <p>E.3 Practice of rhythmic-musical activities with an expressive character.</p>	<p>4. Recognise and practise different forms of play, physical-sports and artistic-expressive activities typical of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, in order to integrate them into the motor situations regularly used in everyday life.</p>	<p>4.1 Participate actively in motor games and other artistic-expressive manifestations rooted in one's own culture, traditional or current, as well as others from different cultures, contextualising their origin, appearance and transmission over time and valuing their importance, repercussion and influence on past and present societies.</p> <p>4.3 Reproduce different combinations of individual and group movements or choreographies incorporating communicative practices that transmit feelings, emotions or ideas through the body, using the different expressive and rhythmic resources of corporeality.</p>
Evaluation instruments		
<p>Quantitative scale (rubric)</p> <p>Anecdotes</p>		

Learning Scenario 5	Timing	
HEALTH CORNER	Course (specific sessions)	
Descriptors		
<p>1 STEM2. Uses scientific thinking to understand and explain some of the phenomena occurring around them, relying on knowledge as a driver of development, using appropriate tools and instruments, asking questions and carrying out simple experiments in a guided way.</p> <p>1 STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying ethical and safety principles and practising responsible consumption.</p> <p>1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>A.1 Physical health: beneficial physical and psychological effects of an active lifestyle. Characteristics of natural foods,</p>	<p>1. Adopt an active and healthy lifestyle, practising regularly</p>	<p>1.1 Recognise physical activity as a healthy leisure alternative, identifying active travel and</p>

<p>processed and ultra-processed foods. Postural education in habitual motor actions. Basic factors that affect body care. A.2 Mental health: respect and acceptance of one's own body. Self-knowledge and identification of strengths, weaknesses, possibilities and limitations in all areas (social, physical and mental). A.3 Social health: physical activity as a habit and a healthy alternative to harmful forms of leisure (...)</p>	<p>physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate habits of systematic physical activity that contribute to well-being.</p>	<p>sustainable and aware of the physical and mental benefits of adopting an active lifestyle. 1.2 Apply measures of postural education, healthy eating, body hygiene and preparation for motor practice, assuming responsibilities and generating habits and routines in everyday situations.</p>
Evaluation instruments		
Class work		

Learning Situation 6		Timing
PLAY WITH HEAD I (LOCOMOTIVE)		
Descriptors		
<p>2STEM1. Uses, in a guided way, some inductive and deductive methods of mathematical reasoning in known situations, and selects and uses some strategies to solve problems, reflecting on the solutions obtained. 2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.1 (...). Location in space in cooperative situations. Location in space and relocation after each action in pursuit motor situations (...). A.2 (...), possibilities and limitations in all areas (social, physical and mental). C.4 Generic basic motor skills and abilities: locomotor, non-locomotor and (manipulative). Combination of skills.</p>	<p>2. Adapt the elements of the body scheme, the physical, perceptual-motor and coordination capacities, as well as the motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and the objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in everyday contexts</p>	<p>2.2 Make decisions in recreational situations, games and sporting activities, adjusting to the demands derived from the motor objectives, the characteristics of the group and the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations, in simulated performance contexts. 2.3 Use the qualitative and quantitative components of motor skills efficiently and creatively in different contexts and motor situations, acquiring progressive body control and mastery over them.</p>
Evaluation instruments		
Quantitative scale (rubric) Anecdotal record		

Learning Situation 6		Timing
HEAD GAMES II (MANIPULATIVES)		
Descriptors		
<p>2STEM1. Uses, in a guided way, some inductive and deductive methods of mathematical reasoning in known situations, and selects and uses some strategies to solve problems, reflecting on the solutions obtained.</p> <p>2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p>		
Basic knowledge	Specific competences	Evaluation criteria
<p>C.1 (...) Location in space in cooperative situations. Location in space and relocation after each action in motor situations of pursuit and interaction with a mobile. Anticipation of the opponent's offensive decisions in opposing contact situations. Passing to unmarked teammates or in an advantageous situation in collaborative-oppositional motor situations of pursuit and interaction with a mobile.</p> <p>A.2 (...), possibilities and limitations in all areas (social, physical and mental).</p> <p>C.4 Generic basic motor skills and abilities: locomotor, non-locomotor and (manipulative). Combination of skills.</p>	<p>2. Adapt the elements of the body scheme, the physical, perceptual-motor and coordination capacities, as well as the motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and the objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts.</p>	<p>2.2 Make decisions in recreational situations, games and sporting activities, adjusting to the demands derived from the motor objectives, the characteristics of the group and the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations, in simulated performance contexts.</p> <p>2.3 Use the qualitative and quantitative components of motor skills efficiently and creatively in different contexts and motor situations, acquiring progressive body control and mastery over them.</p>
Evaluation instruments		
Quantitative scale (rubric) Anecdotal record		

Learning situation 8		Timing
WE BUILD GAMES TO PLAY IN THE STREET I		
Descriptors		
<p>2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>4CCEC1. Recognises and appreciates the fundamental aspects of cultural and artistic heritage, understanding the differences between different cultures and the need to respect them.</p>		

4CCEC2. Recognises and is interested in the specificities and intentions of the most outstanding artistic and cultural manifestations of heritage, identifying the media and supports, as well as the languages and technical elements that characterise them.		
Basic knowledge	Specific competences	Evaluation criteria
B.4 Planning and self-regulation of motor projects: basic mechanisms to implement what is planned. E.1 Contributions of motor culture to cultural heritage. Games (and dances) as a manifestation of interculturality.	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in daily life contexts. 4. Recognise and practise different recreational, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, in order to integrate them into the motor situations regularly used in everyday life.	2.1 Carry out individual, cooperative or collaborative motor projects, using monitoring and follow-up strategies to analyse the results obtained. 4.1 Participate actively in motor games and other artistic-expressive manifestations rooted in one's own culture, traditional or current, as well as others from different cultures, contextualising their origin, appearance and transmission over time and valuing their importance, repercussion and influence on past and present societies.
Evaluation instruments		
Your grandparents' game card Quantitative scale (rubric) Anecdote book		

Learning situation 9		Timing
CROSSEF		Course (systematic)
Descriptors		
1 STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying principles of ethics and safety and practising responsible consumption. 1 SC3. Creates original ideas and solutions, plans tasks , cooperates with others in teams, valuing the process carried out and the result obtained, in order to carry out an entrepreneurial initiative, considering the experience as an opportunity to learn. 2CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognising his/her limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competences	Evaluation criteria

<p>C.1 Decision-making: rational distribution of effort in individual motor situations. (...) C.3 Conditional capacities: basic physical capacities. C.4 Generic basic motor skills and abilities: locomotor, non-locomotor and manipulative. Combination of skills.</p>	<p>1. Adopt an active and healthy lifestyle, regularly practising physical, recreational and sporting activities, adopting behaviours that promote physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, in order to internalise and integrate systematic physical activity habits that contribute to well-being. 2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination capacities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, in order to respond to the demands of motor projects and motor practices with different purposes in everyday life contexts.</p>	<p>1.2 Apply measures of postural education, healthy eating, body hygiene and preparation for motor practice, assuming responsibilities and generating habits and routines in everyday situations. 2.3 Use the qualitative and quantitative components of motor skills efficiently and creatively in different contexts and motor situations, acquiring progressive body control and mastery over them.</p>
<p>Evaluation instruments</p>		
<p>Quantitative scale Anecdote</p>		

Legend: descriptors, the first digit indicates the competence.

NOTE 1: The basic knowledge "F2 and F3" is not reflected in the proposal because it does not depend on the development of the classroom programme, but is conditioned by outings to natural or urban environments.

NOTE2: The implementation of the programme and the timing of the learning situations is conditioned by the resources in terms of facilities available to us, and may be modified by the impossibility of developing all the sessions in a space suitable for the didactic aims of the programme.

8.2. Qualification criteria

As a consequence of the programme approach described above, three types of basic knowledge are distinguished. Those of a transversal nature that will evolve throughout the whole programme and which are described in the transversal section and allude to aspects inherent to the whole programme and are an essential element and requirement for accessing the rest of the proposals; those, also of a transversal nature, which are specified in a learning situation that takes place throughout the course (CROSSEF); and the rest, which are the specific assessment criteria of each of the proposed learning situations. The value of the different assessment criteria will be weighted according to the following proportion:

Transversal	CrossEF	Specific	Total
4/10	1/10	5/10	10/10

8.3. Procedures for the evaluation of the teaching programme and teaching practice

The descriptors to be taken into account for this procedure are set out below:

1. Teaching practice:

- a. Curricular design (curricular sequencing, tasks, timing, adaptation to the CPD, the evaluation itself (meta-evaluation).
- b. Teacher development:
 - i. Didactic action: methodology, grouping, time and space. Adaptation to the level of the students. Attention to diversity. Communication with students.
 - ii. Realisation phase: objectives achieved, motivation, hidden curriculum.

2. In the centre:

- a. Horizontal (parallel) and vertical (cycle-centre) coordination. Specialist coordination.
- b. Complementary and extracurricular activities. Opening.
- c. Work dynamics.
- d. Communication with colleagues and families

We propose the following interventions to address the assessment of both areas::

- Through an anecdotal record we will collect observations on the development of the sessions.
- We will pass an evaluation questionnaire to the third cycle students about the area and the teacher.
- Analysis of the academic results and tests carried out.