

Planning a CLIL Project:

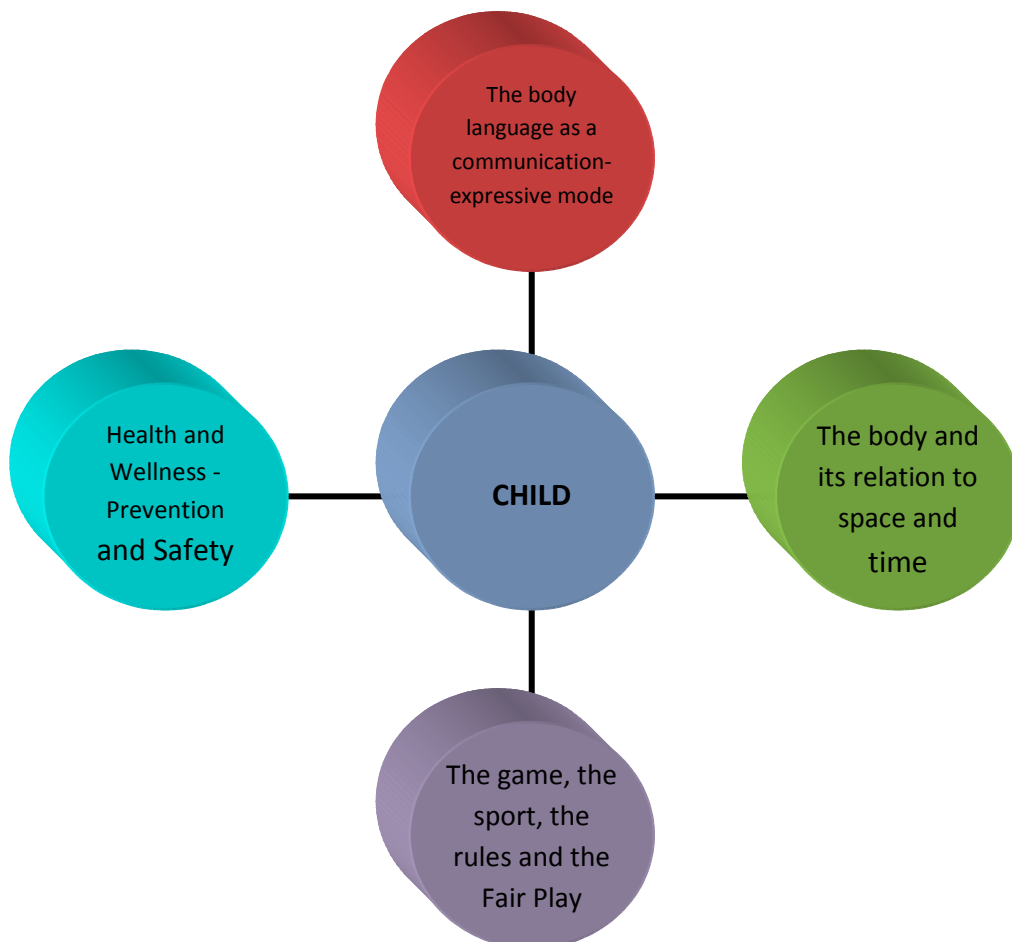
Project of Physical Education in Primary School

Physical activity is a fundamental aspect of the educational process, which places the student at the center of educational action.

The didactic proposal is designed and built in harmony with the *National Guidelines for the curriculum in kindergarten and the first cycle of education* (DM 16/11/2012, n. 254)

The program is structured in a modular path whose goals are aimed at achieving the goals for the development of skills.

The motor experience highlights the ability to make of the pupil, in order to make him the protagonist and progressively conscious mind of acquired motor skills and increasingly autonomous in the management of his body and the space around him. This is therefore an inclusive and motivating, activity, able to valorize the potential, the specificity and diversity of each and develop the ability to work in team.



AIMS:

The body and its
relation to space
and time

Coordinate and use different motor patterns combined together, at first in sequential form and then in simultaneous form (run / jump, grab / throw, etc ..).

Recognize and evaluate trajectories, distances, executive rhythms and temporal sequences of motor actions, with the ability of organize their movement in the space in relation to themselves, to the objects, to the others.

Body language as a
communication-
expressive mode

Use expressive modes in an original and creative way, even through drama and dance, knowing at the same time convey emotional content. Develop and perform simple motion sequences or simple individual and collective choreographies

The game, the sport,
the rules and the
Fair Play

Know and properly apply manner of execution of various proposals of Game-sport. Knowing how to use numerous games arising from the folk tradition by applying guidelines and rules. Actively participate in various forms of gambling, organized in the form of competition, collaborating with others. Respect the rules in competitive sport; learn to accept defeat with balance, and live the victory expressing respect for the losers, accepting diversity, showing a sense of responsibility.

Health and
Wellness

Prevention and
Safety

Take appropriate behaviors for the prevention of accidents and play safely in different environments. Recognizing the relationship between diet and exercise in relation to healthy lifestyles. Gain awareness of physiological functions (cardio-respiratory and muscle) and their changes in relation to physical exercise

GOALS FOR THE DEVELOPMENT OF SKILLS AT THE END OF THE 5th CLASS :

The student is aware of his motor skills in both the strengths and the limits.
Use the motor and sports skills acquired by adapting the movement in every situation
Use relational-communicative aspects of motor language to enter into a relationship with others, also actively practicing sporting values (fair play) as ways of daily relation and rules respect
Recognizes, research and applies to himself behaviors promoting the 'feel good', in order to a healthy lifestyle and prevention
Meets basic criteria of safety for themselves and others.
He is able to integrate into the group, to take responsibility and to work for the common good

TEACHING METHODOLOGY:

1[^]	Basic motor skills
2[^]	Basic motor skills
3[^]	Pre-sports skills
4[^]	Pre-sports skills
5[^]	Pre-sports skills

The educational actions aim to broaden the pupils luggage of motor-sports prerequisites so that, at the end of 5th class, are able to move towards the choice of one or more sports activities, according to the interests and aptitudes.

The student is guided to become aware of his own body and his own individuality among others. Motor practice proposal aims to make the child know and experience its potential, valuing the instinctive desire for discovery and encouraging him to experiment the time and the space control with this action. In the age group 5 / 6-7 / 8 years, the activity is therefore based on extensive multilaterality, characterized by the adoption of a large amount of proposals related to the development of forms of movement with open motor maps, where the sensor perception analyzers, kinesthetic, vestibular, the side dominance, as well as the coordination skills of general motor learning, adaptation and transformation, management and control of the movement are facilitating, along with the basic motor patterns, are allowing to achieve a balanced neuromotor growth . Later, in the age group 8 / 9-10 / 11 years, it begins to develop guidance to the sport, which suggests the adoption of a varied and extensive amount of motor proposals closer to the concept of pre-address sports, with practice of tasks related to codified and regulated gaming experiences.

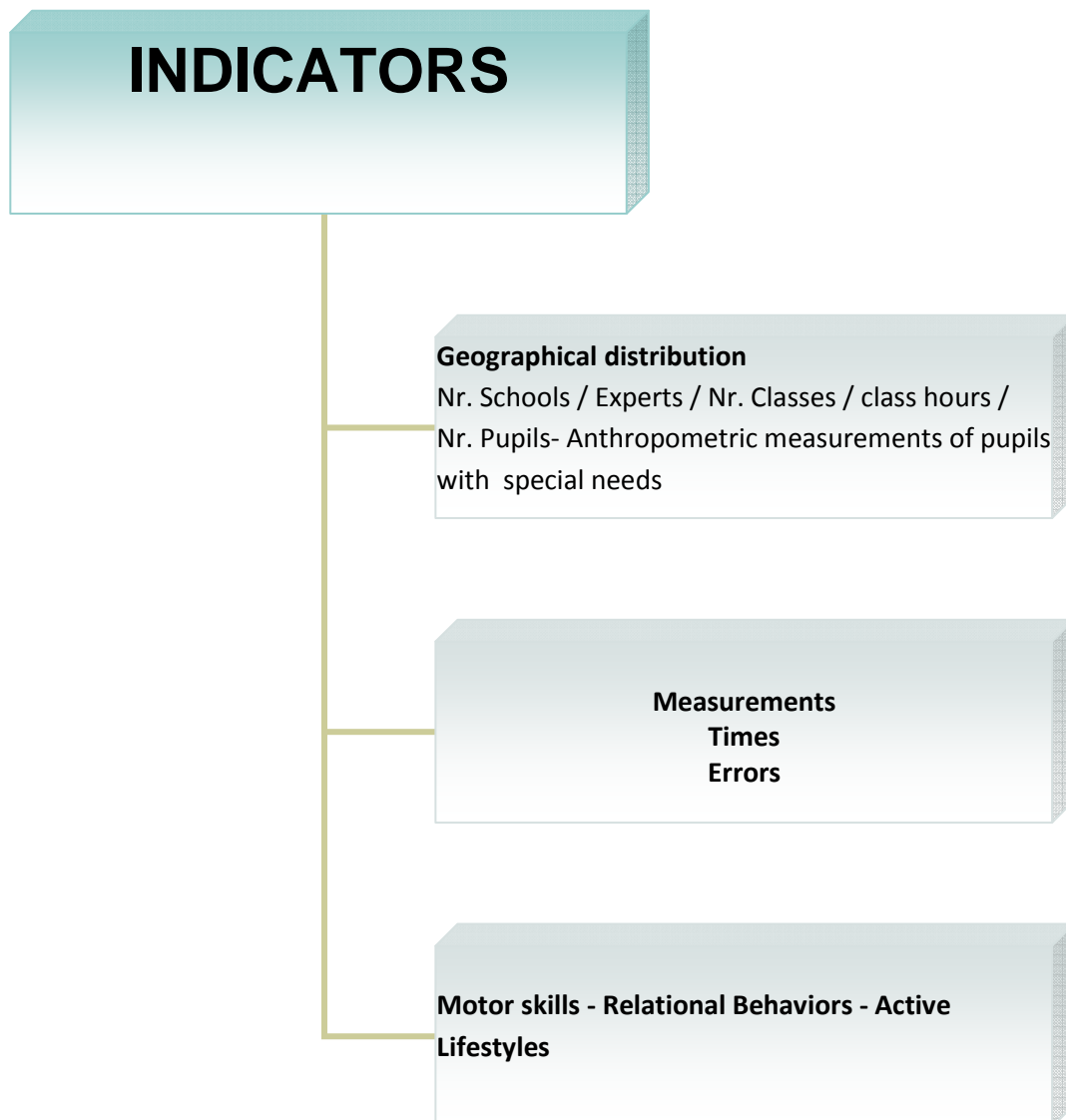
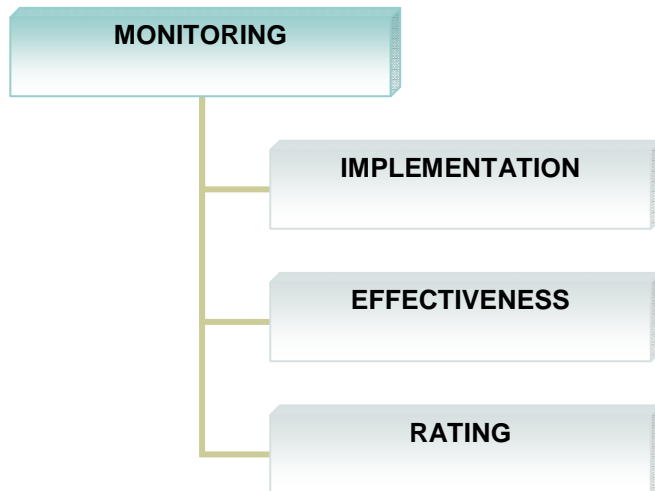
THE SUPPORT TOOLS

The draft of Motor Literacy since 2011 uses two useful communication tools, information and support to operators involved and all those who wish to have detailed information on the project:

1. Website dedicated Info for wide audience:
2. On-line private platform for operators. The website contains all the information related to the project from the pilot experience of 2009-2010.

Communication tool, useful for those who wish to obtain detailed and updated information, is presented with a playful and engaging interface and allows easy navigation within the various pages.

MONITORING: INDICATORS AND TOOLS



TOOLS

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graph TD; TOOLS[TOOLS] --- T1[Registries<br/>Class timesheet]; TOOLS --- T2["Motor path<br/>Throwing<br/>Jump<br/>Race"]; TOOLS --- T3["Satisfaction Questionnaires<br/>(Students, Parents and Teachers)"]
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Registries
Class timesheet

Motor path
Throwing
Jump
Race

Satisfaction Questionnaires
(Students, Parents and Teachers)