	MATHEMATICS	PHYSICAL EDUCATION	ACTIVITY PROPOSAL
6-7 years **CONTENTS**	**BLOCK 2: NUMBERS** - Unit and ten. - Decomposition of numbers into tens and units. - The value of the position of the digits of a number. **BLOCK 3: MEASUREMENT** - Realization of length measurements with different patterns: span, foot, step, meter. - Strategies to measure different figures and spaces, and to choose the most appropriate unit to perform the measurement. **BLOCK 4: GEOMETRY** - Straight, curved and polygonal lines. - Straight and curved lines. - Closed and open lines. - Open and closed polygonal lines.	**BLOCK 2: BODY KNOWLEDGE** - Body scheme. Parts of the body itself and its intervention in movement. Motor possibilities and limitations. - The body axis. Mastery of the lateral orientation of the body itself. Consolidation of lateral predominance. **BLOCK 2: BODY KNOWLEDGE** - Spatial orientation: notions associated with spatial relationships such as inside-out, above-below, front-back and near-far. **BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** - Spontaneous adjustment of movement to simple spatio-temporal structures.	**ACTIVITY 1:** Bomb. Students are placed in a circle and one of them is placed in the center of the circle. Those who are outside pass a ball to each other, while the one inside, with closed eyes, counts to 10. Each time he/she reaches 10, he/she will raise his arm up 90º and say “first warning”. Then, he/she will count back to 10 and will raise the other arm saying “second warning”. Once again to 10 and the first arm in a fully vertical position: “third warning”. When the second arm reaches the top, he/she will say: Bomb! The person who has the ball at that time will be changed to the one in the center. **ACTIVITY 2:** A series of hoops are placed on the floor and a number is written with chalk inside each of them. The class is divided into several groups. Each group has at least 10 hoops, depending on which numbers we want to work on. At the teacher’s signal, a member

Standars of learning	**BLOCK 2: NUMBERS** The student: 1.7. Decomposes two-digit numbers –from 0 to 99- into tens and units. 1.8. Establishes equivalences between tens and units. **BLOCK 3: MEASUREMENT** The student: 1.2. Measures with palms, feet and steps different measures, choosing the most appropriate in each case. **BLOCK 4: GEOMETRY** The student: 2.1. Identifies straight and curved lines, and open and closed lines. 2.3. Differentiates open and closed polygonal lines.	**BLOCK 2: BODY KNOWLEDGE** The student: 1.6. Appreciates directions and orientation in space in relation to one's own body. 2.2. Identifies his/her position and the position of the others in a row. **BLOCK 2: BODY KNOWLEDGE** The student: 1.3. Uses different parts of the body in order to measure the distance. 2.2. Differences basic topological notions: front-back, above-below, inside-out, near-far. **BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** The student: 1.3. Moves in a simple rhythm. 1.2. Represents or expresses movements from rhythmic or musical stimuli individually, in pairs or in groups.	of each group comes out and the teacher says, for example, "I want to get the number 10 adding three digits". The student from each group that does it the fastest wins one point. The student's mission is to step inside the hoops whose total adds up to the figure indicated by the teacher. In order to pass from one hoop to another the students must jump. **Variations** *The teacher can use additions and subtractions. For example: "I want to get a subtraction of two numbers whose result is 6". *The teacher can use orders such as: "I want to get a number which ten is 1" (more options could be used). **ACTIVITY 3:** Chalk silhouettes. In pairs and with a chalk, they draw silhouettes in the courtyard. In their notebook, they should write down the measure of the silhouette in palms, feet and steps. Afterwards, the kids run freely around the courtyard and, at the signal, they have to "land" in their silhouette. **ACTIVITY 4**: The following activity could also be used as a training. All the students move through the gym and the teacher gives different orders: walking on tiptoe as if we were very tall, long

			giant jumps, short flea jumps. Questions can be introduced, such as: How many giant jumps does the width of the class measure? The teacher guides them. **ACTIVITY 5:** We form groups of 6 students, all of them in one line placed by heights. The teacher checks if they do it correctly and gives the go-ahead. **ACTIVITY 6:** Make figures on the floor with adhesive tape (curved, straight, polygonal, open and closed lines). To the sound of the music, they must choose a figure on the floor and walk on it until the music stops playing. **ACTIVITY 7:** Draw geometric figures on the ground with chalk: triangles, circles, rectangles… Two teams will be formed and placed in a row. To the teacher's signal, they will have to reach the other side by stepping on only the figures that the teacher has indicated to them. *The difficulty will be increased because later they will have to jump; then they will have to jump with a ball; with two…

7-8 years	**BLOCK 2: NUMBERS** Numerical operations: - Addition and subtraction with natural numbers up to 3 digits. - Multiplication tables. - Double and triple of a number. **BLOCK 3: MEASUREMENT**	**BLOCK 1: COMMON CONTENTS** Individual and group work techniques with attention to the different roles and individual and collective responsibility. **BLOCK 3: MOTOR SKILLS** - Development of autonomy and initiative in decision-making: solving	**ACTIVITY 1:** Steal the bacon. A student stands in the middle of the track with a handkerchief in his/her hand. Two teams are formed and placed on each side and in line, parallel to each other. Each student is assigned a number that cannot exceed the maximum number of participants of their team.

CONTENTS	Time measurement: - Time reading on analog clocks. - O'clock and half past. - Quarter past. - Quarter to. **BLOCK 4: GEOMETRY** - Sketches and itineraries. - Spatial concepts: (inside-out, front-back, left-right, near-far). -	simple motor problems that involve divergent thinking, adapting known procedures and discovering new ones. - Control of most common basic motor skills in simple situations. **BLOCK 4: GAMES AND SPORTS ACTIVITIES** - Practice of free and organized games: motor, sensory, motor skills development, expressive, symbolic, and cooperative. **BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** - Use of the theatre and the mimicry as a means to develop the body expression and non-verbal expression. Imitation of objects.	The student with the handkerchief says a number and the student who has it must run to the handkerchief and choose between taking the handkerchief and reaching his team without being caught by the opposite or waiting until the opposite to take it and go out to catch him. **Variations**. Another student proposes a mathematical operation (addition, subtraction, multiplication) and the result corresponds to one of the numbers assigned to each participant. Another activity for this content. While jumping rope, a student proposes a mathematical operation (addition, subtraction, multiplication, double, triple…). The student jumping must mentally calculate the result and, once said it out loud, jump the corresponding number of times. **ACTIVITY 2:** The class is divided into several groups. We will perform a gymkhana with different tests. There are different colored cubes in each test and each cube challenges the team to solve an operation (multiplication, addition, subtraction). At the same time, there are some balls. The result of the operation must be represented with as many balls as the result indicates and must be thrown to the basket. Once the teacher verifies that the number of balls corresponds to the result of

Standars of learning	**BLOCK 2: NUMBERS** The student: 2.1. Performs operations with natural numbers: addition, subtraction and multiplication. 3.2. Resolves mental calculation operations. **BLOCK 4: GEOMETRY** The student: 1.3. Draws itineraries following spatial orders. 1.2. Locates objects by applying spatial concepts. 1.1. Distinguishes spatial concepts in everyday situations: inside-out, front-back, left-right, near-far, interior-exterior. **BLOCK 3: MEASUREMENT** The student: 1.9. Identifies hours: before and after noon. 1.8. Reads analogic clocks: o'clock and half past, quarter past and quarter to.	**BLOCK 1: COMMON CONTENTS** The student: 1.3. Shows a willingness to solve conflicts in a reasonable way. **BLOCK 3: MOTOR SKILLS** The student: 1.2. Performs skill basic motor skill combinations adjusting to an objective and to some space-time parameters. 2.4. Is able to perform a circuit using basic skills. **BLOCK 4: GAMES AND SPORTS ACTIVITIES** The student: 2.1. Is able to understand the rules of the games. 3.3. Respects the rules of the game, controlling his/her behavior, being respectful and sporting and without damaging the development of the activity. **BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** The student: 1.4. Understands the corporal expressions of the peers.	the operation, they go to the next test. Here the launch is also worked. **ACTIVITY 3:** The class is divided into several groups. The teacher says out loud a mathematical operation (addition, subtraction, multiplication) and each group must create with their bodies on the ground the resulting number. The team that does it the fastest wins the game. **ACTIVITY 4:** Treasure hunt. The class is divided into several groups The teacher gives them a symbolic map of the school that includes classrooms, courtyards, corridors… Several points will be marked on the map and will correspond to pieces of a puzzle that they have to find (each team will have a piece of different color). Once they find it, they will say the teacher the result of the mathematical operation. When they find all the pieces and put them together, they will find in the back a mathematical problem that have to be solved. The team that does it the fastest wins the game. **ACTIVITY 5:** The class is divided into groups of 5 students The following materials will be used: tennis balls, shoe boxes and hoops. It consists of putting into practice instructions such as

			"place inside", "put on top of", "place next to". For example: place the ball inside box number 6, place the ball next to hoop number 3. Each team has to be placed on a line. Geometry concepts are also included, working at the same time on laterality "place the number 7 to the right of the red square". **ACTIVITY 6:** The class is divided into several groups. Each group draws a circle on the ground with a chalk and marks the hours. The teacher says an hour and two students from each group must place correctly imitating the hands of the clock. The rest of the classmates indicate how. **ACTIVITY 7:** Draw as much clocks as students and perform balancing exercises. The teacher leads the game. It will consist of touching each number with a single foot and performing balance (the other foot stays in the middle of the clock). The speed can be increased. In this activity coordination and training is also worked.

8 – 9 years	**BLOCK 2: NUMBERS**
	- Natural numbers and decimals.
	  ○ Roman numerals.
	  ○ Decimal numbers up to tenth.
		BLOCK 2: BODY KNOWLEDGE
		- Organization of the space of action: measurement of intervals in units of action associated with basic skills; adjustment of trajectories in the impulsion or projection of one's own body or other objects.
		
		BLOCK 3: MOTOR SKILLS
		- Forms and possibilities of movement. Adjustment of the basic motor schemes in the execution of displacements, jumps, turns and balances and handling of objects. Motor control and body dominance.
			ACTIVITY 1:
			Two groups facing each other, at the same distance from central line. Next to this, there will be a space with letters (Roman numerals) and numbers (decimals, including commas).
			The teacher will say a number, and in turns, one of each team will go to the space where the numbers are located, taking those they need to order them on the central line.
			Alternatives:
			- The same player can take all the numbers.
			- The same player can only take numbers one by one to form the number.
			- Each player of the team takes a number, going out in turns, until configuring the whole number.
			- Vary the type of displacement: jumps, lame leg, backwards, long strides, tips, heels…

Contents			
Standars of learning	**BLOCK 2: NUMBERS** The student: 1.1 Read and write Roman numerals. 1.3 Find the positional value of the figures of a number.	**BLOCK 2: BODY KNOWLEDGE** The student: 2.1. Is placed on the left-right of different objects, people and spaces in motion. 1.3. Performs combinations of basic motor skills by adjusting to a goal and space-time parametres.	

Contents	**BLOCK 2: NUMBERS** Natural numbers and decimals. - Order and connection between numbers. Use of ordinal numbers up to the thirtieth.	**BLOCK 3: MOTOR SKILLS** - Control of movement: solving motor problems that involve selection and practice of responses based on applying basic skills and developing new ones.	**ACTIVITY 2:** -Walks, races and jumps according to the following instructions: only even numbers, numbers higher/lower than…, the previous/next number…
Standars of learning	**BLOCK 2: NUMBERS** The student: 1.2 Read, write and order natural numbers up to five figures per comparison using the symbols “higher than” and “lower than” and write them down on the number line. 1.3. Find the place value of the digits in a number. 1.4. Use additive composition and decomposition to express a number. 1.5. Use and represent Units, Tens, Hundreds, Thousands and Tens of Thousands.	**BLOCK 3: MOTOR SKILLS** The student: 1.2. Combines actions: movements, stops, changes of rhythm and jumps without losing balance or continuity in individual or group chase games. 3.1. Moves and run by executing different actions such as: raising the heels backwards, skipping, making strides… coordinating arms and legs.	

Contents	**BLOCK 3: MEASUREMENT** - Take measurements by using conventional instruments and units of measurement in daily situations. - Choose the most suitable unit for a measure. - Calculate lengths, capacities and masses of known objects and spaces. - Compare and order units and quantities of the same magnitude. Measure the time.	**BLOCK 4: GAMES AND SPORTS ACTIVITIES** - Practice free and organized games: developing sensory, motor, expressive, symbolic and cooperative skills.	**ACTIVITY 3:** -Fill and play with containers: the students will have different measuring cups with liquids, and they will do several tests (jumping, running, crawling, etc.). The goal is to complete a file with the appropriate measurements and at the same time to do the physical tests in the shortest time.
Standars of learning	**BLOCK: MEASUREMENT** The student: 1.1 Know the most common units of the Metric Decimal System: length, mass and capacity. 1.2. Identify the most appropriate unit of measure for each occasion, taking into account the magnitude to be measured. 1.3 Compare and order units and quantities of the same magnitude.	**BLOCK 4: GAMES AND SPORTS ACTIVITIES** The student: 1.3. Makes combinations of basic motor skills according to a goal and time-space parameters. 1.5. Solves motor problems with spontaneity and creativity.	

Contents	**BLOCK 3: MEASUREMENT** - Choose the most suitable unit for the expression of a measure. **BLOCK 4: GEOMETRY** - Classify the triangles according to their sides and their angles. - Classify the quadrilaterals according to the parallelism of their sides. Classify the parallelepipeds. - Measure the perimeter of regular and irregular polygons.	**BLOCK 2. BODY KNOWLEDGE** - Body scheme. Internalize body symmetry and segmental independence. - Organize the action space: measure the intervals in action units associated with basic skills. Adjust the trajectories in the impulse or projection of the own body or other objects.	**ACTIVITY 4:** Game with chairs, working with polygonal figures. **ACTIVITY 5:** Work with different rhythms and binary, ternary and quaternary dances, imagining these polygons on the ground and following different instructions: Example: quaternary rhythm: imagine a square. Each vertex is a number and in each of them, students make different gestures:

Standars of learning	**BLOCK: MEASUREMENT** The student: 1.2 Identify the most appropriate unit of measure for each occasion, considering the magnitude to be measured. **BLOCK 4: GEOMETRY** The student: 1.4 Use the ruler to make measurements. 2.1 Identify plane figures and geometric bodies, naming and recognizing. 2.2 Difference between polygonal or non-polygonal surfaces. 2.3 Identify the names of the most common polygons based on the number of sides. 2.4 Classify triangles according to their sides and angles, identifying the relationships between their sides and their angles. 2.5 Know and differentiate the circumference of the circle.	**BLOCK 2. BODY KNOWLEDGE** The student: 2.3. Identifies the possibilities and limitations in the movement of the main body segments.	clapping, jumping, squatting… (BAPNE method). **ACTIVITY 6:** -Lie down on the ground forming different polygons and calculate the perimeter of the body.

9 – 10 years Contents	**BLOCK 5: STATISTIC AND PROBABILITY** **Statistical graphs and tables:** - Collect and record data on familiar objects, phenomena and situations using elementary survey, observation and measurement techniques. - Make simple graphs: pictograms, polygonal diagrams, bar diagrams.	**BLOCK 1: COMMON CONTENTS** - Use oral and written language to express ideas, thoughts, arguments and participate in debates, using the specific vocabulary of the area. **BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** - Achieve healthy postural and eating habits related to physical activity and consolidate body hygiene habits.	**ACTIVITY 1:** Create a survey on eating habits. Ask families how many portions per week of vegetables, fruits, healthy protein, whole grains, water and healthy oils (Harvard plate) they eat. Think about the results obtained. Make some recommendations on healthy eating habits from “the Harvard plate”.

Standars of learning	**BLOCK 5: STATISTIC AND PROBABILITY** The student: 1.1 Collects and classify quantitative data from environmental situations, using them to build data tables. 1.2 Interprets and make different types of graphs from data extracted from its immediate environment. 1.4 Analyses the information presented through statistical graphics.	**BLOCK 1: COMMON CONTENTS** The student: 2.2. Present your work according to the guidelines provided with order and structure, using presentation programs. 2.3. Present your ideas in a coherent way and express them correctly in different situations. Respect other opinions avoiding stereotypes and racist prejudices. **BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** The student: 1.5. Relate eating habits with physical activity.	Collect the information in a data table and represent it in a simple graph (pictogram).
Contents	**BLOCK 2: NUMBERS** - Roman numbers. - Position value of the figures.	**BLOCK 2: BODY KNOWLEDGE** 2.1. Stand to the left or right of different moving objects, people and spaces. 1.3. Combine basic motor skills according to an objective and to some space-time parameters.	**ACTIVITY 2:** - Represent Roman numbers in space with your body and different materials (spades, ropes, handkerchiefs…).

Standars of learning	**BLOCK 2: NUMBERS** The student: 1.1 Identifies Roman numbers by applying knowledge to understanding dating. 1.3 Knows and handles the unit, the ten, the hundred and the unit, ten and hundreds of thousands.	**BLOCK 2: BODY KNOWLEDGE** The student: 1.1. Adapts the displacement to different types of grounds and expressive physical sports and artistic activities. Take into account the spatial and temporal parameters and postural balance. 1.2. Applies turning skills to different types of environments and expressive physical sports and artistic activities. Take into account the three body axes and the two directions. Maintain postural balance.	- Morse code game: guess the number of jumps the ball makes and transform it into a Roman number.
Contents	**BLOCK 2: NUMBERS** - Operations with natural numbers: addition, subtraction, multiplication and division. - Double/half, triple/third concept.	**BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** - Fitness for health. Warm up, adaptation of effort and relaxation.	**ACTIVITY 3:** - How much warming up do I need per week? Calculate double, triple, half.

Standars of learning	**BLOCK 2: NUMBERS** The student: 1.8. Uses additive composition and decomposition to express a number. 4.4. Knows the concept of double and half, triple and third.	**BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** The student: 1.3. Checks the heart rate and connect it with the type of exercise. 1.4. Connects the physical skills with the exercises performed.	
Contents	**BLOCK 2: NUMBERS** - Use the calculator. Problems. - Solve the problems.	**BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** Apply the expressive possibilities of movement related to space, time and intensity in everyday situations.	**ACTIVITY 4:** Bring the calculator to the gym and practice the different measurements.
Standars of learning	**BLOCK 1: PROCESSES, METHODS AND ATTITUDES IN MATHEMATICS** The student: 11.2. Uses the calculator to learn and to solve problems.	**BLOCK 5: ARTISTIC-EXPRESSIVE PHYSICAL ACTIVITIES** The student: 1.1. Performs characters, situations, ideas and feelings, using the expressive resources of the body (individually, in pairs or in groups).	

Contents	**BLOCK 3: MEASUREMENT** Measurement of length, capacity, mass and surface. - Units of the Decimal Metric System and equivalences between everyday use multiples and submultiples. - Express in a simple way a measure of length, capacity or mass given in a complex way and vice versa.	**BLOCK 2: BODY KNOWLEDGE** - Consolidation of laterality. Recognition of the left and the right in others and in objects. Orientation of people and objects in relation to a third person. - Organization of the action space: measurement of intervals in action units associated with basic and complex skills. Adjustment of trajectories in the impulse or projection of the own body or other objects. - Control of the body in relation to postural attitude, tension and relaxation. Postural adaptation to expressive and motor needs.	**ACTIVITY 5:** Gymkhana around the gym to get objects to work the volume, mass and length through tests with physical exercises. Length and jump test: the students will do a competition where each one will make their jump and then they will write down in their notebook the results in different measures and they will compare them.

Standars of learning	**BLOCK 3: MEASUREMENT** The student: 1.1 Identifies the units of the Metric Decimal System. Length, capacity and mass. 1.2 Knows the simple form and the complex form when expressing the different measurements. 1.3 Compares and order measurements of the same magnitude. 1.4 Makes reasonable forecasts by estimating the size of an object.	**BLOCK 2: BODY KNOWLEDGE** The student: 2.1. Jumps a series of hoops/ obstacles in a row alternating 1-2 supports. 2.5. Performs long or high jumps with one foot, land on the same foot and with feet together. 4.2. Applies the motor possibilities of the body segments to the improvement of the different motor executions.	

Wildcard ideas for other cycles:

- To throw hoops over cones / pikes located in a cone. Each cone has a number (0 to 10). To perform mental operations, and to throw the hoop over the cones with the number, in order to express the result (25x5 = throw hoop 1st to 1, 2nd to 2 3rd to 5 = 125). To adapt target and bulls games (to put numbers on the wall and to add points or answer operations).
- Cones with numbers placed in a row, multiplication tables.
- Chinese maps - coordinate axes (nothing appears regarding orientation races).

10-11 years CONTENTS	**BLOCK 4: GEOMETRY** The situation in the plane and in space: - Relative positions of two lines: parallel and secant and perpendicular lines. - The segments. - The angles and their elements. - Types of angles. Plane figures: - Classification of triangles according to their sides and their angles.	**BLOCK 2: BODY KNOWLEDGE** - Body awareness and control. Proprioceptive aspects related to body postures. Postural control at rest and / or movement in an economical and balanced way. - Application of tonic and breathing control to body relaxation and motor control. Types of breathing. Active and voluntary relaxation in a global and/or partial way. **BLOCK 3: MOTOR HABILITIES** - Coordination and static and dynamic balance in unstable and increasingly complex situations.	**ACTIVITY 1:** Starting from yoga postures, previously worked. In pairs or trios, one of the members will adopt a yoga posture, the same for all groups. Using an electronic device with a camera, the rest of the members of the group will take a photograph and / or will correct the position of the executor. Later, in each image, they must identify types of lines, segments, angles (elements and types), and classify triangles, being able to draw or edit them on the same image. * In order to facilitate the sharing, it is recommended that all groups do the same postures, and in the same order.
STANDARS OF LEARNING	**BLOCK 4: GEOMETRY** The student: 1.3 Recognizes, differentiates, and represents relative positions of lines and circumferences. 1.4 Identifies and represents the different types of angles, their elements and the different positions: consecutive, adjacent, and opposite angles. 2.2 Classifies the triangles according to their angles and their sides. 2.4 Uses ICT and other technological tools in the construction and exploration of geometric figures.	**BLOCK 2: BODY KNOWLEDGE** The student: 1.1. Adapts movements to different types of environments, expressive physical sports and artistic activities, adjusting the performance to space-time parameters and maintaining the body balance. **BLOCK 3: MOTOR SKILLS** The student: 1.5. Controls the body balance in increasingly complex situations.	

		3.1. Performs combinations of basic motor skills focused on a goal and some space-time parameters.	
CONTENTS	**BLOCK 3: MEASUREMENT** - Estimate and calculation of length and mass magnitudes. - Units of the Decimal Metric System. Length and mass. - Addition and subtraction of measuring length. - Estimate of measurements of magnitudes of known objects and spaces; choice of the unit and the most suitable tools to measure and express a measure.	**BLOCK 2: BODY KNOWLEDGE** - Application of tonic control and breathing to body relaxation and motor control. **BLOCK 4: GAMES AND SPORTS ACTIVITIES** - Initiation to sport which is adapted to space, time and resources: adapted sports, conventional and recreational adapted games. - Acceptance and respect for norms, rules, strategies and people who participate in the game. Development and compliance with a fair play code. - The valuation game and sport as social and cultural manifestations. Knowledge and practice of games and sports that are part of the popular and traditional cultural heritage. - Appreciation for the game and sports activities as an enjoyment, relationships and satisfactory use of leisure time.	**ACTIVITY 2:** We will play the popular boules game. We will weigh the different game balls: - Use of instruments for weighing: scales, weighing scales… Through the game, units of measurement will be worked between players' balls and the "cochon" or the goal (small ball), as well as the distance in which the throws are made: - Use of conventional instruments (ruler, meter), expressing the result using the International System of Units: millimetres, centimetres, decimetres and meters. - Use of non-conventional instruments (feet, spans, different objects ...).

STANDARS OF LEARNING	**BLOCK 3: MEASUREMENT** The student: 1.1Knows the most common units for measuring length. 1.4 Knows and applies some traditional measures. 2.1 Makes operations with measurements of the different magnitudes, giving the result in the unit determined.	**BLOCK 2: BODY KNOWLEDGE** The student: 1.5. Applies motor skills, taking into account the three body axes and the two senses, and adjusting their performance to space-time parameters and maintaining postural balance. **BLOCK 4: GAMES AND SPORTS ACTIVITIES** The student: 3.2. Investigates and exposes the differences between popular, traditional and native games. 3.5. Recognizes the cultural richness, the history and the origin of games and sports. 6.4. Accepts and complies with the rules of the game.	**ACTIVITY 3:** Some benches will be placed in a row so that the students can go on them in this way. Each of them will be awarded a card (fractions, decimal numbers, percentages...). Next, the students will have to work cooperatively, talking to each other, and creating strategies so that, without falling down the bank, they are able to sort themselves from smallest to largest, depending on the cards they have.

CONTENTS			
	BLOCK 2: NÚMBERS Natural numbers, fractions and decimals. - Roman numerals. - Rounding natural numbers to ten and hundred. - Comparison, ordering and rounding numbers to the tenth or hundredth. - Proper and improper fractions. Mixed numbers. - Equivalent and irreducible fractions. - Connection between simple fractions, decimals and percentages. **BLOCK 3: MEASUREMENT** Estimate and calculation of length, mass, capacity and area magnitudes. - Units of the Decimal Metric System. Length, capacity, mass and surface. - Expression in complex and non-complex form of magnitude measurements. **BLOCK 4: GEOMETRY** Plane figures. - Classification of triangles according to their sides and their angles. - Quadrilaterals: parallelograms, trapezoids and trapezoids.	**BLOCK 2: BODY KNOWLEDGE** - Space management. Control of orientation changes and relative positions derivative from one's own and others' movements. **BLOCK 3: MOTOR SKILLS** - Physical conditioning focused on improving motor skills. Flexibility and endurance maintenance, and global speed and strength training.	**ACTIVITY 4: MEMORY** Students will be placed in a row. At a certain distance (which could be modified) there will be several cards face down, with different mathematical elements. The first in line will have to reach the cards, and will pick up two of them. If there is a couple of cards, the student will be able to take them back to the team. If not, the cards will have to be face down and the student will have to come back to the row, so that the next partner can leave. The cards will be matched up following this: - Roman numerals – natural numbers. - Rounding natural numbers to ten and hundred. - Rounding natural numbers to the tenth or hundredth. - Proper and improper fractions. - Equivalent and irreducible fractions. - Fractions – percentages. - The Metric System and converting units (litres-mass, lengths, volumes ...) - Equivalent triangles according to their angles. - Classification of quadrilaterals. *Groups and distances could change. *The number of cards could be variable.

			*Option to put together two teams, both with the same set of cards, being able to see the cards raised by each team and the rival. *To include different types of displacements.

STANDARS OF LEARNING	**BLOCK 2: NUMBERS** The student: 1.1 Identifies roman numerals applying knowledge to understanding dating. 1.2 Reads, writes and orders numbers (natural numbers to 6 digits, decimals to the thousandth and fractions) in numerical text and in daily life, using appropriate reasoning and interpreting the place value of the digits. 2.2 Orders natural numbers, decimals, and fractions by comparison, representation of numbers on a number line, and conversion of each type of numbers into another. 2.3 Rounds simple natural numbers to ten and hundred, and rounds decimal numbers to nearest tenth and hundredth. 4.1 Uses different types of numbers in real contexts, establishing equivalences between them, identifying and using them as operators in interpreting and solving problems. 4.2 Estimates and checks results using different strategies. 6.2 Uses percentages to express parts. **BLOCK 3: MEASUREMENT** The student: 1.1 Knows the most common units of measurement of length, capacity, mass, as well as their equivalences and conversions. 2.2 Transforms surface measurements from complex to non-complex and vice versa. **BLOCK 4: GEOMETRY** The student:	**BLOCK 2: BODY KNOWLEDGE** The student: 1.1 Adapts movements to different types of environments, expressive physical sports and artistic activities, adjusting the performance to space-time parameters and maintaining the body balance. 1.2 **BLOCK 3: MOTOR SKILLS** The student: 1.1 Practices movements by correctly performing basic and adapted technical gestures. 2.1 Shows an improvement in the physical skills related to health, comparing the starting point. 2.3 Adapts the intensity of the effort to the duration of the activity.	

	2.1 Distinguishes polygons and their types: quadrilaterals and parallelograms. 2.2 Classifies the triangles according to their angles and their sides.		

CONTENTS

BLOCK 2: NUMBERS

- Fractions. Concept of fraction as a relationship between the parts and the whole. Comparison of fractions.
- Addition and subtraction of fractions of the same denominator.
- Percentages. Meaning and application.

BLOCK 5: STATISTICS AND PROBABILITY

Information processing:

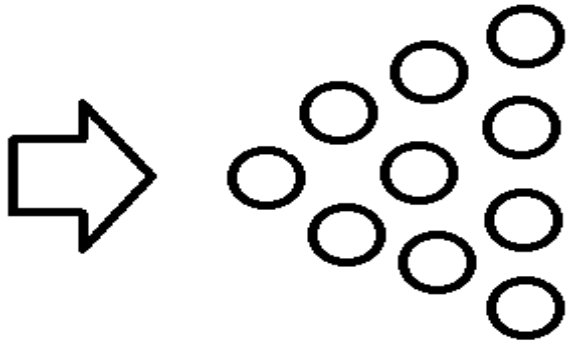
- Graphs and tables.
- Bar charts.
- Data tables.
- Statistical terms: arithmetic mean, mode, absolute frequency and relative frequency.
- Critical analysis of the information presented through statistical graphs.

BLOCK 4: GAMES AND SPORTS ACTIVITIES

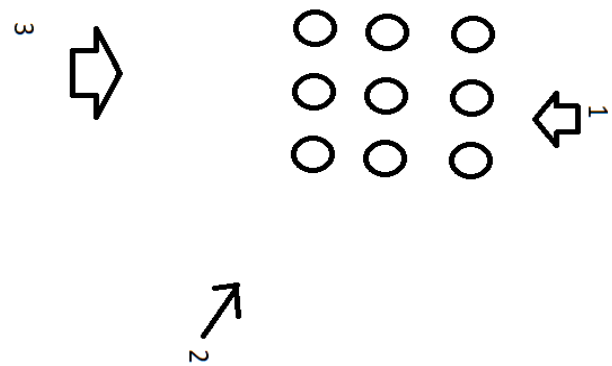
- Valuation of game and sport as social and cultural manifestations. Knowledge and practice of games and sports that are part of the popular and traditional cultural heritage.

ACTIVITY 5: Bowling pin

Through go bowling, we will perform calculations and collect statistical data.



- Collect data:
  - To make a bar graph.
  - To calculate statistical parameters of knocked down bowling pins in a whole play:
    - Arithmetic mean.
    - Mode.
    - Relative and absolute frequency.
- Write down, in each throw, the knocked down pins as a fraction.
- Addition of fractions of knocked down bowling pins.
- Fracción de bolos en pie, restando la fracción de los bolos derribados.

			- Fraction of standing pins, subtracting the fraction of knocked down bowling pins. **Skittle:**  In this case, apart from fractions and statistics parameters as before, the multiplication will be worked: 1) closest area: each knocked down skittle will be multiplied x1; 2) in this area, each one will be multiplied x2; and, 3) each skittle will be multiplied x3. * In both modalities, the distance between the pins will be worked, using conventional tools and unconventional strategies for their placing. * Besides, we will also vary the launch zones, depending on their length, maintaining the strategies explained in the previous section.
STANDARS OF LEARNING	**BLOCK 2: NUMBERS** The student: 5.3 Does additions and subtractions of fractions sharing the same denominator. Finds the product of a fraction by a number. 6.2 Uses percentages to express parts. **BLOCK 5: STATISTICS AND PROBABILITY** The student: 1.1 Identifies, collects and interprets quantitative data from daily situations, creates tables and shows results in different graphs. 1.2 Interprets and makes different types of graphs based on data extracted from their daily situations. 1.4 Makes a critical argument analysis about the information presented in statistical graphics. 2.1 Recognizes the absolute frequency in a specific data set. 2.2 Applies the arithmetic mean and mode to family surrounding.	**BLOCK 4: GAMES AND SPORTS ACTIVITIES** The student: 3.2. Investigates and exposes the differences between popular, traditional and native games. 3.5. Recognizes the cultural richness, the history and the origin of games and sports	

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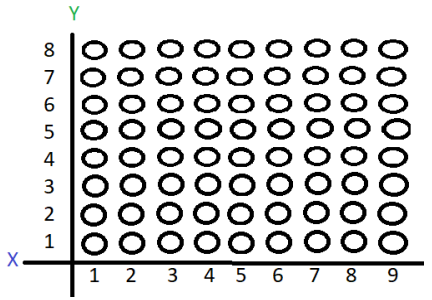
CONTENTS	**BLOCK 3: MEASUREMENT** Time measurement: - Units and their relationships. - Calculations with temporary measures. **BLOCK 5: STATISTICS AND PROBABILITY** Information processing: - Graphs and statistical parameters. - Bar charts. - Polygonal graphics - Critical analysis of the information presented through statistical graphs. - Carrying out simple statistical studies putting into practice the phases: data collection and recording, presentation in tables, transformation into graph and valuation.	**BLOCK 3. MOTOR SKILLS** - Physical conditioning aimed at improving the execution of motor skills. Maintenance of flexibility, improvement of endurance and globalized exercise of strength and speed. - Identification of the basic physical abilities involved in a sports physical activity. **BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** - Improvement of health-oriented physical abilities: cardiovascular endurance and strength-endurance.	**ACTIVITY 1: Race pace** In pairs, one will be a performer and another a timekeeper. A target number of laps to a field (or space) is stablished and students work the resistance with it. Each time the performer takes a lap, the timekeeper will record the time in a data table. Once the performer has done the agreed laps, the roles are changed. At the end of the session the two students of each couple will have their data table, with the time it has taken to do each lap. With this data they will elaborate a polygonal graph and make the assessment of their performance.
STANDARS OF	**BLOCK 3: MEASUREMENT** The student: 3.3. Compares and orders measurements of the same magnitude. 4.1. Knows and uses the units of measurement of time and their relationships: Second, minute, hour, day, week, month and year. 4.3. Reads on analogue and digital clocks.	**BLOCK 3: MOTOR SKILLS** The student: 3.1. Identifies the basic physical capacity most significantly involved in the exercises. 4.2. Identifies the heart and respiratory rate, at different intensities of exertion. 4.3. Adapts the intensity of the effort to the duration of the activity. 4.4. Identify their level by comparing the results obtained in tests to assess physical	

LEARNING	**BLOCK 5: STATISTICS AND PROBABILITY** The student: 1.1 Interprets data, makes tables and uses different graphs for its representation, with the information obtained from its environment.	and coordinative abilities with the values corresponding to their age. **BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** The student: 1.1. Has an interest in improving physical abilities.	
CONTENTS	**BLOCK 4: GEOMETRY** The symmetry - Axis of symmetry	**BLOCK 2: BODY KNOWLEDGE** - Space management. Control of orientation changes and relative positions derivative from one's own and others' movements.	**ACTIVITY 2: orientation on Cartesian axes.** Two axes (X, Y) will be placed in the field. Cones are located in each coordinate (making the grid) of the Cartesian axes. The goal is to cross the field, following the path of the coordinates which the partner is saying. In order to do this, the partner will have several maps, with different paths.  - Mirror ○ Angles with closed eyes
STANDARS OF	**BLOCK 4: GEOMETRY** The student: 3.3. Finds the coordinates of the points in the plane. 3.4. Represents a point on the Cartesian coordinate axes.	**BLOCK 2: BODY KNOWLEDGE** The student: 1.4. Applies turning motor skills to different types of environments and expressive physical sports and artistic activities, taking into account the three body axes and the two directions, and adjusting their performance to the parameters.	

LEARNING			- Chronometer-cap
			  ○ Time
			  ○ Measurements
			  ○ Geometric shapes
			  ○ To use caps from different objects
			  ○ To use frequency table.
			- Pichi-beisbol geometric.
			  ○ To say “geometric”.
			  ○ Measure perimeters.
			- Mathematical Olympiad
			  ○ Long jump (checking different jumps)
			  ○ 100 m race (measuring distance, recording times)
			  ○ Relay race (measured in minutes and individual time)
			  ○ Shot put: distance and weights, units….

CONTENTS	**BLOQUE 2: NUMBERS** Natural numbers, integers, decimals, and fractions. - Equivalences between natural numbers, fractions and decimals. Operations: - Operations with natural numbers: addition, subtraction, multiplication and division. - Operations with integer numbers: addition and subtraction. Calculation:	**BLOCK 2: BODY KNOWLEDGE** - Knowledge of the influence of physical activity on the functioning of the basic systems of the human body (circulatory, respiratory and locomotor). - Execution of movements of progressive difficulty with the non-dominant body segments in variable situations. - Adaptation of breathing and tonic control to different levels of effort.	**ACTIVITY 3: MATH OLYMPIAD** Long jump: - Measurement of the jumps, using conventional and unconventional strategies, interpreting the data, looking for a motor progression in terms of the results. - Calculate difference in distances between jumps of the same jumper.

	- Use of standard algorithms of addition, subtraction, multiplication and division.
	- Elaboration and use of mental math strategies.
	- Estimation of results of mental calculation.
	
	BLOCK 3: MEASUREMENT
	Estimation and calculation of magnitudes. Length.
	Metric units: length.
	- Comparison, equivalence and ordering of measures of the same magnitude.
	- Complex and incomplete expression.
	- Operations with measurements of magnitudes.
	Time measurement:
	- Units and their relationships.
	- Calculations with time units.
	
	BLOCK 5: STATISTICS AND PROBABILITY
	Information processing
	- Graphs and statistical parameters.
	- Bar diagrams.
	- Critical analysis of the information presented through statistical graphics.
	- Construction of absolute and relative frequency tables.
	- Average, mode and range.
	- Carrying out simple statistical studies by putting into practice the phases: obtaining and recording data, presentation in tables, transformation into a graph and evaluation.
		BLOCK 3: MOTOR SKILLS
		- Physical conditioning aimed at improving the execution of motor skills. Maintenance of flexibility, improvement of endurance and globalized exercise of strength and speed.
		- Identification of the basic physical capacities involved in a physical sporting activity.
		- Automation of actions related to the coordination capacities in the execution of sports skills.
		
		BLOCK 6: PHYSICAL ACTIVITY AND HEALTH
		- Improvement of physical capacities oriented to health: cardiovascular endurance, flexibility and strength-resistance.
		- Body control and self-regulation in the execution of physical activities.
		- Prevention of injuries in physical activity. Warm-up, dosage of effort and recovery.
			- Order the jumps from highest to lowest.
			
			Speed race:
			- Measure the race distance (length) using conventional and non-conventional instruments.
			- Make a table noting the times of all the runners and finding the average.
			- Calculate time difference between all participants.
			- Draw a bar chart using all the runners and their results.
			- Order the results from the fastest to the slowest.
			
			Relay race:
			- Measure distances:
			  ○ Individual running zone.
			  ○ Transfer zone.
			- Measure times per runner (order times of team members within each team and overall, find average time of each team member, average time of the competition...)
			
			Shot put:
			- Weigh thrown object.
			- Calculate distance achieved using different strategies; conventional and non-conventional (feet, strides,

STANDARDS OF LEARNING	**BLOCK 2: NUMBERS** The student: 1.2. Reads, writes and arranges in numerical and everyday texts, numbers (natural numbers with more than six digits, whole numbers, fractions and decimals to thousandths), using appropriate reasoning and interpreting the place value of each of their digits. 2.2. Decompose, compose and round natural numbers and decimals, interpreting the place value of each of their digits. 2.3. Order natural numbers, whole numbers, decimals and basic fractions by comparison, representation on the number line and transformation of one into another. 3.1. Perform basic operations and calculations with different types of numbers. 7.1. Uses and automates standard addition, subtraction, multiplication and division algorithms with different types of numbers, in checking results, in problem-solving contexts and in everyday situations. 7.9. Develops and uses mental arithmetic strategies. **BLOCK 3: MEASUREMENT** The student: 1.1. Identifies, compares, orders and transforms the units of the decimal metric system: length. 2.1. Estimates lengths, choosing the most appropriate unit and instruments to measure	**BLOCK 2: BODY KNOWLEDGE** The student: 1.2. Adapts basic jumping motor skills to different types of environments and expressive physical, sporting and artistic activities, adjusting their performance to time-space parameters and maintaining postural balance. 2.1. Understands the explanation and describes the exercises performed, using the terms and knowledge about the locomotive apparatus developed in the area of natural sciences. **BLOCK 3: MOTOR SKILLS** The student: 1.1. Adapts basic motor skills to different spaces according to the activities and objectives to be achieved. 1.3. Correctly applies technical gestures in throwing, catching, hitting, driving, etc. 2.2. Performs combinations of basic motor skills adjusting to an objective and time-space parameters. 3.1. Identifies the basic physical ability most significantly involved in exercises. 4.1. Shows an overall improvement in health-oriented physical capacities compared to his/her baseline level. 4.3. Adapts the intensity of his/her effort to the duration of the activity. 4.4. Identifies his/her level by comparing the results obtained in tests to assess physical	wingspan, body height, measuring tape, rulers...) - Compare and order objects of different weights.

	and express a measurement, expressing orally the process followed and the strategy used. 2.2. Measures with instruments, using conventional and non-conventional strategies and units, choosing the most appropriate unit for the expression of a measurement. 3.1. Adds and subtracts measures of length, in a simple way, giving the result in the unit determined beforehand. 3.2. Expresses in simple form the length measurement given in complex form and vice versa. 3.3. Compares and orders measurements of the same quantity. 4.1. Knows and uses units of time and their relationships: second, minute, hour, day, week, month and year. 4.2. Makes equivalences and transformations between hours, minutes and seconds. **BLOCK 5: STATISTICS AND PROBABILITY** The student: 1.1. Interprets data, makes tables and uses different graphs for their representation, with the information obtained in his/her environment. 1.2. Collects and classifies quantitative data from situations in their environment, using them to construct absolute and relative frequency tables.	and coordination abilities with the values corresponding to his/her age. **BLOCK 6: PHYSICAL ACTIVITY AND HEALTH** The student: 1.1. Is interested in improving physical abilities. 1.6. Performs warm-ups with an appreciation of their preventive function.	

	2.1. Applies intuitively to familiar situations the measures of centralisation: arithmetic mean, mode and range. 2.2. Performs a critical and argued analysis of the information presented by means of statistical graphs.		
CONTENTS	**BLOCK 3: MEASURMENT** Estimation and calculation of quantities. Length and area. - Units of the decimal metric system: length. -Comparison and equivalence of measurements of the same magnitude. - Measurement of surfaces. -Operations with measurement of magnitudes. - Comparison of surfaces of plane figures by superposition, decomposition and measurement. **BLOCK 4: GEOMETRY** Plane and spatial shapes - Polygons: perimeter and area.	**BLOCK 4: GAMES AND SPORTS ACTIVITIES** - Introduction to sport adapted to space, time and resources: adapted sports, conventional and recreational games. - Preparation and practice of alternative games and sports. - Application of spatial organisation in collective games, adapting one's own position, the directions and trajectories of teammates, opponents and, where appropriate, the mobile. - Acceptance of and respect for the rules, regulations, strategies and people who participate in the game. - Development of and compliance with a code of fair play. - Appreciation of play and sporting activities as a means of enjoyment, relationships and satisfactory use of leisure time. - Appropriate and creative use of basic game strategies related to cooperation, opposition and cooperation-opposition.	**ACTIVITY 4: PICHI-BASEBALL** Adaptation of the sport of baseball. Creation of the playing field, it can be either a rectangle or a pentagon. The pitcher will throw a ball to the batter, and the batter must hit it. Once it has been hit, he will run around the bases (hoops). The batter's goal is to make a run (get around all the bases). The other team must return the ball to the place where it was thrown. If the batter is on his way from one base to another when the ball arrives, he is eliminated. Bases may not be occupied by more than one person at a time, therefore, if a runner goes to a base which is occupied by a teammate, it may not be occupied until the teammate moves to the next base. Students will propose the most appropriate geometric shape for the game (square,

		- Appreciation of personal and collective effort in different types of games and sporting activities regardless of preferences and prejudices.	pentagon, hexagon...). At the same time, they will have to make and calculate the distances between bases, the perimeter of the shape of the field, and the distance between the pitcher and the batter. The students must plan and develop the field, making a sketch beforehand, and delimiting it with the measurements. They will draw, measure and build the playing field. After several games, the perimeter of the field will be modified, adapting it to the space available and to the game itself. They will be able to make superimpositions of the same playing field to make comparisons in situ. They may modify the playing field, according to the number of players and the difficulty. They may also modify the distance between the pitcher and the batter.
STANDARDS OF LEARNING	**BLOCK 3: MEASURMENT** The student: 1.1. Identifies, compares, orders and transforms the units of the decimal metric system: length and area. 2.1. Estimates lengths and surfaces of known objects and spaces, choosing the most appropriate unit and instruments to measure and express a measurement, expressing orally the process followed and the strategy used. 2.2. Measures with instruments, using conventional and non-conventional strategies and units, choosing the most appropriate unit for the expression of a measurement. 3.1. Adds and subtracts measures of length and area in a simple way giving the result in the unit determined beforehand. 3.4. Compares surfaces of plane figures by superposition, decomposition and measurement. **BLOCK 4: GEOMETRY**	**BLOCK 4: GAMES AND SPORTS ACTIVITIES** The student: 1.3. Adapts basic motor skills of manipulation of objects (throwing, catching, hitting, etc.) to different environments and physical sporting and artistic expressive activities, applying gestures properly and using dominant and non-dominant segments. 2.2. Performs combinations of basic motor skills by adjusting to an objective and space-time parameters. 2.3. Distinguishes and manages cooperation, opposition and cooperation-opposition strategies in individual and collective games and sports.	

	The student: 2.1. Knows polygons and classifies them according to their number of sides.		