



1. General information

Course: MOTOR SKILLS AND HEALTH IN EARLY CHILDHOOD EDUCATION

Type: CORE COURSE

Degree: 302 - UNDERGRADUATE DEGREE IN EARLY CHILDHOOD EDUCATION

Center: 102 - FACULTY OF EDUCATION OF CIUDAD REAL

Year: 1

Main language: Spanish

Use of additional
languages:

Web site:

Code: 47301

ECTS credits: 6

Academic year: 2023-24

Group(s): 24 26 25

Duration: First semester

Second language: English

English Friendly: Y

Bilingual: N

Lecturer: ANDREA HERNÁNDEZ MARTÍNEZ - Group(s): 24 26

Building/Office	Department	Phone number	Email	Office hours
Edificio Lorenzo Luzuriaga 3.02	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA	3238	andrea.hernandez@uclm.es	

Lecturer: YOLANDA SÁNCHEZ MATAS - Group(s): 25

Building/Office	Department	Phone number	Email	Office hours
	DIDÁCTICA DE LA EDUCACIÓN FÍSICA, ARTÍSTICA Y MÚSICA		Yolanda.Sanchez@uclm.es	

2. Pre-Requisites

Not established

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

The Motor Skills and Health in Early Childhood Education subject is located in the modular division of Basic Training, within the module of Childhood, Health and Nutrition, in the subject of Physical Education I, with 6 compulsory credits, which is taught in the first year of the first semester. This subject serves as a basis and complements the subject of Curricular Design and Development in Physical Education and Early Childhood Education, of 6 compulsory credits taught in the second semester of the third year of the degree, which is located in the Didactic and Disciplinary modular division, within the module of Music, Plastic and Corporal Expression, and the subject Physical Education II.

We should know that from gestation, birth and up to 6 years of age, we find ourselves in a vital moment of the human being, where the succession of events is so rapid that, from the educational point of view, we cannot waste time, since a large part of the decisions taken in this first stage of life can mark the future of the person. Therefore, throughout this subject we will approach the work of Motor Skills and Health in Early Childhood Education, which goes beyond its traditional conception, where mere practice was understood as adequate, and where movement in itself and by itself, was seen as sufficient to exercise its role in terms of the benefits it has on the health and motor development of children.

Therefore, we will see how Physical Education in Infant Education must be something more than the mere proposal of motor activities of a playful nature. We are talking about the fact that through this subject we will take a step forward, in the light of the knowledge that is being poured in relation to this area of knowledge, on the way to offering children the global and integrated training they require, with the aim of educating people who have the best chances of success throughout their lives. This is why the contributions of the science of movement, as well as neuroscience itself, have contributed to shape the contents of this subject, where the motor element merges with health and cognitive aspects, in search of that idea of Physical Education that meets the real needs of the Infant Education Stage from the globality of the person.

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, eating, psychomotor development, attention, and auditory and visual perception.
1.1.4.II.04	Detect 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

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

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

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

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.

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.

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

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

Additional outcomes

To know the evolutionary development of children between 0 and 6 years of age, to know how to deal with motor contents in pupils of this age and to assess possible problems in the physical, affective and social areas.

6. Units / Contents**Unit 1: Motor development****Unit 2: Body control and awareness****Unit 3: Motor skills****Unit 4: Space and Time****Unit 5: Coordination****Unit 6: Habits and lifestyles in relation to physical activity. Taking care of the body****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]	Lectures	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03 CG08 CT03 CT04	0.96	24	Y	N	Presentation of the theoretical contents of the subject.
Problem solving and/or case studies [ON-SITE]	Cooperative / Collaborative Learning	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03 CG08 CT03 CT04	0.4	10	Y	Y	Resolution of practical cases. Recoverable in final exam in both period, ordinary and extraordinary
Class Attendance (practical) [ON-SITE]	Practical or hands-on activities	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB04 CG03 CG08	0.96	24	Y	N	Practical training
Writing of reports or projects [OFF-SITE]	Self-study	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03 CG08 CT03 CT04	2	50	Y	Y	Work on material related to the thematic blocks of the subject. Plagiarism will be penalised. The details or requirements of this work will be available on the Virtual Campus. It is recoverable in all calls.
Final test [ON-SITE]	Assessment tests	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03 CG08 CT03 CT04	0.08	2	Y	Y	Multiple-choice test, with 40 questions and 4 answer options. Recoverable.
Study and Exam Preparation [OFF-SITE]	Self-study	1.1.4.II.01 1.1.4.II.02 1.1.4.II.04 CB03 CB04 CG03 CG08 CT03 CT04	1.6	40	N		Independent study of the contents taught in the course, both theoretical and practical.
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
Assessment of active participation	10.00%	10.00%	Resolution of practical cases related to the contents of the subject. In the case of non-continuous assessment students, this activity will be included in the exam in the form of a practical case, with the same proportion in relation to the final mark for the subject (10%).
Final test	50.00%	50.00%	Final test in which students must demonstrate sufficiently the knowledge of the contents developed both in the master class and in the practical classes. Therefore, any content covered in class or information provided through the Virtual Campus will be assessed. The exercise will only be considered passed when a mark of 4 out of 10 is achieved.
			Work related to each of the thematic blocks of the subject. Continuous assessment students will carry them out in groups,

Theoretical papers assessment	40.00%	40.00%	while non-continuous assessment students will carry them out individually.
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).

Evaluation criteria for the final exam:

Continuous assessment:

Students must hand in all assignments and reports, and pass them with at least 40% of the grade, in order to pass the course, including the theory exam (4 out of 10), which is a fundamental requirement to be able to add the rest of the sections to the grade. The course will be passed with a minimum mark of 5 points.

Students who do not complete 80% of the activities programmed in the practical classes will not be eligible for continuous assessment (see next section).

Non-continuous evaluation:

Students must obtain a minimum mark of 4 points out of 10 to pass the final exam, and must also obtain 40% of the total mark for the portfolio. The course will be passed with a minimum mark of 5 points.

Specifications for the resit/retake exam:

The evaluation of the extraordinary exam will follow the same criteria as those established in the ordinary exam. Those sections that the student has passed in the ordinary call, in the current academic year, will be kept. Exceptionally, marks will be kept from one year to the next as long as the course guide is not modified.

If necessary, any modification or adaptation to the teaching guides as a result of a change in the teaching or assessment model due to the evolution of the pandemic will be documented by means of an addendum.

Specifications for the second resit / retake exam:

The evaluation of the special final examination will follow the same criteria as those established in previous examinations. Those sections that the student has passed in the ordinary exam will be kept.

9. Assignments, course calendar and important dates	
Not related to the syllabus/contents	
Hours	hours
Final test [PRESENCIAL][Assessment tests]	2
Final test [PRESENCIAL][Assessment tests]	2
General comments about the planning: The dates of the activities to be carried out by the student in the practical part, one for each thematic block, will be informed through the Virtual Campus.	
Unit 1 (de 6): Motor development	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	2
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Final test [PRESENCIAL][Assessment tests]	6
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Group 25:	
Initial date: 11-09-2023	End date: 29-09-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses.	
Unit 2 (de 6): Body control and awareness	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Final test [PRESENCIAL][Assessment tests]	6
Group 25:	
Initial date: 29-09-2023	End date: 13-10-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses	
Unit 3 (de 6): Motor skills	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Final test [PRESENCIAL][Assessment tests]	8
Group 25:	
Initial date: 13-10-2023	End date: 26-10-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses	
Unit 4 (de 6): Space and Time	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	1
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	8

Final test [PRESENCIAL][Assessment tests]	8
Group 25:	
Initial date: 02-11-2023	End date: 17-11-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses	
Unit 5 (de 6): Coordination	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	1
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	8
Final test [PRESENCIAL][Assessment tests]	6
Group 25:	
Initial date: 17-11-2023	End date: 30-11-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses	
Unit 6 (de 6): Habits and lifestyles in relation to physical activity. Taking care of the body	
Activities	Hours
Class Attendance (theory) [PRESENCIAL][Lectures]	4
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	2
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	4
Writing of reports or projects [AUTÓNOMA][Self-study]	10
Final test [PRESENCIAL][Assessment tests]	6
Group 25:	
Initial date: 01-12-2023	End date: 15-12-2023
Comment: The timetable may be modified depending on the pace of the class, as well as the needs that may arise, so the student will be informed as the course progresses	
Global activity	
Activities	hours
Writing of reports or projects [AUTÓNOMA][Self-study]	50
Final test [PRESENCIAL][Assessment tests]	42
Study and Exam Preparation [AUTÓNOMA][Self-study]	4
Class Attendance (theory) [PRESENCIAL][Lectures]	22
Problem solving and/or case studies [PRESENCIAL][Cooperative / Collaborative Learning]	12
Class Attendance (practical) [PRESENCIAL][Practical or hands-on activities]	20
Total horas: 150	

10. Bibliography and Sources						
Author(s)	Title/Link	Publishing house	Citv	ISBN	Year	Description
Carney, J.	Screening for developmental coordination disorder in school-age children	University of Toronto Press	Toronto	978-1-4426-2674-4	2015	
Lleixà Arribas, Teresa	La educación física en preescolar y ciclo inicial: 4 a 8 años	Paidotribo		84-86475-16-3	1991	
Aznar L.S. y Webster T.	Actividad física y salud en la infancia y la adolescencia	Ministerio de Educación y Ciencia (CIDE)			2006	
González Rodríguez, Catalina	Educación física en preescolar	Inde		84-95114-55-0	2001	
Graham, George	Children moving: a reflective approach to technical physical	McGraw-Hill		978-0-07-337645-5	2008	
Goodard, S.	Neuromotor Inmaturity in Children and Adults	Joh Wiley & Sons, LTD.		978-1-118-73696-8	2014	
Justo Martínez, Eduardo	Desarrollo psicomotor en educación infantil: bases para la intervención en psicomotricidad	Universidad de Almería. Servicio de publicación		84-8240-387-7	2000	
Cadenas-Sanchez, C. et al.	Physical fitness reference standards for preschool children: The PREFIT project				2018	
Antala, B., Demirhan, G., Carraro, A., Oktar, C., Hakan Oz, H. y Kaplánová, A.	Physical Education in Early Childhood Education and Care Researches ¿ Best Practices ¿ Situation	Slovak Scientific Society for Physical Education and Sport and FIEP	Bratislava	978-80-89075-81-2	2019	
Robinson, L. E., et al.	Motor Competence and its Effect on Positive Developmental Trajectories of Health DOI 10.1007/s40279-015-0351-6				2015	Artículo (45, 1273¿1284)
Nieto-López, M., Sánchez-López, M., Visier-Alfonso, M. E., Martínez-Vizcaíno, V., Jiménez-López, E. y Álvarez-Bueno, C.	Relation between physical fitness and executive function variables in a preschool sample https://doi.org/10.1038/s41390-020-0791-z Fundamental Movement Skill				2020	

Deriemaeker, P., Vnadaele, B., Cools, W., y D'Hont, E.	Performance in Overweight and Obese 4- to 6- Year-Old Pre-School Children: Issues for Effective Responsible Interventions http://dx.doi.org/10.1123/jpah.2014-0173			2014	Artículo (11(Supp 1), 126-198) Global Summit on the Physical Activity of Children: Abstracts
Batty, D. G., Deary, I. J., Hamer, M., Frank, P., y Bann, D.	Association of Childhood Psychomotor Coordination With Survival Up to 6 Decades Later doi:10.1001/jamanetworkopen.2020.4031			2020	Artículo (3(4):e204031)
Goodard, S.	Assesing neuromotor readiness for learning	Joh Wiley & Sons, LTD.	978-1-119-97068-2	2012	
Jones, D., Innerd, A., Giles, E. L., y Azevedo, L. B.	Association between fundamental motor skills and physical activity in the early years: A systematic review and meta-analysis			2020	Artículo (00, 1-11)
Gill, A., Brigstoke, S., y Goody, A.	An exploratory study of the association between self-esteem levels in adults and retro- spective reports of their peer relations and motor skills in childhood			2020	Artículo (05; 3(1)24-33)
Godall, T.; Hospital, A.	50 propuestas de actividades motrices para el segundo ciclo de educación infantil (3-4; 4-5 y 5-6 años)	Paidotribo	Barcelona 84-8019-472-3	2002	
McClenaghan, Bruce A.	Movimientos fundamentales: su desarrollo y rehabilitación	Editorial Médica Panamericana	950-06-1560-6	1996	
Manners, Hazel Kathleen	A framework for physical education in the early years	The Falmer Press	0-7507-0417-9	1995	
Ruiz	Sistemas dinámicos, reflejos del niño y cintas rodantes: Esther Thelen1 y el estudio	Revista Internacional de Ciencias del Deporte		2013	
Ruiz Juan, Francisco; García Montes, María Elena	Propuestas de juegos con: globos, cuerdas, papeles, envases, saquitos. INFANTIL	Gymnos		2001	
Ruiz Pérez, Luis Miguel	Competencia motriz: elementos para comprender el aprendizaje	Gymnos	84-8013-027-X	1995	
Ruiz Pérez, Luis Miguel	Desarrollo motor y actividades físicas	Gymnos	84-85945-33-6	2004	
Varios	La Educación Infantil. Vol I: descubrimiento de si mismo y del entorno	Paidotribo	Barcelona	1996	
Varios	La Educación Infantil. Vol II: Expresión y comunicación	Paidotribo	Barcelona	1997	
Varios	La Educación Infantil. Vol III: organización escolar	Paidotribo	Barcelona	1994	
Ministerio de Sanidad y Consumo. Ministerio de Educación y Ciencia. Iniciación Deportiva	Guías programa PERSEO. Estrategia NAOS		978-84-691-3646-1		
Aznar, P.; Morte, J.L.; Serrano, R.; Torralba, J.	La educación física en la educación infantil de 3 a 6 años	Inde	84-87330-81-9	1998	
Bassedas, E.; Huguet, T.; Solé, I.	Aprender y enseñar en educación infantil	Grao	Barcelona	2009	
Collado, S.; Pérez, C.; Carrillo, J.	Motricidad. Fundamentos y aplicaciones	Dykinson	Madrid	2004	
Conde Caveda, José Luis	Cuentos motores	Paidotribo	84-8019-103-2 (v.2)	1998	
Conde Caveda, José Luis; Viciano Garofano, Virginia	Fundamentos para el desarrollo de la motricidad en edades tempranas	Aljibe	84-87767-75-3	1997	
Da Fonseca, V.	Psicomotricidad. Paradigmas del estudio del cuerpo y de la motricidad humana	Trillas	Sevila	2006	
Gallahue, David L.	Understanding motor development: infants, children, adolescents, adults.	McGraw-Hill	0-697-29487-0	1998	
Gil Madrona, P.	Desarrollo psicomotor en educación infantil (0-6 años)	Wanceulen	84-95883-43-0	2003	
Gil, Contreras y Gómez	Habilidades motrices en la infancia	Revista Iberoamericana de Educación		2008	