



UNIVERSIDAD DE CASTILLA - LA MANCHA

GUÍA DOCENTE

1. General information

Course: MOTOR SKILLS AND HEALTH IN EARLY CHILDHOOD EDUCATION

Code: 47301

Type: CORE COURSE

ECTS credits: 6

Degree: 301 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Academic year: 2023-24

Center: 101 - FACULTY OF EDUCATION IN ALBACETE

Group(s): 12

Year: 1

Duration: First semester

Main language: Spanish

Second language:

Use of additional languages:

English Friendly: Y

Web site:

Bilingual: N

Lecturer: JUAN CARLOS PASTOR VICEDO - Group(s): 12

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2. Pre-Requisites

Not established

3. Justification in the curriculum, relation to other subjects and to the profession

Not established

4. Degree competences achieved in this course

Course competences

Code	Description
1.1.4.II.01	Know the basic principles of healthy development and behaviour.
1.1.4.II.02	Identify disorders in sleep, diet, psychomotor development, attention, and auditory and visual perceptions.
1.1.4.II.04	Detect the emotional, nutritional and wellbeing deficiencies that hinder both the physical and psychological development of the pupils.
CB03	Be able to gather and process relevant information (usually within their subject area) to give opinions, including reflections on relevant social, scientific or ethical issues.
CB04	Transmit information, ideas, problems and solutions for both specialist and non-specialist audiences.
CG03	Design and regulate learning spaces within the context of diversity that attend to the singular educational necessities of the pupils, gender equality, equity, and respect for human rights.
CG08	Know the fundamentals of childhood diet and hygiene. Know the fundamentals of early attention and the foundations and development that allow one to understand psychological, learning, and personality forming processes in early childhood.
CT03	Correct oral and written communication.
CT04	Commitment and professional ethics.

5. Objectives or Learning Outcomes

Course learning outcomes

Description

Know how to design action-plans to prevent and promote health from the school.

Know how to design adequate motor tasks so as to stimulate the proper development of motor skills, as part of a group learning project.

Know the basic evaluation tests that allow one to identify possible alterations in motor development.

Identify and know how to put basic recommendations in practice that promote a healthy lifestyle in children in Early Childhood Education.

Interpret and comprehend the role of the senses and perception as a resource for the knowledge, organisation, and spatiotemporal structuralisation.

Manage the basic principles of healthy development and behaviour.

Know the elements of the evaluation of the physical condition that allow one to identify indicators of health in children in Early Childhood Education.

Utilise play as a didactic resource, as well as design learning activities based on ludic principles that allow the pupils to reach levels of physical activity that are adequate for health and proper development.

Design activities related to healthy eating and sensorial education in the stage of early childhood (smells, colours, flavours, sounds, textures).

Study and recognize body control and awareness, as well as the elements of the body scheme.

Critically analyse the educational potential of Physical Education in the stage of Early Childhood Education.

Analyse and interpret the motor abilities and their evolution in children of 0-6 years of age.

Know the most important elements that represent motor learning and development for children of 0-6 years of age.

6. Units / Contents

Unit 1:

Unit 2:

Unit 3:

Unit 4:

Unit 5:

Unit 6:

7. Activities, Units/Modules and Methodology							
Training Activity	Methodology	Related Competences (only degrees before RD 822/2021)	ECTS	Hours	As	Com	Description
Class Attendance (theory) [ON-SITE]	Combination of methods	1.1.4.II.01 CB03 CB04 CG08	0.86	21.5	Y	N	
Class Attendance (practical) [ON-SITE]	Practical or hands-on activities	1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03	0.79	19.75	Y	N	
Project or Topic Presentations [ON-SITE]	Cooperative / Collaborative Learning	CB04 CG03 CT03 CT04	0.28	7	Y	Y	
In-class Debates and forums [ON-SITE]	Cooperative / Collaborative Learning	1.1.4.II.01 CB03 CT03	0.33	8.25	Y	N	
Group tutoring sessions [ON-SITE]	Guided or supervised work	CG03 CG08 CT04	0.06	1.5	Y	N	
Final test [ON-SITE]	Assessment tests	1.1.4.II.01 1.1.4.II.02 CB04 CT03 CT04	0.08	2	Y	Y	
Portfolio Development [OFF-SITE]	Cooperative / Collaborative Learning	1.1.4.II.01 1.1.4.II.02 CB03 CT03 CT04	0.96	24	Y	Y	
Writing of reports or projects [OFF-SITE]	Self-study	CB04	0.4	10	Y	N	
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.4.II.01 1.1.4.II.02 CB03 CG08	1.6	40	Y	N	
On-line debates and forums [OFF-SITE]	Online Forums	1.1.4.II.01 CB03 CT03	0.24	6	Y	N	
Other off-site activity [OFF-SITE]	Reading and Analysis of Reviews and Articles	CB03 CB04	0.4	10	Y	N	
Total:			6	150			
Total credits of in-class work: 2.4			Total class time hours: 60				
Total credits of out of class work: 3.6			Total hours of out of class work: 90				

As: Assessable training activity

Com: Training activity of compulsory overcoming (It will be essential to overcome both continuous and non-continuous assessment).

8. Evaluation criteria and Grading System			
Evaluation System	Continuous assessment	Non-continuous evaluation*	Description
Portfolio assessment	30.00%	20.00%	
Assessment of active participation	20.00%	20.00%	
Final test	50.00%	60.00%	
Total:	100.00%	100.00%	

According to art. 4 of the UCLM Student Evaluation Regulations, it must be provided to students who cannot regularly attend face-to-face training activities the passing of the subject, having the right (art. 12.2) to be globally graded, in 2 annual calls per subject, an ordinary and an extraordinary one (evaluating 100% of the competences).

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2.5
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1.55
Final test [PRESENCIAL][Assessment tests]	2
Unit 1 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	3
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	1
Group 12:	
Initial date: 18-09-2023	End date: 28-09-2023
Group 16:	
Initial date: 18-09-2023	End date: 28-09-2023
Unit 2 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	4.2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	5

Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	6
Writing of reports or projects [AUTÓNOMA][Self-study]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	9
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Group 12:	
Initial date: 02-10-2023	End date: 23-10-2023
Group 16:	
Initial date: 02-10-2023	End date: 23-10-2023
Unit 3 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	4
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	3.75
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.2
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	2.3
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	6
Writing of reports or projects [AUTÓNOMA][Self-study]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	9
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Group 12:	
Initial date: 26-10-2023	End date: 13-11-2023
Group 16:	
Initial date: 26-10-2023	End date: 13-11-2023
Unit 4 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	2.5
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	2.25
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1.75
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	.75
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	6
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Group 12:	
Initial date: 16-11-2023	End date: 27-11-2023
Group 16:	
Initial date: 16-11-2023	End date: 27-11-2023
Unit 5 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	1.5
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	1.25
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	1
Writing of reports or projects [AUTÓNOMA][Self-study]	1
Study and Exam Preparation [AUTÓNOMA][Self-study]	3
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	2
Group 12:	
Initial date: 30-11-2023	End date: 04-12-2023
Group 16:	
Initial date: 30-11-2023	End date: 04-12-2023
Unit 6 (de 6):	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	3.75
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	2.5
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	2.25
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	1
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	6
Writing of reports or projects [AUTÓNOMA][Self-study]	2
Study and Exam Preparation [AUTÓNOMA][Self-study]	8
On-line debates and forums [AUTÓNOMA][Online Forums]	1
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	1
Group 12:	
Initial date: 11-12-2023	End date: 11-01-2024
Group 16:	
Initial date: 11-12-2023	End date: 11-01-2024
Global activity	

Activities	hours
Class Attendance (theory) [PRESENCIAL][Combination of methods]	21.45
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	19.75
Project or Topic Presentations [PRESENCIAL][Cooperative / Collaborative Learning]	7.05
Portfolio Development [AUTÓNOMA][Cooperative / Collaborative Learning]	23
Group tutoring sessions [PRESENCIAL][Guided or supervised work]	1.55
Study and Exam Preparation [AUTÓNOMA][Self-study]	41
On-line debates and forums [AUTÓNOMA][Online Forums]	6
Final test [PRESENCIAL][Assessment tests]	2
Writing of reports or projects [AUTÓNOMA][Self-study]	10
Other off-site activity [AUTÓNOMA][Reading and Analysis of Reviews and Articles]	10
Total horas: 141.8	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Cools, W., Martelaer, K. D., Samaey, C., & Andries, C.	Movement skill assessment of typically developing preschool children: a review of seven movement skill assessment tools.				2009	
Carson, V., Lee, E.-Y., Hewitt, L., Jennings, C., Hunter, S., Kuzik, N., Stearns, J. A., Unrau, S. P., Poitras, V. J., Gray, C., Adamo, K. B., Janssen, I., Okely, A. D., Spence, J. C., Timmons, B. W., Sampson, M., & Tremblay, M. S.	Systematic review of the relationships between physical activity and health indicators in the early years (0-4 years).				2017	
de Waal, E.	Fundamental Movement Skills and Academic Performance of 5- to 6-Year-Old Preschoolers. https://doi.org/10.1186/s12889-017-4860-0				2019	
Rigal R.	Educación motriz y educación psicomotriz en Preescolar y Primaria. https://doi.org/10.1007/s10643-019-00936-6	Inde			2006	
Barnett, L. M., Stodden, D., Cohen, K. E., Smith, J. J., Lubans, D., Lenoir, M., Iivonen, S., Miller, A. D., Laukkanen, A., Dudley, D., Lander, N. J., Brown, H., & Morgan, P. J.	Fundamental Movement Skills: An Important Focus. http://dx.doi.org/10.1123/jtpe.2014-0209				2016	
Brown, W. H., Pfeiffer, K. A., McIver, K. L., Dowda, M., Almeida, M. J., & Pate, R. R.	Assessing preschool children's physical activity: the Observational System for Recording Physical Activity in children-preschool version. https://doi.org/10.1080/02701367.2006.10599351				2006	
Campbell, J. M., Marciniowski, E. C., & Michel, G. F.	The development of neuromotor skills and hand preference during infancy. https://doi.org/10.1002/dev.21591				2018	
Torres-Luque, G.	Enseñanza y aprendizaje de la educación física en educación infantil	Ediciones Paraninfo			2015	
Hillman, C. H., Erickson, K. I., & Kramer, A. F.	Be smart, exercise your heart: exercise effects on brain and cognition. https://doi.org/10.1038/nrn2298				2008	
Palmis, S., Danna, J., Velay, J.-L., & Longcamp, M.	Motor control of handwriting in the developing brain: A review. https://doi.org/10.1080/02643294.2017.1367654				2017	
Gil Madrona, Pedro	El juego motor en educación infantil / Neurociencia Infantil. El Desarrollo de la mente y el poder del cerebro de 0 a 6 años	Wanceulen,		84-96382-66-4	2005	
Stamm, J.					2018	
Malina, Robert M.	Growth, maturation and physical activity	Human Kintetics		0-88011-882-2	2004	
Sibley, B. A., & Etnier, J. L.	The relationship between physical activity and cognition in children: a meta-analysis. https://doi.org/10.1123/pes.15.3.243				2003	
Donnelly, J. E., Hillman, C. H., Castelli, D., Etnier, J. L., Lee, S., Tomporowski, P., Lambourne, K., & Szabo-Reed, A. N.	Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review.				2016	

	https://doi.org/10.1249/MSS.0000000000000901	
Eddy, L. H., Bingham, D. D., Crossley, K. L., Shahid, N. F., Ellingham-Khan, M., Otteslev, A., Figueredo, N. S., Mon-Williams, M., & Hill, L.	The validity and reliability of observational assessment tools available to measure fundamental movement skills in school-age children: A systematic review.	2020
	https://doi.org/10.1371/journal.pone.0237919	
Ene, M. I., Iconomescu, T. M., Talaghir, L. G., & Neofit, A.	Developing Spatial and Body Schema Orientation in Preschoolers and Primary School through Physical Activities.	2017
	https://doi.org/10.1080/09751122.2016.11890510	
Gil-Madrona P, Contreras-Jordán O, Gómez-Villora, S y Gómez-Barreto I.	Justificación de la educación física en la educación infantil.	2008
Gómez, S. F., Homs, C., Wörnberg, J., Benavente-Marín, J. C., Gonzalez-Gross, M., Bibiloni, M. D. M., Medrano, M., Labayen, I., Zapico, A. G., Gusi, N., Sánchez-Gómez, J., Aznar, S., Jiménez-Zazo, F., Cascales, E. M., Alcaraz, P. E., González-Valeiro, M., Sevilla-Sanchez, M., Serra-Majem, L., Herrera-Ramos, E., & Schröder, H.	Study protocol of a population-based cohort investigating Physical Activity, Sedentarism, lifestyles and Obesity in Spanish youth: The PASOS study.	2020
	https://doi.org/10.1136/bmjopen-2019-036210	
Heron, M., Gil-Madrona, P., & Sáez, M. B.	Contribución de la terapia psicomotriz al progreso de niños con discapacidades.	2018
Khan, N. A., & Hillman, C. H.	The relation of childhood physical activity and aerobic fitness to brain function and cognition: a review.	2014
	https://doi.org/10.1123/pes.2013-0125	
Ruiz-Esteban, C., Terry Andrés, J., Méndez, I., & Morales, Á.	Analysis of Motor Intervention Program on the Development of Gross Motor Skills in Preschoolers.	2020
	https://doi.org/10.3390/ijerph17134891	
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	https://doi.org/10.2466/22.06.PMS.121c22x1	
Verdine, B. N., Irwin, C. M., Golinkoff, R. M., & Hirsh-Pasek, K.	Contributions of executive function and spatial skills to preschool mathematics achievement.	2014
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	https://doi.org/10.1016/j.neulet.2008.06.024	
Jones, D., Innerd, A., Giles, E. L., & Azevedo, L. B.	Association between fundamental motor skills and physical activity in the early years: A systematic review and meta-analysis.	2020
	https://doi.org/10.1016/j.jshs.2020.03.001	
Marques, A. H., Bjørke-Monsen, A. L., Teixeira, A. L., & Silverman, M. N.	Maternal stress, nutrition and physical activity: Impact on immune function, CNS development and psychopathology.	2019
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McMillan, A. G., May, L. E., Gaines, G. G., Isler, C., & Kuehn, D.	Effects of Aerobic Exercise during Pregnancy on 1-Month Infant Neuromotor Skills.	2019
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Nieto-López, M., Sánchez-López, M., Visier-Alfonso, M. E., Martínez-Vizcaíno, V., Jiménez-López, E., & Álvarez-Bueno, C.	Relation between physical fitness and executive function variables in a preschool sample.	2020
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García-Hermoso, A., Ramírez-Vélez, R., Lubans, D. R., & Izquierdo, M.	Effects of physical education interventions on cognition and academic performance outcomes in children and adolescents: a systematic review and meta-analysis. https://doi.org/10.1136/bjsports-2021-104112			2021
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Carey, W. B., Crocker, A. C., Coleman, W. L., Elias, E. R., Feldman, H. M.	Developmental-Behavioral Pediatrics (4th Edition) https://doi.org/10.1016/B978-1-4160-3370-7.00004-3	ScienceDirect		2009
Spann, M. N., Bansal, R., Rosen, T. S., & Peterson, B. S.	Morphological features of the neonatal brain support development of subsequent cognitive, language, and motor abilities. https://doi.org/10.1002/hbm.22487 Meditación guiada para niños. https://www.youtube.com/watch?v=tJ9VPRkNjBo&t=4s Desarrollo Psicomotor del Bebé de 0-12 Meses https://youtu.be/56Stt9J90F8 Documental El cuerpo humano: Primeros pasos https://www.dailymotion.com/video/x14ey8p El juego como herramienta de aprendizaje https://www.youtube.com/watch?v=TwVwbKF8Le0 Deporte para un cerebro más sano https://www.youtube.com/watch?v=4aoaUpRajy8 REFLEJOS en BEBÉS: Por qué nacen con ellos y cuándo se van. https://www.youtube.com/watch?v=c5RmbgmSpi4 Video de retos de fuerza y coordinación motriz. https://youtu.be/UDbiq8ROcdM Harry Potter School. https://youtu.be/SR3avHBQEvI			2014