

	MATHEMATICS	PHYSICAL EDUCATION	ACTIVITY PROPOSAL
6-7 years	<p>BLOCK 1: PROCESSES, METHODS AND ATTITUDES IN MATHEMATICS</p> <ul style="list-style-type: none"> - Analysis and understanding of the statement. <p>BLOCK 2: NUMBERS</p> <ul style="list-style-type: none"> - Numbers from 0 to 99. Reading and writing. <ul style="list-style-type: none"> o Previous number and next number. o Even and odd numbers. o Ordinal numbers from 1st to 10th. <p>BLOCK 4: GEOMETRY</p> <ul style="list-style-type: none"> - Flat shapes: circles, rectangles and triangles. - Spatial concepts: in-out, front-back, left-right, near-far, inside-outside. 	<p>BLOCK 1: COMMON CONTENTS</p> <ul style="list-style-type: none"> - Individual work techniques, paying attention to different roles and to individual and collective responsibility. <p>BLOCK 2: BODY KNOWLEDGE</p> <ul style="list-style-type: none"> - Sensory possibilities: experimentation, exploration and discrimination of sensations: visual, auditory, tactile, olfactory y kinesthetic. Use of auditory, visual and tactile perception in the performance of motor activities. <p>BLOCK 5: ARTISTICAL-EXPRESSIVE PHYSICAL ACTIVITIES</p> <ul style="list-style-type: none"> - Participation in situations that involve body communication. - Enjoyment through expression through one's own body. Assessment of the expressive and communicative resources of the own body and of the peers. 	<p>ACTIVITY: In pairs, draw with your finger on the partner's back: numbers (ordinal, previous and next, even and odd numbers) and flat shapes.</p> <p>ACTIVITY: In groups of 3-4, perform numbers on the floor, (ordinal, previous and next, even and odd numbers) and flat shapes</p> <p>ACTIVITY: In groups 3-4, draw with a chalk on the floor a triangle, a square and a circle. Follow the spatial instructions: in-out, front-back, left-right, near-far, inside-outside. Follow instructions from the teacher, regarding the shape and the spatial concept (example: inside the circle, right of the square, away from the triangle...). Alternative: follow cumulative instructions. (Example: circle, triangle, square). (2nd example: right - square, left - circle...).</p>

Standards of learning	<p>BLOCK 1: PROCESSES, METHODS AND ATTITUDES IN MATHEMATICS 1.1. Analyzes and understands the statement of the problems (data, relationships between the data, context).</p> <p>BLOCK 2: NUMBERS 1.4. Identify the number before and the next to a given one. 1.5. Identify even and odd numbers. 1.6. Use the ordinal numbers, until tenth and in real contexts.</p> <p>BLOCK 4: GEOMETRY 1.1. Distinguish in everyday situations the spatial concepts: in-out, front-back, left-right, near-far, inside-outside... 1.2. Locate objects using spatial concepts. 2.2. Recognizes, classifies and draws freehand triangles, squares, rectangles and circles.</p>	<p>BLOCK 1: COMMON CONTENTS 1.4. Recognizes and negatively rates inappropriate conducts that occurs in practice or in sports events.</p> <p>BLOCK 2: BODY KNOWLEDGE 1.5. Appreciate distances in game situations. 2.1. Difference basic topological ideas: front-back, up-down, inside-outside, near-far (using different procedures: natural, paper, computer). 4.3. Identify right and left (body axis) with respect to itself.</p> <p>BLOCK 5: ARTISTICAL-EXPRESSIVE PHYSICAL ACTIVITIES 1.1. Represents situations and ideas using the expressive resources of the body individually, in pairs or in groups. 1.6. Participates in individual and group compositions using sound stimulus.</p>	
7-8 years	<p>BLOCK 3: MEASUREMENT</p> <ul style="list-style-type: none"> - Length measurement: meter and centimeter. - Comparison of objects according to their length (without measurements). - Use of conventional instruments or strategies to measure objects and distances from the environment. 	<p>BLOCK 3: MOTOR SKILLS</p> <ul style="list-style-type: none"> - Development of autonomy and initiative in decision-making: solving simple motor problems that involve the use of divergent thinking, adapting known procedures and discovering new ones. <p>BLOCK 4: GAMES AND SPORTS ACTIVITIES</p> <ul style="list-style-type: none"> - Practice of free and organized games: gross motor games, motor skills development games, symbolic and cooperative games. 	<p>ACTIVITY: Starting from a well-known game, for example, 'spider web', the students draw the field. They measure it with the tape measure, and start playing. They are then asked to draw a field smaller than the first one. They measure it and play another game. They are asked to draw a third field, larger than the rest, they measure it and play. They will measure it both with the tape measure, and with another unit of measurement that they,</p>

		<ul style="list-style-type: none"> - Identification of the fundamental values of the game: personal effort, confidence in one's own possibilities, relationship with others and acceptance of the result. Understanding and acceptance of the rules of the game. 	<p>on their own, establish for each field (strides, body, wingspan, feet...).</p> <p>Moment of reflection:</p> <ul style="list-style-type: none"> - In which field has it been easier to catch? - In which camp has it been easier to escape? - In which field has the spider formed the fastest? - If we add all the sides; How tall is the 1st? And the 2nd? And the 3rd? - How much difference is there in width between fields 1, 2 and 3?
Standards of learning	<p>BLOCK 3: MEASUREMENT</p> <p>1.2. Observe the length, mass and capacity of different objects and compare them.</p> <p>1.3. Use the results of different measurements in everyday situations.</p> <p>1.4. Estimate lengths, capacities and masses of known objects and spaces, choosing the most appropriate unit and instruments to measure and express a measure, explaining orally the process followed and the strategy used.</p> <p>1.5. Measure with instruments, using conventional and unconventional strategies and units, choosing the most appropriate unit for the expression of a measure.</p> <p>1.6. Explains orally the processes followed and the strategies used in all the procedures performed.</p>	<p>BLOCK 3: MOTOR SKILLS</p> <p>2.2. Use the appropriate resources to solve basic situations of individual and collective tactics in different motor situations.</p> <p>2.3. Perform combinations of basic motor skills adjusting to a goal and space-time parameters.</p> <p>BLOCK 4: GAMES AND SPORTS ACTIVITIES</p> <p>1.2. Perform combinations of basic motor skills in varied game situations.</p> <p>2.1. Is able to understand the rules of the games.</p> <p>3.1. Respects the diversity of bodily realities and levels of motor competence among the children in the class.</p>	
8-9 years	<p>BLOCK 2: NUMBERS</p> <ul style="list-style-type: none"> - Natural numbers and decimals. <ul style="list-style-type: none"> o Roman numerals. o Decimal numbers up to tenth. 	<p>BLOCK 2: BODY KNOWLEDGE</p> <ul style="list-style-type: none"> - Organization of the space of action: measurement of intervals in units of action associated with basic skills; adjustment of 	<p>ACTIVITY</p> <p>Two groups facing each other, at the same distance from a central line. Next to this, there will be a space with letters (Roman numerals) and numbers (decimals, including commas).</p>

		<p>trajectories in the impulsion or projection of one's own body or other objects.</p> <p>BLOCK 3: MOTOR SKILLS</p> <ul style="list-style-type: none"> - 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. 	<p>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.</p> <p>Alternatives:</p> <ul style="list-style-type: none"> - 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...
Standards of learning	<p>BLOCK 2: NUMBERS</p> <p>1.1. Read and write Roman numerals. 1.3. Find the positional value of the figures of a number.</p>	<p>BLOCK 2: BODY KNOWLEDGE</p> <p>2.1. It is placed on the left-right of different objects, people and spaces in motion. 1.3. Perform combinations of basic motor skills by adjusting to a goal and space-time parameters.</p>	
9-10 years	<p>BLOCK 5: STATISTICS AND PROBABILITY</p> <p>Statistical graphs and tables:</p> <ul style="list-style-type: none"> - Collection and recording of data on objects, phenomena and familiar situations using elementary survey, observation and measurement techniques. - Realization of simple graphs: pictograms, polygonal diagrams, bar diagrams. 	<p>BLOCK 1: COMMON CONTENTS</p> <ul style="list-style-type: none"> - Use of oral and written language to express ideas, thoughts, arguments and participation in debates, using the specific vocabulary of the area. <p>BLOCK 6: PHYSICAL ACTIVITY AND HEALTH</p>	<p>ACTIVITY:</p> <p>The students prepare a survey on eating habits. They will ask families how many weekly servings they eat of: vegetables, fruits, healthy protein, whole grains, water, and healthy oils (Harvard dish). They will collect the information in a data table, which they will represent in a simple graph: pictogram.</p>

		<ul style="list-style-type: none"> - Acquisition of healthy postural and eating habits related to physical activity and consolidation of body hygiene habits. 	<p>Subsequently, they will carry out a reflection on the results they have obtained, and will make recommendations according to the healthy eating habits of the "Harvard dish".</p>
Standards of learning	<p>BLOCK 5: STATISTICS AND PROBABILITY</p> <p>1.1. Collects and classifies quantitative data, from situations in the environment, using them to build data tables.</p> <p>1.2. Interprets and performs different types of graphs from data extracted from the immediate environment.</p> <p>1.4. Performs critical analysis of the information presented through statistical graphs.</p>	<p>BLOCK 1: COMMON CONTENTS</p> <p>2.2. Presents its works according to the guidelines provided, with order, structure and cleanliness and using presentation programs.</p> <p>2.3. Exposes his ideas coherently and expresses himself correctly in different situations, and respects the opinions of others, avoiding stereotypes and racist prejudices.</p> <p>BLOCK 6: PHYSICAL ACTIVITY AND HEALTH</p> <p>1.5. Relate eating habits to physical activity.</p>	
10-11 years	<p>BLOCK 4: GEOMETRY</p> <p>The situation in the plane and in space:</p> <ul style="list-style-type: none"> - Relative positions of two lines: parallel and secant and perpendicular lines. - The segments. - The angles and their elements. - Classes of angles. <p>Flat figures:</p> <ul style="list-style-type: none"> - The classification of triangles according to their sides and angles. 	<p>BLOCK 2: BODY KNOWLEDGE</p> <ul style="list-style-type: none"> - Awareness and control of the body. 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 global and/or segmental relaxation. <p>BLOCK 3: MOTOR SKILLS</p>	<p>ACTIVITY:</p> <p>Starting from yoga postures, previously worked. In pairs or trios, one of the members will adopt a yoga posture, the same for all groups.</p> <p>Through an electronic device with a camera, the rest of the members of the group will take a photograph, and / or correct the posture of the executor. Subsequently, in each image, they must identify types of lines, segments, angles (elements and classes), and classify triangles, being able to draw or edit it on the same image.</p>

		<ul style="list-style-type: none"> - Static and dynamic coordination and balance in unstable situations of increasing complexity. 	<p>*To facilitate sharing, it is recommended that all groups make the same positions, and in the same order.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standards of learning</p>	<p>BLOCK 4: GEOMETRY</p> <p>1.3. Recognizes, differentiates and represents relative positions of lines and circumferences.</p> <p>1.4. Identifies and represents the different types of angles, their elements and the different positions: consecutive, adjacent, opposed by the vertex.</p> <p>2.2. Classifies triangles according to their angles and sides.</p> <p>2.4. Uses ICT and other technological tools in the construction and exploration of geometric figures.</p>	<p>BLOCK 2: BODY KNOWLEDGE</p> <p>1.1. Adapts the displacements to different types of environments and expressive physical sports and artistic activities, adjusting the realization to the space-time parameters and maintaining postural balance.</p> <p>BLOCK 3: MOTOR SKILLS</p> <p>1.5. Controls body balance in situations of increasing complexity.</p> <p>3.1. Perform combinations of basic motor skills adjusting to a goal and space-time parameters.</p>	

<h1>11-12 years</h1>	<p>BLOCK 3: MEASUREMENT Time measurement:</p> <ul style="list-style-type: none"> - Units and their relationships. - Calculations with temporary measures. 	<p>BLOCK 3. MOTOR SKILLS</p> <ul style="list-style-type: none"> - 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. 	<p>ACTIVITY: Race pace. In pairs, one will be a performer and another a timekeeper. A target number of laps to a field (or space) is established 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.</p>
	<p>BLOCK 5: STATISTICS AND PROBABILITY Information processing:</p> <ul style="list-style-type: none"> - 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. 	<p>BLOCK 6: PHYSICAL ACTIVITY AND HEALTH</p> <ul style="list-style-type: none"> - Improvement of health-oriented physical abilities: cardiovascular endurance and strength-endurance. 	<p>ACTIVITY</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Standards of learning</p>	<p>BLOCK 3: MEASUREMENT 3.3. Compare and order 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. Read on analog and digital clocks.</p> <p>BLOCK 5: STATISTICS AND PROBABILITY 1.1 Interprets data, makes tables and uses different graphs for its representation, with the information obtained from its environment.</p>	<p>BLOCK 3: MOTOR SKILLS 3.1. Identify 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 and coordinative abilities with the values corresponding to their age.</p> <p>BLOCK 6: PHYSICAL ACTIVITY AND HEALTH 1.1. Has an interest in improving physical abilities.</p>	



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