

School Year 2023-2024

Didactic Programming of the Physical Education area - 5th grade of Primary Education



Growing together to achieve international success

Didactic Programming for the area of PHYSICAL EDUCATION

5th grade of Primary Education

Course 2023/2024

Vicente Cañada Blanch High School

LONDON

PREPARED BY THE 5TH GRADE PRIMARY SCHOOL TEACHING TEAM

Cross-cutting elements

In order to facilitate the follow-up of the program and not to saturate the design of situations with repetitive curricular elements, I will point out those that, due to their general and fundamental nature, will guide the entire program 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 practicing responsible consumption.</p> <p>2CPSAA4. Recognizes the value of personal effort and dedication for the improvement of their learning and adopts critical postures in guided reflection processes.</p> <p>3CPSAA1. Is aware of own emotions, ideas and personal behaviors and employs strategies to manage them in situations of tension or conflict, adapting to changes and harmonizing them to achieve their 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 their 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 bonds.</p> <p>3CCL5. Puts its 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 favor the not only effective but also ethical use of the different communication systems.</p> <p>3 CC2. Participates in community activities, decision making and conflict resolution in a dialogic and respectful way with 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. Reflect and dialogue on 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 competencies	Evaluation criteria
<p>A.2 (...)Respect and acceptance of one's own body and appearance of others.</p> <p>A.3 Autonomous habits of body hygiene in daily actions.</p> <p>B.5 (...) Importance of respecting safety rules. Commitment to responsibility for the safety of self and others.</p> <p>D.1 Emotional management: anxiety and</p>	<p>1. Adopt an active and healthy lifestyle, regularly practicing physical, recreational and sports activities, adopting behaviors that enhance physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, to internalize and integrate systematic physical activity habits that contribute to well-being.</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, by applying</p>	<p>1.3 Adopt safety measures before, during and after the practice of physical activity, recognizing risk contexts and acting with caution before them.</p> <p>1.4 Identify and address behaviors related to the body, physical activity and sport that are harmful to health or negatively affect coexistence, adopting positions of rejection of violence, discrimination and gender stereotypes, and actively avoiding their reproduction.</p> <p>2.3 Acquire a progressive body control and mastery, using the qualitative and quantitative components of motor skills in the following ways</p>

<p>motor situations. Coping and management strategies. D.2 Social skills: teamwork strategies for the constructive resolution of conflicts in collective motor situations. D.4 Identification, approach and rejection of violent behavior or behavior contrary to coexistence in motor situations (discrimination based on gender, culture, ability or motor skills; xenophobic, racist or sexist attitudes; sexual abuse or any form of violence).</p>	<p>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. 3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethnocultural, social, gender and ability differences of the participants, to contribute to coexistence and ethical commitment in the different spaces in which they participate. 4. Recognize and practice 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 that are regularly used in everyday life.</p>	<p>efficient and creative and coping with the demands of problem solving in motor situations transferable to their living space. 3.1 Participate in motor activities, from the self-regulation of their performance, with predisposition, effort, perseverance and growth mentality, controlling impulsivity, managing emotions and expressing them in an assertive way. 3.2 Respect the agreed rules, as well as the rules of the game, and act within the parameters of sportsmanship and fair play, recognizing the actions of teammates and rivals. 3.3 Coexist showing in the context of motor practices social skills, dialogue in conflict resolution and respect for diversity, whether gender, affective-sexual, national origin, ethnic, socio-economic or motor competence, as well as a critical attitude and an active commitment against stereotypes, discriminatory actions and violence, with special emphasis on promoting gender equality. 4.1 Actively participate in motor games and other artistic-expressive manifestations rooted in their own culture, traditional or current, as well as others coming from different cultures, recognizing and transmitting their cultural value and their potential as a space that generates constructive interactions between people with different origins and understanding the advantages of its conservation.</p>
<p>Evaluation instruments</p>		
<p>Anecdotal Quantitative rubric</p>		

FIRST QUARTER

Learning situation 1		Timing
THE RACE BEGINS		September
Descriptors		
<p>1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts healthy lifestyles for their physical and mental well-being, and detects and seeks support in violent or discriminatory situations.</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 their personal, social and educational environment, and participates in communicative interactions with cooperative attitude and respectful, both to exchange information and create knowledge and to build personal bonds.</p>		
Basic knowledge	Specific competencies	Evaluation criteria
<p>B.5 (...) Importance of respecting safety rules. Commitment to responsibility for the safety of self and others.</p> <p>D.1 Emotional management: anxiety and motor situations. Coping and management strategies.</p> <p>D.2 Social skills: teamwork strategies for the constructive resolution of conflicts in collective motor situations.</p> <p>D.4 Identification, approach and rejection of violent behavior or behavior contrary to coexistence in motor situations (discrimination based on gender, culture, ability or motor skills; xenophobic, racist or sexist attitudes; sexual abuse or any form of violence).</p>	<p>1. Adopt an active and healthy lifestyle, regularly practicing physical, recreational and sports activities, adopting behaviors that enhance physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, to internalize and integrate habits of systematic physical activity that contribute to well-being.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethnocultural, social, gender and ability differences of the participants, to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	<p>1.3 Adopt safety measures before, during and after the practice of physical activity, recognizing risk contexts and acting with caution before them.</p> <p>3.1 Participate in motor activities, from the self-regulation of their performance, with predisposition, effort, perseverance and growth mentality, controlling impulsivity, managing emotions and expressing them in an assertive way.</p> <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, recognizing the actions of teammates and rivals.</p> <p>3.3 Coexist showing in the context of motor practices social skills, dialogue in conflict resolution and respect for diversity, whether gender, affective-sexual, national origin, ethnic, socio-economic or motor competence, as well as a critical attitude and an active commitment against stereotypes, discriminatory actions and violence, with special emphasis on promoting gender equality.</p>
Evaluation instruments		
<p>Anecdotal</p> <p>Quantitative rubric</p>		

Learning Scenario 2		Timing
SHALL WE PLAY ATHLETICS?		September-October
Descriptors		
2 CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-assessment processes, recognizing their limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competencies	Evaluation criteria
C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.	2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.
Evaluation instruments		
Quantitative rubric motor skills Rubric autonomy in learning.		

Learning Scenario 3		Timing
WE BUILD WITH OUR BODIES (ACROSPORT)		November-December
Descriptors		
2 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. 2CPSAA5. Plans short-term goals , uses self-regulated learning strategies , and participates in self- and co-assessment processes, recognizing their limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competencies	Evaluation criteria
C.2 Perceptual-motor skills in the context of practice: integration of the body schema; static and dynamic balance in situations of increasing complexity (...) C.3 Conditional capacities: basic and resulting physical capacities (coordination, balance and agility).	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.	2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.
Evaluation instruments		
Empirical test on group skills and compositions.		

Rubric on teamwork.

SECOND QUARTER

Learning Scenario 4	Timing	
WE ARE ARTISTS	January	
Descriptors		
<p>4 CCEC2. Recognizes 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 characterize them.</p> <p>4 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>4 CCEC4. Experiment creatively with different media and supports, and diverse plastic, visual, audiovisual, sound or body techniques, to elaborate artistic and cultural proposals.</p>		
Basic knowledge	Specific competencies	Evaluation criteria
<p>C.5 Motor creativity: identification of internal or external stimuli that require an instantaneous readjustment of the motor action.</p> <p>E.2 Communicative uses of corporeality: communication of sensations, feelings, emotions and complex ideas.</p>	<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.</p> <p>4. Recognize and practice different playful, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, to integrate them into the motor situations that are regularly used in everyday life.</p>	<p>2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p>
Evaluation instruments		
<p>Quantitative group composition scale</p> <p>Teamwork rubric</p>		

Learning Scenario 5

Timing

ALL AGAINST JOCKER (gamification combat)		February
Descriptors		
2 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. 2CPSAA5. Plans short-term goals, uses self-regulated learning strategies, and participates in self- and co-assessment processes, recognizing their limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competencies	Evaluation criteria
C.4 Initiation of the specific motor skills associated with technique in physical-sports activities: main aspects.	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.	2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.
Evaluation instruments		
Co-evaluation record of the levels achieved Teamwork rubric		

Learning situation 6	Timing	
SPLITTING THE PLAYING FIELD (ECD)	March-April	
Descriptors		
2 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 . 2CPSAA5. Plans short-term goals, uses self-regulated learning strategies , and participates in self- and co-assessment processes, recognizing their limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competencies	Evaluation criteria
C.1 Decision making: selection of actions according to the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in the interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Appropriate selection of motor skills in contact opposition situations. Unmarking and location in a place from which it will be support for others in motor situations of varying difficulty.	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and practice. motor skills for different purposes in different contexts of	2.2 Apply basic principles of decision making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and to the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations in real contexts. or simulated performances, reflecting on

collaboration-opposition of pursuit and interaction with a mobile. C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.	daily life.	the solutions obtained.
Evaluation instruments		
GPAI ((Game Performance Assessment Instrument)		

THIRD TRIMESTER

Learning situation 7	Timing	
DODGEBALL (ECD)	April-May	
Descriptors		
2 CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-evaluation processes, recognizing his/her limitations and knowing how to seek help in the process of knowledge construction.		
Basic knowledge	Specific competencies	Evaluation criteria
C.1 Decision making: selection of actions according to the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in the interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Appropriate selection of motor skills in contact opposition situations. Unmarking and placement in a place from where it is a support for others in collaborative-opposition motor situations of pursuit and interaction with a mobile. C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.	2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.	2.2 Apply basic principles of decision making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and to the internal logic of individual, cooperative, oppositional and collaborative-oppositional situations, in real or simulated contexts of performance, reflecting on the solutions obtained.
Evaluation instruments		
GPAI ((Game Performance Assessment Instrument)		

Learning situation 8		Timing	
1,2,3 RINGO! (MED)		May - June	
Descriptors			
<p>2Y3 CPSAA5. Plans short-term objectives, uses self-regulated learning strategies and participates in self- and co-evaluation processes, recognizing his/her limitations and knowing how to seek help in the process of knowledge construction.</p> <p>3 CPSAA3. Recognizes and respects the emotions and experiences of others, participates actively in group work, assumes assigned individual responsibilities, and employs cooperative strategies aimed at achieving shared goals.</p>			
Basic knowledge		Specific competencies	
<p>C.1 Decision making: selection of actions according to the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in the interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Appropriate selection of motor skills in contact opposition situations. Unmarking and placement in a place from where it is a support for others in collaborative-opposition motor situations of pursuit and interaction with a mobile.</p> <p>C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p> <p>D.3 Concept of fairplay.</p> <p>F.4 Responsible consumption: construction and reuse of materials for motor practice.</p>		<p>2. Adapt the elements of the body scheme, physical, perceptual-motor and coordination abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethnocultural, social, gender and ability differences of the participants, to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	
		<p>2.1 Develop individual, cooperative or collaborative motor projects, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p> <p>2.2 Apply basic principles of decision making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and the internal logic of individual situations, cooperation, opposition and collaboration-opposition, in real or simulated contexts of action, reflecting on the solutions obtained.</p>	
Evaluation instruments			
<p>GPAI (Game Performance Assessment Instrument)</p> <p>Teamwork and Role Performance Rubric</p>			

Learning situation 9		Timing	
FLOORBALL SEASON (MED)		June - July	

Descriptors		
<p>2Y3 CPSAA5. Plans short-term goals, uses self-regulated learning strategies, and participates in self- and co-assessment processes, recognizing their limitations and knowing how to seek help in the process of knowledge construction.</p> <p>3 CPSAA3. Recognizes and respects the emotions and experiences of others, participates actively in group work, assumes assigned individual responsibilities, and employs cooperative strategies aimed at achieving shared goals.</p>		
Basic knowledge	Specific competencies	Evaluation criteria
<p>C.1 Decision making: selection of actions in the following areas function of the environment in individual motor situations. Selection of actions for spatial-temporal adjustment in the interaction with peers in cooperative situations. Selection of areas for sending the mobile from where it is difficult to return it in motor situations of pursuit and interaction with a mobile. Proper selection of motor skills in contact opposition situations. Unmarking and placement in a place from where it is a support for others in collaborative-opposition motor situations of pursuit and interaction with a mobile.</p> <p>C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p> <p>D.3 Concept of fairplay.</p>	<p>2. Adapt the elements of the body schema, the physical, perceptual-motor and coordinative abilities, as well as motor skills and abilities, applying processes of perception, decision and execution appropriate to the internal logic and objectives of different situations, to respond to the demands of motor projects and motor practices with different purposes in contexts of daily life.</p> <p>3. Develop processes of self-regulation and interaction within the framework of motor practice, with an empathetic and inclusive attitude, making use of social skills and attitudes of cooperation, respect, teamwork and sportsmanship, regardless of the ethnocultural, social, gender and ability differences of the participants, to contribute to coexistence and ethical commitment in the different spaces in which they participate.</p>	<p>2.1 To develop motor projects of a individually, cooperatively or collaboratively, defining goals, sequencing actions, introducing changes, if necessary, during the process, and generating quality motor productions, assessing the degree of adjustment to the process followed and the result obtained.</p> <p>2.2 Apply basic principles of decision making in recreational situations, modified games and sports activities based on anticipation, adjusting them to the demands derived from the motor objectives and the internal logic of individual situations, cooperation, opposition and collaboration-opposition, in real or simulated contexts of action, reflecting on the solutions obtained.</p>
Evaluation instruments		
<p>GPAI ((Game Performance Assessment Instrument) Teamwork and Role Performance Rubric</p>		

DURING THE COURSE:

Learning Situation 10 (TRANSVERSAL)	Timing
HEALTH CORNER I	Course
Descriptors	
<p>1 STEM2. Uses scientific thinking to understand and explain some of the phenomena occurring around them, relying on knowledge as an engine of development, using appropriate tools and instruments, asking questions and performing 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 principles of ethics and safety and practicing responsible consumption.</p>	

1 CPSAA2. Knows the most relevant risks and the main assets for health, adopts **healthy lifestyles** for their physical and mental wellbeing, and detects and seeks support in violent or discriminatory situations.
 4 CC3. Reflect and dialogue on **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.
 4 CCEC1. Recognizes and appreciates the **fundamental aspects of cultural** and artistic **heritage**, understanding the differences between different cultures and the need to respect them.

Basic knowledge	Specific competencies	Evaluation criteria
<p>A.1 Physical health: beneficial physical, psychological and social effects of an active lifestyle. Impact of ultra-processed foods and energy or sugary drinks. Postural education in specific motor actions. Personal responsibility in body care.</p> <p>A.2 Mental health: consolidation and realistic adjustment of self-concept, taking into account the gender perspective. Respect and acceptance of one's own body and the body appearance of others.</p> <p>A.3 Social health: approach to the effects of bad habits related to health and influence on the practice of physical activity. The demands of professional sports (5th)... (...)</p> <p>B.2 Consumerist attitudes towards equipment. Analysis of the acquisition of material for physical-sports practice.</p> <p>E.1 Contributions of motor culture to cultural heritage. Sports as a sign of cultural identity.</p> <p>E.5 Olympic and Paralympic Sports, History and Institutions Associated with the Olympic and Paralympic Games</p>	<p>1. Adopt an active and healthy lifestyle, regularly practicing physical, recreational and sporting activities, adopting behaviors that enhance physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, to internalize and integrate systematic physical activity habits that contribute to well-being.</p> <p>4. Recognize and practice different playful, physical-sports and artistic-expressive manifestations of motor culture, valuing their influence and their aesthetic and creative contributions to traditional and contemporary culture, to integrate them into the motor situations that are regularly used in everyday life.</p>	<p>1.1 Recognize the beneficial physical and mental effects of physical activity as a preliminary step to its integration into daily life.</p> <p>1.4 Identify and address behaviors related to the body, physical activity and sport that are harmful to health or negatively affect coexistence, adopting positions of rejection of violence, discrimination and gender stereotypes, and actively avoiding their reproduction.</p> <p>4.2 To value sport as a cultural phenomenon, analyzing gender or ability stereotypes and sexist behaviors that sometimes occur in its context, rejecting them and adopting attitudes that avoid their reproduction in the future.</p>

Evaluation instruments
 Classroom notebook or workbook
 Written test.

Learning Situation 11 (TRANSVERSAL)	Timing	
CROSS EF	Course	
Descriptors		
<p>1 STEM5. Participates in scientifically based actions to promote health and preserve the environment and living beings, applying principles of ethics and safety and practicing responsible consumption.</p> <p>1 CE3. Creates original ideas and solutions, plans tasks, cooperates with others in teams, valuing the process carried out and the result obtained, to carry out an entrepreneurial initiative, considering the experience as an opportunity to learn.</p>		
Basic knowledge	Specific competencies	Evaluation criteria

<p>B.4 Planning and self-regulation of motor projects: monitoring and evaluation during the process and of the result. B.5 Accident prevention in motor practice: general warm-up and cool-down (...). C.3 Conditional capacities: basic and resulting physical capacities (coordination, balance and agility). C.4 Initiation of specific motor skills associated with technique in physical-sports activities: main aspects.</p>	<p>1. Adopt an active and healthy lifestyle, regularly practicing physical, recreational and sports activities, adopting behaviors that enhance physical, mental and social health, as well as measures of individual and collective responsibility during motor practice, to internalize and integrate habits of systematic physical activity that contribute to well-being.</p>	<p>1.2 Integrate the processes of body activation, effort dosage, relaxation and hygiene in the practice of motor activities, internalizing the routines of a healthy and responsible motor practice.</p>
<p>Evaluation instruments</p>		
<p>HIIT design work Quantitative scale classroom implementation</p>		

NOTE 1: Specific competence 5 and its consequent evaluation criteria, as well as the basic knowledge "F3, 5 and 6" are not reflected in the proposal because it does not depend on the development of classroom programming, but is conditioned to outings to natural or urban environments. Their descriptors (STEM5, CC2 and CE3) are linked to the different learning situations proposed.

NOTE 2: The implementation of the program and the timing of the learning situations is conditioned by the resources available in terms of facilities, and may be modified by the impossibility of developing all the sessions with an adequate space for the didactic pretensions of the same.

Education

8.2. Qualification criteria

As a consequence of the programmatic approach described above, three types of basic knowledge are distinguished. Those of a transversal nature that will have their evolution during the whole program and that are described in the transversal section and make reference to aspects inherent to the whole program and suppose an essential element and requisite to access to the rest of the proposals; those, also of transversal character that are specified in a learning situation that takes place during the whole course (CROSSEF); and the rest, that suppose the specific evaluation criteria of each one of the proposed learning situations. The following grading percentages are established for each of the described blocks:

Transversals	CrossEF	Specific	Total
40%	10%	50%	100%

8.3. Procedures for the evaluation of didactic programming and teaching practice.

The following are the descriptors to be taken into account for this procedure:

1. Teaching practice:

- a. Curricular design (curricular sequencing, tasks, timing, adaptation to the CDB, 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. Realization phase: objectives achieved, motivation, hidden curriculum.

2. In the center:

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

We propose the following interventions to attend to 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.