

TEACHING GUIDE

PSYCHOMOTOR DEVELOPMENT

GRADO EN EDUCACIÓN INFANTIL (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 03-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 2Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

Psychomotricity is the discipline that studies the close relationship between motor development and psychological development and their inseparable relation to other processes of human development. Therefore, the subject's general objective is to provide future teachers in early childhood education an essential training in the theoretical and practical aspects of this subject (focusing, as it's logical, on the infant's evolutionary period) so that they can promote their daily work in the overall development of the child.

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.
 CEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)
 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)
 CEI12 Encourage and facilitate the acquisition of healthy habits in relation to hygiene, health and food. (Health and hygiene)
 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 BLOCK:

Block I. Basic principles of psychomotricity.

Unit 1. Basics, concepts and development of psychomotricity.

Block II. Psychomotor development in childhood.

Unit 2. Aspects and contents of psychomotricity

Unit 3. Psychomotor development (0-6 year)

Unit 4. Detection and major assessment tests

Block III. Psychomotricity in early childhood education.

Unit 5. Methodology and structure of the psychomotor sessions.

Unit 6. Motor actions and early learning.

Unit 7. Non guided Psychomotricity.

Unit 8. Principles of psychomotor reeducation.

Unit 9. Acquisition of writing. Perspective from Psychomotricity

PRACTICAL BLOCK:

•Workshops regarding contents in block II.

•Workshops regarding contents in block III.

IV.B.-Training activities

Type	Title
Other activities	Different types of activities whose objective is to assimilate contents. Security measures will be guaranteed for class attendance .
Lectures	Given the extent of the subject, and depending on the development of the course, it is possible to assign readings to support or supplement the content covered in class. In this case, it will be indicated in good time.



V.-Student workload	
Theoretical sessions	32
Resolution of exercises, problems, case studies, etc.	24
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	4
Academic tutorials	30
Related activities: conferences, seminars, etc.	18
Preparation of theoretical sessions and self-study	25
Preparation of practical tasks, exercises, case studies, projects, etc.	25
Preparation for tests and/or exams	22
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Practical sessions	Week 1 to Week 7	Carrying out practical activities corresponding to Psychomotricity in Early Childhood Education's specific subject. Seminars practical problem solving, clinical cases, role-play, psychomotricity sessions- Security measures will be garanted for class attendance
Tests and/or exams	Week 4 to Week 8	Theoretical exam and Practice tests.
Theoretical sessions	Week 1 to Week 7	Theoretical contents of the subject corresponding to syllabus. Contents' exposition to students by responsible teacher. Student's Active participation is necessary.

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

VII.A.-Assessment weighting

Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional case and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the prior and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. In order for these changes to take effect, they must be duly communicated at the start of the course to the students using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

Extraordinary assessment: Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are re-assessable.

Description of the tests for assessment and their weights.

On-person evaluation:

1. A final exam will take place at the end of the course (60% of the final grade). To pass the exam will be necessary to obtain 5 points.
2. The practical part will represent a 40% of the final grade,
 - where a 20% will correspond to a practical part which will be carried out through the realization of a final psychomotor intervention **project** that must be approved with 5
 - the remaining 20% will be obtained from the implementation of activities and different sessions of psychomotor skills analysis which encourage the application of the theoretical topics seen in class.
3. All assesment are reevaluables activities.

Other evaluation considerations:

Activities, project and exams's qualification will also corresport to spellinging, grammar as well as all aspects which contribute to a correct written expression such as the formal presentation of the structure and organization of the ideas and contents, etc. An a university level expression will be assessed.

- Regarding to the project, following criteria will be taken into account: 0.5 points will subtract for each spelling mistake and 0.5 for each 10 grammar errors.
- University students must participate in a responsible manner in university activities and cooperate in their normal development, respect the members of the university community and care for and properly use the assets, equipment and facilities of the university.

In particular for the development of classes, the teacher will dictate the rules on punctuality, participation and as many aspects as it deems necessary to specify. The professor will watch over the adequate fulfillment of these norms. The permanence of the student in the classroom is conditioned to the fulfillment of the same. In case the professor considers that students does not have the minimum requirements established for the normal development of the class, he will immediately stop the teaching activity to inform the Teaching Commission of the Department.

The evaluation method for students of advanced convocation will be the same as that established in general.

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

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 Bernaldo de Quiros, M. (2006). *Manual de psicomotricidad*. Madrid: Pirámide.
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Consultation bibliography

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 Ortega, J. J., Mejías, J. C. V., & Román, P. J. (2008). *Psicomotricidad (Cuentos y juegos programados)(2a Edición Corregida y Actualizada)*. Ediciones La Tierra Hoy SL.
 Pescador, J. E. P. (2007). Reseña de "De la emoción de girar al placer de aprender" de Alfonso Lázaro Lázaro, Pilar Arnáiz Sánchez y Pedro Pablo Berrueto y Adelantado. *Revista Interuniversitaria de Formación del Profesorado*, 21(1), 165-168.
 Ried, B. (2002). *Juegos y ejercicios para estimular la psicomotricidad: cómo fomentar en los niños una actitud positiva hacia el deporte*. Barcelona: Oniro, 2002.
 Rosado Racero, J. A., & Calvo González, F. M. (2007). Cuentos para ser jugados: guía práctica de psicomotricidad infantil.
 Serrano, R. M., García, M. D. L. Á. O., & Alfaya, M. E. G. (2018). Descubrir el mundo con el cuerpo en la infancia. La importancia de los materiales en la psicomotricidad infantil. *Retos: nuevas tendencias en educación física, deporte y recreación*, (34), 329-336.

IX.-Professors

Name and surname	MARÍA SALCEDO PÉREZ JUANA
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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 tutorías 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
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Academic degree	Doctor
Person responsible for the subject	No
Tutorial timetable	Para consultar las tutorías 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