



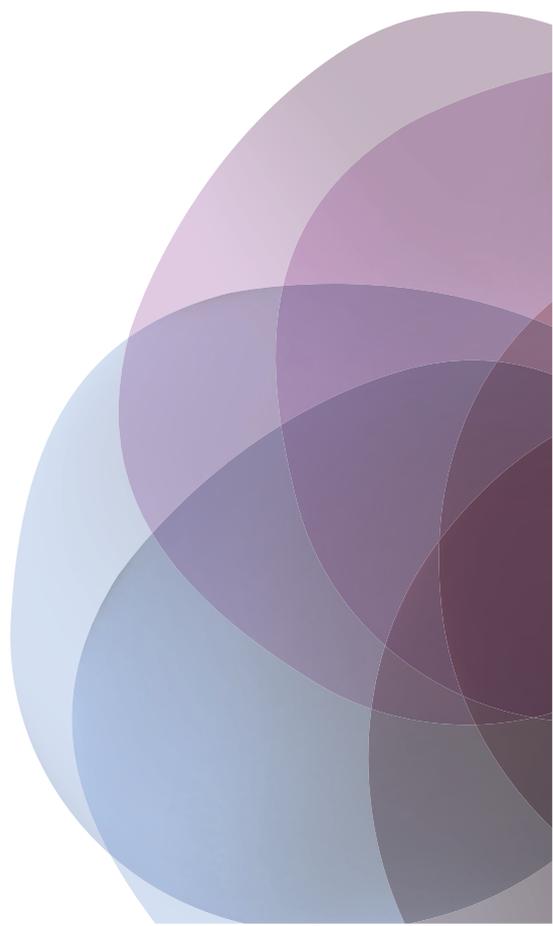
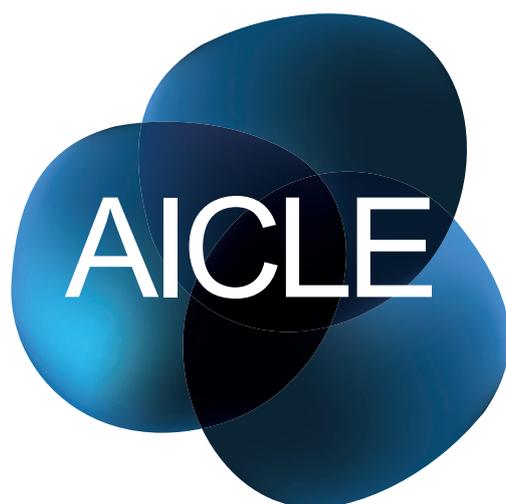
# Educación física

## Primaria



JUNTA DE ANDALUCÍA

Inglés



# Identificación del material AICLE

<b>TÍTULO</b>	The Gingerbread Man
<b>NIVEL LINGÜÍSTICO SEGÚN MCER</b>	A1.1
<b>IDIOMA</b>	Inglés
<b>ÁREA / MATERIA</b>	Educación Física y Conocimiento del Medio Natural, Social y Cultural
<b>NÚCLEO TEMÁTICO</b>	<p>Conocimiento corporal</p> <ul style="list-style-type: none"> <li>- Segmentos corporales</li> <li>- Posibilidad de movimiento de los segmentos corporales</li> <li>- Identificación de las distintas respiraciones</li> <li>- Posturas básicas</li> <li>- Tipos de desplazamientos</li> </ul>
<b>GUIÓN TEMÁTICO</b>	<p>El medio que vamos a utilizar para alcanzar los objetivos va a ser el cuento motor en lengua inglesa (L2). A través de éste podremos lograr un trabajo vivenciado y colectivo de todo el alumnado. La acción es llevada a cabo por medio de la expresión corporal que requiere una interpretación mental de lo escuchado y una respuesta motriz posterior, lo que va incidir directamente en la capacidad de comunicación de los niños y niñas. Nos valdremos de él como medio de exploración del entorno y del propio cuerpo. Añadir que por medio del cuento vamos a acceder a otros contenidos y actividades de consolidación y extensión.</p>
<b>FORMATO</b>	<p>Además de la propia estructura de las sesiones, utilizaremos un bingo de "body parts", flash cards del desarrollo del cuento, fichas teóricas de afianzamiento del esquema corporal, ficha del alumnado para crear un diccionario de acciones y flash cards de actions words.</p>
<b>CORRESPONDENCIA CURRICULAR</b>	1º y 2º de Educación Primaria
<b>AUTORÍA</b>	Lidia Prieto Rodríguez. Pablo Peralta Guerrero.
<b>TEMPORALIZACIÓN APROXIMADA</b>	4 semanas
<b>COMPETENCIAS BÁSICAS</b>	<p>Competencia en comunicación lingüística. Competencia en conocimiento e interacción con el medio físico y natural. Competencia social y ciudadana. Competencia para la iniciativa y autonomía personal.</p>
<b>OBSERVACIONES</b>	<p>Referencias  <a href="http://www.tpr-world.com/">http://www.tpr-world.com/</a> <a href="http://www.icono14.net/revista/num10/icono141006.pdf">http://www.icono14.net/revista/num10/icono141006.pdf</a>                      - Atención a la diversidad: Las actividades tendrán diferentes grados de ejecución adaptándose a las necesidades individuales del alumnado. Para ello se utilizarán ayudas visuales, grupos de nivel y grupos heterogéneos con diferentes niveles de competencia.                      - Se incluye material de ampliación para profundizar en los temas, con posibilidad de incluir programas autónomos avanzados.</p>

# Tabla de programación AICLE

<b>OBJETIVOS</b>	<ul style="list-style-type: none"> <li>- Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social</li> <li>- Desarrollar la confianza en sí mismo, el sentido crítico, la iniciativa personal, el espíritu emprendedor y la capacidad para aprender, planificar, evaluar riesgos, tomar decisiones y asumir responsabilidades</li> <li>- Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas</li> </ul>			
<b>CONTENIDOS DE CURSO / CICLO</b>	<ul style="list-style-type: none"> <li>- Conocimiento de las partes del cuerpo</li> <li>- Experimentación de posturas corporales diferentes</li> <li>- Afirmación de la lateralidad.</li> <li>- Experimentación de nociones de situaciones de equilibrio y desequilibrio</li> <li>- Percepción espacio-temporal</li> <li>- Aceptación y respeto de la propia realidad corporal y la de los demás</li> <li>- Experimentación de las diferentes habilidades motrices básicas</li> </ul>			
<b>TEMA</b>	<ul style="list-style-type: none"> <li>- Idea de grupo y distintos modos de organización grupales y de clase</li> <li>- Organización de clase y normas para el desarrollo normal de esta</li> <li>- Conocimiento de los segmentos corporales</li> <li>- Conocimiento de las posibilidades de movimiento de estos</li> <li>- Identificación de las fases de la respiración</li> <li>- La lateralidad en nosotros mismos y los demás</li> <li>- El lenguaje corporal.</li> </ul>			
<b>MODELOS DISCURSIVOS</b>	<ul style="list-style-type: none"> <li>- Analizar juegos en los que se desarrollen habilidades básicas y genéricas.</li> <li>- Observar, analizar, comparar y describir los segmentos corporales y posturas básicas</li> <li>- Observar y explicar la respiración en diferentes situaciones.</li> <li>- Comparar estados de tensión y relajación de diferentes segmentos corporales</li> <li>- Analizar la propia dominancia lateral</li> <li>- Expresar mediante movimiento la interpretación de lo aprendido</li> </ul>			
<b>TAREAS</b>	<ul style="list-style-type: none"> <li>- Actividades de escucha del cuento motor</li> <li>- Actividad de cuento motor y acciones con apoyo visual de Flash cards</li> <li>- Juego colectivo y reglado del Bingo de "Body Parts"</li> <li>- Realización y resolución de fichas teóricas de conocimiento corporal</li> <li>- Elaboración de un diccionario de acciones propias de la clase</li> <li>- Memorización y ejecución de las canciones de organización</li> <li>- Dramatización del cuento</li> <li>- Actividades de desarrollo de habilidades que respondan a determinados comandos</li> </ul>			
<b>CONTENIDOS LINGÜÍSTICOS</b>	<table border="0"> <tr> <td data-bbox="459 1550 778 1765"> <b>FUNCIONES:</b>            Make a circle, listen to the teacher, touch a body part, run away, stand up, sit down, answer to me, go out, ask to me, chase to the others, tag a player, spread out...         </td> <td data-bbox="785 1550 1104 1765"> <b>ESTRUCTURAS:</b>            Once upon a time...            Don't eat me. Run, run as fast as you can. You can't catch me. I'm the gingerbread man. What's your name?. How old are you?...         </td> <td data-bbox="1110 1550 1455 1702"> <b>LÉXICO:</b>            eg, arm, head, back, hand, foot, trunk, face, gym, question, circle, pairs, bench, ball, old, towards, front, last.         </td> </tr> </table>	<b>FUNCIONES:</b> Make a circle, listen to the teacher, touch a body part, run away, stand up, sit down, answer to me, go out, ask to me, chase to the others, tag a player, spread out...	<b>ESTRUCTURAS:</b> Once upon a time... Don't eat me. Run, run as fast as you can. You can't catch me. I'm the gingerbread man. What's your name?. How old are you?...	<b>LÉXICO:</b> eg, arm, head, back, hand, foot, trunk, face, gym, question, circle, pairs, bench, ball, old, towards, front, last.
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<b>CRITERIOS DE EVALUACIÓN</b>	<ul style="list-style-type: none"> <li>- Conoce e identifica el propio cuerpo y sus diferentes posturas de forma global y segmentaria</li> <li>- Realiza movimientos con la parte derecha y con la parte izquierda del cuerpo</li> <li>- Experimenta las habilidades motrices básicas: saltos, desplazamientos, giros, lanzamientos y recepciones</li> <li>- Experimenta y contrasta inspiraciones y espiraciones, tanto por vía nasal como bucal, haciendo referencia al movimiento del tórax y el abdomen en el momento de respirar</li> </ul>			

## SESSION 1

## COMMANDS

## CLASSROOM LESSON

## ACTIVITY

Find a partner.

Sit down in pairs.

Take a game sheet.

Take 10 chickpeas.

Listen to the teacher and look at the card that he/she reveals.

If you have matching body part, put a chickpea on the corresponding square.

When you your whole bingo sheet is covered shout, "BINGO!"

Read your bingo sheet out loud.

The teacher will lead a new classroom activity. The students will play bingo using bingo cards that have the parts of the body printed on them.



For this game you will need: bingo cards with drawings of parts of the body, small flashcards with the corresponding parts of the body, and chickpeas.

Children will work in pairs and each pair will get one bingo card and 10 chickpeas to use as game markers.

The teacher will put all of the small flashcards in a bag. Then, he/she will reveal one card at a time. If a pair has the matching image, they must say the words out loud and then place a chickpea on the correct square. The first pair to cover all of their squares must shout, "BINGO!". The winning pair must read their bingo sheet out loud to confirm that they have covered all of the correct squares.

The winning pair will now be in charge of revealing the cards and saying the names of the body parts while the rest of the class plays again.

SESSION 2	COMMANDS	DESCRIPTION OF THE GAMES	
<b>W A R M U P</b>	<p>Line up.</p> <p>Make a circle.</p> <p>Listen to the teacher.</p> <p>Now it's circle time.</p> <p>Run around the gym.</p> <p>The teacher says...</p> <p>Touch your... leg, arm, head, back, hand, foot, trunk, face,...</p>	<p> The teacher asks, "Do you know the story of <b>The Gingerbread Man?</b>" Everyone tells the story. The children make a line and go to the gym like puppets.</p> <p>Everyone makes a circle and listens to the teacher:</p> <p> <i>Once upon a time a little old woman and a little old man lived in a house. One day they made a gingerbread man. They gave him currants for eyes and cherries for buttons.</i></p> <p> 1.- The <u>gingerbread man's body parts game</u>. The children run around the gym. The teacher says a body part and shows a flashcard. The students have to find a partner and touch the part of their partner's body that is shown on the flashcard. (Body parts: head, back, leg, foot, back and face). Play again with one student acting as the teacher.</p>	<p>10'</p> <p>6'</p>
	<b>P R I N C I P A L  P A R T</b>	<p>Make a circle.</p> <p>Stand up.</p> <p>Go to the middle.</p> <p>He/she is it.</p> <p>Ask the questions.</p> <p>Answer the questions.</p> <p>Run away.</p> <p>Chase the others.</p> <p>Tag someone.</p> <p>Spread your arms and legs.</p> <p>Go between his legs.</p>	<p> <i>They put him in the oven to bake. When he was finished the man opened the door. The gingerbread man jumped out. He ran out the window shouting, "Don't eat me!"</i></p> <p> 2.- <u>The gingerbread man</u>. Make a circle. One child is "it". He/She stands in the middle of the circle. He/She chooses a student and asks him/her a question:</p> <p><i>What's your name?</i></p> <p><i>How old are you?</i></p> <p><i>What's your favorite color?</i></p> <p><i>Catch me if you can!</i></p> <p>Then the gingerbread man runs around the circle and the other child tries to tag him.</p> <p> <i>The little old woman and the little old man ran after the gingerbread man. "Stop, stop!" they yelled.</i></p> <p> 3.- <u>Stuck in the mud</u>. Three children are "it". They chase the other children and tag one. This student is stuck in the mud! She/he must stop and spread her/his arms and legs. The child is free if another child goes between her legs. When all of the children have been tagged, choose three new students to be "it".</p>

# RELAXATION

Stand on the line.  
Turn around.  
Say a number.  
Take ... steps.  
Run.  
Go back.

Sing a song.



The gingerbread man ran away. He said, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"



4.- What time is it? One child is the gingerbread man. He/she stands on the line and turns around.

The class says, "What time is it, Gingerbread man?" The gingerbread man says a number. The children take that number of steps towards the gingerbread man.

The gingerbread man says, STOP! He/she runs after the other children. If the gingerbread man catches a student, he/she is the gingerbread man.



5.- Sing a song. Wash your face, wash your hands, comb your hair and count to 10: 1,2,3,... Dry your face, dry your hands, close your bag and go to the classroom.

10'

4'

SESSION 3	COMMANDS	DESCRIPTION OF THE GAMES
<b>W A R M U P</b>	<p>Let's go to the gym.</p> <p>Make a circle. Sit down. Hold hands. Sing a song.</p> <p>He/She is it. Take one step. Runaway. Let go.</p>	<p> The teacher reviews <b>The Gingerbread Man</b> with the children. Then the children stand in line and go to the gym like gingerbread men. <span style="float: right;">5'</span></p> <p> Everyone sings the "circle song". Everybody holds hands. <span style="float: right;">5'</span></p> <p>Make a circle, Make a circle Sing a song Sing a song Make a circle Make a circle And sit down. Everyone listens to the teacher.</p> <p> <b>The gingerbread man ran down the road. He came to a pig.</b></p> <p> 1.- <u>Pig run away.</u> Everyone stands in a circle and holds hands. A student is "it" and goes to the middle. The child in the middle says the animals. The other students take one step forward when the child says each animal. <span style="float: right;">10'</span></p> <p>Horse, cat, dog, mouse, elephant, pig ... Run away! On run away, they let go of their hands and run away while he/she chases them.</p>
	<b>P R I N C I P A L  P A R T</b>	<p>Stop.</p> <p>He was too fast. Run. You can't catch me.</p> <p>Sit back to back.</p> <p>He/She is "it". Stand on the line. Go to the wall. Run to the other side.</p>

# RELAXATION

Make a circle.  
Sit down.  
Close your eyes.  
Don't look!  
You're "it".  
Sing.

Sing a song.



The gingerbread man didn't look back. He ran on saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"



4.- Chase the gingerbread man All of the children sit down in a circle. One of them is chosen to be the gingerbread man. Everyone (except the gingerbread man) closes his/her eyes. The gingerbread man walks around the circle and sings: "I'm the gingerbread man." The gingerbread man touches the head of one child. The child stands up and tries to catch the gingerbread man before he/she can get to the free place in the circle.



5.- Ending song.

10'

1'



# RELAXATION

Make a circle.  
Lie down.  
Put your head on his/her stomach.  
Listen.  
Be quiet.

Sing a song.



The gingerbread man didn't look back. He ran on saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"



**4.- Noises.** Players lie in a circle and put their heads on the stomachs of the others. With their ears, each player listens to the sounds of the others' stomachs. For this game, silence is necessary.



**5.- Ending song.**

10'

1'

SESSION 5	COMMANDS	DESCRIPTION OF THE GAMES	
W A R M  U P	<p>Line up. Come on.</p> <p>Make a circle. Listen. Sing a song.</p> <p>Find a partner. Horse. Rider.</p>	<p> The teacher reviews <b>The Gingerbread Man</b> with the children. Then the children stand in line and go to the gym like horses.</p> <p> Everyone makes a circle and listens to the teacher:</p> <p> Then the gingerbread man came to a horse. "Stop! Stop! I want to eat you!" said the horse.</p> <p> 1.- <u>The horse</u>. Get in pairs and get a hoop. One partner is the horse and the other is the rider. "The horse" has got a hoop around the waist and is ridden by his/her partner.</p>	<p>5'</p> <p>5'</p> <p>10'</p>
	P R I N C I P A L  P A R T	<p>Run as fast as you can. He/She is it. Tag. Join hands.</p> <p>Make a line. It's your turn. Stand at the end. Don't cut the line.</p>	<p> The gingerbread man did not stop. He ran on saying, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man!"</p> <p> 2.-<u>The group</u> One student is "it" and tags another child. They join hands and chase their classmates. They tag a third child, and he/she joins hands with them too. They tag a fourth child. He/She joins hands with them, but four is one too many! The chain must divide into two pairs. Both pairs continue to chase and tag. The game ends when everyone has been caught.</p> <p> The horse chased the gingerbread man. The gingerbread man laughed and laughed until he came to a river. "Oh no!" he cried. "They'll catch me."</p> <p> 3.-<u>Circuit</u>. Take different P.E. materials and create the area the gingerbread man crosses when he runs to the river. Use the wall bars to create mountains, benches to create rivers and mats to create quicksand. Students get in line and run the course one by one.</p>

# RELAXATION

Take your shoes and socks off.  
Close your eyes.  
Open your mind.  
Be quiet.

Sing a song.



**How can I cross the river?**



**4. Imagine the river.** All players take their shoes and socks off and close their eyes. The teacher begins: "Imagine you begin to swim slowly. Your body feels the cold water. ..."

10'



**5.- Ending song.**

1'

SESSION 6	COMMANDS	DESCRIPTION OF THE GAMES	
W A R M U P	<p>Make a line.</p> <p>Make a circle.</p> <p>Sing a song.</p>	<p> The teacher reviews <b>The Gingerbread Man</b> with the children. Then the children stand in line and go to the gym like foxes. Everyone makes a circle and listens to the teacher:</p> <p><b>A sly fox came out from behind the tree.</b></p> <p> The teacher explains to the students the words <b>behind</b> and <b>in front of</b>.</p> <p> 1.- <u>Where do I go?</u> Make teams of six students. They stand in a line. The line walks. When the teacher says "in front of" the last child runs to the front of the line and continues walking. Variation: When the teacher says "behind" the first child runs to the end of the line.</p>	<p>5'</p> <p>5'</p> <p>10'</p>
	P R I N C I P A L P A R T	<p>Take your shoes off.</p> <p>Close your eyes.</p> <p>Listen.</p> <p>Be quiet</p>	<p> <b>"I can help you cross the river."</b> Jump on my tail and I'll swim across."</p> <p> 2.- <u>The fox's tail.</u> Everyone puts a rope in their trousers like a fox's tail and walks around the gym. When the teacher says <b>GO</b>, everybody runs and tries to take the ropes from the other children without using their hands.</p> <p> <b>"You won't eat me, will you?"</b> said the gingerbread man. <b>"Of course not,"</b> said the fox. <b>"I just want to help"</b>. The gingerbread man climbed on the fox's tail.</p> <p> 3.- <u>Climbing on the tail of the fox.</u> Make two teams. The children have to climb on a bench and touch a ball that sitting on the bench. Then they get down and get back in line.</p>

# RELAXATION

Take your shoes and socks off.  
Close your eyes  
Open your mind  
Be quiet.



How can I cross the river?

10'



4. Imagine you're a fish. All players take their shoes and socks off and close their eyes. The teacher begins: "Imagine you begin to swim slowly. Your body feels the cold water. Describe the sensations.

Sing a song.



5.- Ending song.

1'

SESSION 7	COMMANDS	DESCRIPTION OF THE GAMES
W A R M U P	<p>Make a line Make a circle. Sing a song.</p> <p>Make two teams. Climb on your hands and knees. Turn around carefully. Slide.</p>	<p> The teacher reviews <b>The Gingerbread Man</b> with the children. Then the children stand in line and go to the gym like foxes.</p> <p> Everyone makes a circle and listens to the teacher:</p> <p> <b>The gingerbread man began to get wet. "Climb onto my back" said the fox. So the gingerbread man did.</b></p> <p> <b>1.-The fox's tail.-</b> Get into two teams. The children have to climb up a bench on their hands and knees. At the top, they carefully turn around and sit down and slide down it. The teacher explains the meaning of behind and in front of.</p>
	P R I N C I P A L P A R T	<p>Walk along the lines. Hands out. Shouting. Touch a player. Don't run. Walk. Don't walk backwards. Don't jump.</p> <p>Move around the hoops. Stand in a hoop. Get into pairs/trios.</p>

# RELAXATION

Sing a song.



Finally the gingerbread man and the fox said good bye, and they were friends forever.



4.- Review the story and ask to the children about the story, the animals that the gingerbread man met, their favourite games that they played, etc.

10'



5.- Ending song.

1'