

PROGRAMMING EXTRACT

1. TEMPORALIZATION AND SEQUENCING BY PHYSICAL EDUCATION CONTENT 3RD GRADE OF PRIMARY EDUCATION

FIRST TERM	SECOND TERM	THIRD TERM
<ul style="list-style-type: none"> - Body schema. - Representation of one's own body and that of others. - Perceptive possibilities. - Experimentation and exploration of perceptive capacities and their relationship with movement. - Awareness and control of the body in relation to tension and relaxation. - Awareness of postural attitude. - Application of global relaxation and large body segments. - Awareness of phases, types and breathing rhythms. - Control of the respiratory rhythm in different activities. - Adequacy of posture to expressive and motor needs. - Experimentation of the possibilities of movement of body segments in different postures. - Consolidation of laterality and its projection in space. - Control of the body in situations of 	<ul style="list-style-type: none"> - Forms and possibilities of movement in basic motor skills. - Effective use of basic motor skills in stable and familiar environments and situations. - Motor control in execution. - Application of basic skills in game situations. - Mobile handling, with or without implement in game situations. - Practice of cooperative and traditional games from different cultures. - Practice of games and physical activities in an unusual environment or in the natural environment. - Practice of clues and tracking games. - Awareness and respect for the environment. - Introduction to the practice of pre-sports games and adapted sports. - Use of basic strategies in situations of cooperation, opposition and cooperation-opposition, in the practice of games and motor activities. 	<ul style="list-style-type: none"> - The body and movement as instruments of expression and communication. - Use of the expressive possibilities of the body. - Application of the expressive possibilities of movement related to space, time or intensity. - Execution of simple dances and choreographies. - Practice of popular dances, both autochthonous and coming from other cultures. - Expression of emotions and feelings through the body, gesture and movement. - Understanding body messages. - Recreation of real and fictitious characters. - Exploration of objects and materials and their possibilities in expression. - Active participation in situations involving bodily communication. - Taking care of the body.

<p>equilibrium and imbalance modifying the base of sustentation, the points of support and the position of the center of gravity, in different planes.</p> <ul style="list-style-type: none"> - Spatial-temporal organization. - Memorization of routes. - Appreciation of speed. - Recognition of the relative position of two objects. - Appreciation and acceptance of one's own bodily reality and that of other people. - Development of self-confidence through physical activity. 	<ul style="list-style-type: none"> - Responsible attitude towards established strategies. - Respect for the people who participate in the game and rejection of antisocial behavior. - Compression, acceptance, compliance and evaluation of the rules and norms of the game. - Interest in play as a means of enjoyment, relationship and use of free time. - Valuation of personal effort in the practice of games and activities. - Interest in improving motor skills. - Favorable disposition to participate in diverse motor activities, recognizing and accepting the individual differences in the level of ability. 	<ul style="list-style-type: none"> - Acquisition of healthy eating habits related to physical activity and consolidation of body hygiene habits. - Flexibility. - Improvement of basic physical qualities. - Recognition and favorable attitude of the health benefits of physical activity. - Basic safety measures in the practice of physical activity. - Rational use of ICT in leisure time.
--	---	---

1.2 CROSS-CUTTING CONTENT TO BE DEVELOPED THROUGHOUT THE YEAR

BRITISH VALUES	PROTECTED CHARACTERISTICS
<ul style="list-style-type: none"> • Democracy: • The rule of law • Individual Liberty • Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith 	<ul style="list-style-type: none"> • Sex • Race • Religion or belief • Disability • Gender reassignment • Pregnancy and maternity • Disability

2. EVALUATION

2.1 EVALUATION CRITERIA

- Solve simple motor situations by applying motor-perceptive skills.
- Use notions, principles and basic strategies to communicate or resolve situations of play or movement.
- Solve simple motor situations combining basic motor skills.
- Participate with interest and respect in activities, valuing physical activity as a means of enjoyment and relationship.
- Adopt basic habits of body hygiene, related to physical activity and health.
- Identify and respect the rules of games and activities and the use of materials and spaces, relating them to safety and health.
- Apply the expressive possibilities of the body and movement to accompany or represent simple rhythmic structures, dances or games.

2.1 EVALUATION INSTRUMENTS

Within each procedure we will find the following evaluation instruments.

Motor competition	Oral	Others
<ul style="list-style-type: none"> - Basic physical capabilities. - Motor skills - Warming up. - Games. - Group work. - Spatial and corporal perception. - Body expression. - Evaluation of the approach and processes 	<ul style="list-style-type: none"> - Individual and collective questions. - Dialogue. - Oral presentation. - Observation and assessment of the degree of participation of 	<ul style="list-style-type: none"> - Daily observations. - Compliance with rules. - Attitude in class.

followed, as well as of the result obtained.	each student and the quality of their interventions.	
--	--	--

2.1 QUALIFICATION CRITERIA

The qualification will be related to the degree of acquisition of the basic competences of the student body.

ASSESSMENT INSTRUMENTS	PERCENTAGE IN THE APPRAISAL
Proof of execution: Motor skills	70,00%
Checklist, oral tests and observation of standards, attitudes, effort, participation, teamwork, problem solving..	30,00%
Overall Rating	100,00%

2. METHODOLOGY

In Primary Education, Physical Education allows children to explore their motor potential while developing basic motor skills. This implies mobilizing a whole series of motor skills, attitudes and values in relation to the body and its movement, through varied teaching-learning situations, in which individual and collective experience in the different types of activities allows the motor behavior to be adapted to different contexts. At this stage, the development of motor competence must allow understanding one's own body and its possibilities and applying basic motor skills in practice contexts that will become more complicated as one progresses through successive courses, considering a treatment that will go from the global to the specific, prevailing the criterion of diversity over that of specialization, and ensuring a motor competence that serves as a basis for future learning. The teacher's own activities and action will help to develop the possibility of relating to others, collaboration, teamwork, conflict resolution through dialogue, the assumption of established rules, respect for oneself, others and the environment, as well as the development of individual initiative, of habits of effort to overcome difficulties, of autonomy, self-esteem and satisfaction for a job well done.

The proposed methodology promotes the construction of meaningful learning from the sequence:

1. Initial motivation and evocation of previous knowledge; Progressive and careful incorporation of contents by means of examples taken from everyday situations, with

contextualizations that allow the transference, generalization and amplification of learning, and that connect with the identified basic competences.

2.Application of learning in diverse activities (application, reasoning, work with key competences and multiple intelligences, projects, cooperative group, interactive, reinforcement, deepening...).