

TEACHING GUIDE PHYSICAL EDUCATION

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 02-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 1Q semester
Nº of credits	6
Language in wich the subject is taught	English

II.-Presentation

The purpose of "Physical Education" is to provide future graduates with tools and knowledge which assure a harmonious physical development of pre-primary school children. Human beings require movement for activities. Therefore it is necessary to develop both physical and intellectual spheres. By studying "Physical Education", future graduates will get bases to act as mediator during physical activity and to stimulate the development potential of each student.

III.-Learning outcomes

CGI1. Ability to analyse and synthesise.
 CGI2. Organisation and planning skills
 CGI3. Oral and written communication in the mother tongue
 CGI6. Information management skills
 CGP1. Teamwork
 CGP3. Interpersonal Relations Skills
 CGP4. Recognition of diversity and multiculturalism
 CGP5. Critical reasoning.
 CGS8. Leadership.
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE9 Ability to collaborate with different sectors of the educational community and with the environment.
 CEI12 Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (Health and hygiene)
 CEI4 Design and apply and evaluate didactic actions aimed at the development of physical, cognitive, socio-affective, motor and linguistic skills, knowing the biological, psychological, social and creative factors that determine learning. (early learning perspective and play methodology)
 CEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective)
 CEI11 Designing experiences to get to know the natural world through sensory perception. (Sensorial and experiential development)
 CEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students.
 CEI15 Reflect on classroom practices in order to innovate and improve teaching work. Acquire habits and skills for autonomous and cooperative learning and promote it among students

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



IV.-Contents

IV.A.-Syllabus

Theoretical classes contents

Thematic Unit I: physical education

Unit 1. Introduction to physical education (general concepts, body and movement, movement paradigms, taxonomies of the movement)

Thematic Unit II: physical education in the early ages of pre-primary education (3-6 years)

Unit 2. Motor development in children up to age 6 (motor behaviour, motor control, motor development and learning)

Unit 3. Perceptual skills (body perception, balance and laterality, spatial-temporal perception and basic motor skills)

Unit 4. Adapted physical education (sensory, motor impairment and cognitive impairments)

Unit 5. Teaching values (respect, responsibility...)

Thematic Unit III: the teaching-learning process in physical education in pre-primary education.

Unit 6. Play as a child physical activity (social, pedagogical and scientific bases. History, characteristics, classifications)

Unit 7. Objectives and contents (utility, types)

Unit 8. Methodology (clarification of concepts, teaching styles, educational interactions)

Unit 9. Evaluation (types of evaluation, criteria and standard)

Unit 10. Planning and programming (need for planning, basic criteria programming, structure of a session)

Practical classes contents

Thematic unit I: Body perception (body parts location, posture and correct habits, breathing mechanism, tension-relaxation and sensory discrimination)

Thematic unit II: Balance and laterality (dynamic and static balance, hand and foot laterality)

Thematic unit III: Spatial-temporal perception (spacial situation, orientation, organization and sequencing. Distances, sizes, shapes and paths. Duration and speed. Rhythm and rhythmic structures. Body expression)

Thematic unit IV: Basic motor skills (displacements, spins, jumps, launches and receptions)

Seminars Contents

"Adapted physical education" (sensory, motor and cognitive impairments)

"Teaching values" (respect, responsibility...)

IV.B.-Training activities

Type	Title
Other activities	Theoretical knowledge acquisition
Other activities	Academic tutorials
Other activities	Seminars
Practical sessions	Skills and abilities development through practical classes with the 4 blocks of practical contents. First part of classes the teacher will perform the practice while in the second part practice will be performed by students



V.-Student workload	
Theoretical sessions	29
Resolution of exercises, problems, case studies, etc.	29
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	2
Academic tutorials	9
Related activities: conferences, seminars, etc.	9
Preparation of theoretical sessions and self-study	38
Preparation of practical tasks, exercises, case studies, projects, etc.	50
Preparation for tests and/or exams	14
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	Development of theoretical classes face-to-face The teacher may ask questions, solve doubts, cause a individual or group discussion group activities, where students may be required to expose their conclusions.
Academic tutorials	Week 1 to Week 15	The tutorials will be made on request through e-mail tool in the Virtual Classroom.
Seminars	Week 1 to Week 15	Students must attend in-person seminars during the academic term. The dates of these seminars will be communicated to students through the Virtual Classroom.
Practical sessions	Week 1 to Week 15	Development of practical classes face-to-face, where during the first weeks the lessons will be carried out by the teacher, and during the last weeks they will be carried out by the students in a cooperative way.



VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

VII.A.-Description and weight of the assessment activities

1. Theoretical exam (final written test): 20% of the final mark (re-evaluable - Minimum score of 4 to pass the subject): It will consist of an exam with a series of questions that can be a test, short questions, true or false, to be developed, etc... The test will check that the student has acquired the competences and skills necessary to assimilate the contents of the subject. All the theoretical and practical contents of the course will be evaluated in this test.

2. Presentation (individual work): 40% of the final mark (not re-evaluable - Not minimum score to pass the subject): It will be carried out during the period of face-to-face classes. The students, in working subgroups, will present a model lesson that they will have prepared cooperatively, where they will have previously decided which content from each block each of them will carry out. They will intervene individually but complementing each other. The rest of the classmates in the other subgroups will pretend to be primary school pupils. The test will check that the student has acquired the necessary competences and skills to play the role of a teacher.

3. Practical session (group work): 20% of the final mark (re-evaluable - Minimum score of 4 to pass the subject): The result of this grade will be based on a sample session that they will have prepared cooperatively.

4. Lessons (group work): 20% of the final mark (re-evaluable - Minimum score of 4 to pass the subject): Each subgroup will have to elaborate by means of cooperative learning one session for each block of practical content (4 sessions in total). In these assignments it will be checked that the students have acquired the necessary competences and skills to develop activities that have an impact on the child's development of the whole child.

CONVOCATORY EXAMS:

The distribution and characteristics of the evaluation tests are described below. The teacher will be able to incorporate adaptations in the Guide only in exceptional and specially motivated cases. Such changes will require, the prior express authorisation of the Degree Coordinator, who will notify the Vice-Rector's Office with responsibility for the subject in question. In any case, the proposed modifications must comply with the provisions of the verified report. In order for such changes to be effective, they must be duly communicated to the students at the beginning of the academic year through the Virtual Classroom. The student will have the right to three examinations per year to pass the course, the first of which will be the ordinary examination. In the event of failing the course in the ordinary exam, the student will have the right to pass the course in the extraordinary exam. (Only those parts not passed that can be re-evaluated will be evaluated and maintaining the % of the previous evaluation). The third examination session would be the early call, which may be requested in advance provided that the requirements established in the URJC Regulations for the Assessment of Learning Outcomes are met. It would be subject to the same terms as the extraordinary session. The assessment method for students in the early call will be the same as the one generally established, except that the group project will be replaced by an adapted individual assignment (substitute oral exam).

THE PRACTICAL SESSION MUST TAKE PLACE DURING THE FACE-TO-FACE LECTURES. Failure to do so, and in the case of having to attend an extraordinary exam, they will lose this possibility and will only be entitled to a maximum of 6 points. Only in exceptional cases, where the student has not been able to take this practical test in the classes, and duly justified and authorised by the teacher, they will be able to opt for an oral test to substitute the previous one of a practical case study.

In order to pass the course, the student must:

- Obtain at least 50% of the total mark (the marks obtained in each of the four evaluable activities will be added together).

The teacher reserves the right to assess the attitude, involvement and motivation of the student towards the subject, by means of objective actions and activities, being able to obtain up to 1 extra point. This assessment will always be positive; under no circumstances may the mark obtained be lowered. Likewise, teachers are not obliged to carry out this assessment



VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail discapacidad.programa@urjc.es) in order to provide relevant information for different educational alternatives.

VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



VIII.-Teaching resources and materials

Basic bibliography

Blázquez Sánchez, D. (2017). Cómo evaluar bien en Educación Física: el enfoque de la evaluación formativa. Editorial INDE.

Blázquez Sánchez, D. y Sebastini, E. (2010). Enseñar por competencias en Educación Física. Editorial INDE

Blázquez Sánchez, D. (2010): Evaluar en Educación Física. Barcelona: Ed. INDE.

Contreras Jordán, O.R. (1999). Didáctica de la Educación Física: un enfoque constructivista. Barcelona: Inde.

Cratty, B.J. (1982). Desarrollo perceptual y motor en los niños. Buenos Aires: Paidós.

Delfa, JM.; Bores, D. (2022). Introducción a la educación física y su didáctica. Tirant lo Blanch. Valencia.

Escribá Fernández-Marcote, A. (1998). Los juegos sensoriales y psicomotrices en la Educación Física. Madrid: Grada Gymnos D.L.

Fernández García, E. Gardoqui Torralba, ML. Sánchez Bañuelos, F. (2007). Evaluación de las Habilidades motrices Básicas. Determinación de escalas para la evaluación de desplazamientos, giros y manejo de móviles. Barcelona: INDE.

García López, A. (2008). Los juegos en la motricidad infantil de los 3 a los 6 años. Madrid: Inde.

Jardí Pinyol, C. Rius Sant, J. (2009). 1000 ejercicios y juegos con material alternativo. Barcelona: Paidotribo.

Lapierre, A. Llorca, M. Sánchez, J. (2015). Fundamentos de intervención en Psicomotricidad Relacional: reflexiones desde la práctica. Málaga: Aljibe D.L.

Méndez Giménez, A. Méndez Giménez, C. (2014) Los juegos en el curriculum de la Educación física. Barcelona: Paidotribo.

Pastor Pradillo, J.L. (2007). Motricidad: perspectiva psicomotricista de la intervención. Sevilla: Wanceulen Editorial Deportiva.

Rigal, R. (2006). Educación motriz y educación psicomotriz en preescolar y primaria. Madrid: Inde.

Ríos Hernández, M. (1999). Actividad física adaptada: El juego y los alumnos con discapacidad: La integración en los juegos. Juegos específicos. Juegos motrices. Barcelona: Paidotribo.

Rivadeneya Sicilia, ML. (2003). Desarrollo de la motricidad en los distintos contextos deportivos. Sevilla: Editorial Wanceulen.

Rivilla-Arias, I. (2019). Didáctica de la Educación Física en Educación Infantil y Primaria. Unir Editorial.

Sánchez Bañuelos, F. (1984). Bases para una didáctica de la educación física y el deporte. Madrid: Ed. Gymnos.

Tamarit Valero, A. (2016). Desarrollo Cognitivo y Motor. Madrid: Editorial Síntesis.

Tasset, J.M. (1996). Teoría y práctica de la psicomotricidad. Barcelona: Paidós.

Valdemoros San Emeterio, MA. (2013). La motricidad en Educación Infantil: propuestas prácticas para el aula. Contexto Educativos: Revista de educación, 0(12): 181-182.

Consultation bibliography

Ballesteros Jimenez, S. (1982). El esquema corporal. Madrid: TEA Ediciones.

Guilmain, E. Guilmain, G. (1981). Evolución Psicomotriz desde el nacimiento hasta los 12 años. Barcelona: Editorial Médica y Técnica.

Ruis Perez, L.M. (1995). Competencia Motriz: Elementos para comprender el aprendizaje motor en educación física escolar. Madrid: Gymnos.

Ruiz Omeñaca, J.V. (2011). El cuento motor en la educación infantil y en la educación física escolar: como construir un espacio para jugar, cooperar, convivir y crear. Sevilla: Wanceulen.

Sánchez Bañuelos, F. (2010). La actividad física orientada hacia la salud. Madrid: Biblioteca Nueva.

Sicilia Camacho, Á. Delgado Noguera, M.Á. (2002). Educación Física y Estilos de enseñanza. Madrid: Inde.

Vázquez Gómez, B. Camerino Foguet, O. (2001). Bases de la actividad física y el deporte. Madrid: Síntesis.

IX.-Professors

Name and surname	CARLOS MARTÍN MARTÍNEZ
E-mail address	carlos.martinm@urjc.es
Department	Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física
Campus	Madrid - Vicálvaro



Category	Profesor/a Ayudante Doctor/a
Academic degree	Doctor
Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	0
Number of sexennia	0
No. of positive evaluations by Docentia	0
Name and surname	JOSÉ MANUEL DELFA DE LA MORENA
E-mail address	jose.delfa@urjc.es
Department	Fisioterapia, Terapia Ocupacional, Rehabilitación y Medicina Física
Campus	Madrid - Vicálvaro
Category	Profesor/a Contratado/a Doctor/a
Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorias póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	3
Number of sexennia	2
No. of positive evaluations by Docentia	4

