



educación física

primaria



JUNTA DE ANDALUCÍA

Inglés









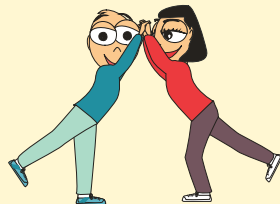
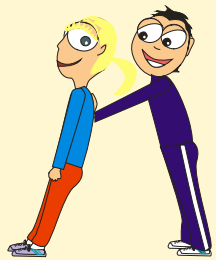
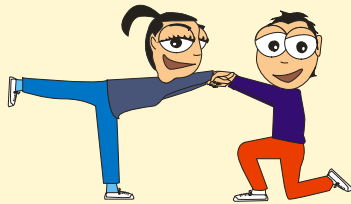
Identificación del material AICLE

| | |
|-------------------------------------|---|
| TÍTULO | Acrosport |
| NIVEL LINGÜÍSTICO SEGÚN MCER | A1.3 |
| IDIOMA | Inglés |
| ÁREA / MATERIA | Educación Física |
| NÚCLEO TEMÁTICO | <p>Deportes alternativos</p> <ul style="list-style-type: none"> - Conocimiento corporal - Control del ajuste postural - Coordinación y equilibrio - Cooperación para consecución de un fin común |
| GUIÓN TEMÁTICO | <p>El medio que vamos a utilizar para alcanzar los objetivos, va a ser un deporte alternativo en lengua inglesa (L2). Este deporte exige de colaboración, de una distribución de papeles dentro del grupo según las capacidades de cada uno y una, concentración y control de habilidades. Como en los juegos cooperativos estas actividades fomentan la cooperación y el compañerismo para resolver un reto común. La construcción de cada una de las figuras que se realizan, precisa una comprensión e interpretación exacta del reto expuesto, un reparto deresponsabilidades según las competencias de cada uno de los miembros del equipo y una discusión en cuanto a la forma de ejecutarlo. En ella vamos a requerir una posterior reflexión sobre el proceso, incidiendo todo ello en la función comunicativa.</p> |
| FORMATO | <p>Además del propio del área de Educación Física, incidiendo especialmente en las normas de seguridad por las características de la actividad, utilizaremos, flash cards explicativas de cada una de las tareas, fichas teóricas para el conocimiento de las presas y posiciones básicas, ficha del alumnado para crear un diccionario de acciones, flash cards de actions words.</p> |
| CORRESPONDENCIA CURRICULAR | 5º y 6º de Educación Primaria |
| AUTORÍA | Lidia Prieto Rodríguez. Pablo Peralta Guerrero. |
| TEMPORALIZACIÓN APROXIMADA | 4 semanas |
| COMPETENCIAS BÁSICAS | 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. |
| OBSERVACIONES | <p>Referencias</p> <ul style="list-style-type: none"> - 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. |

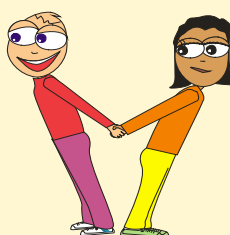
Tabla de programación AICLE

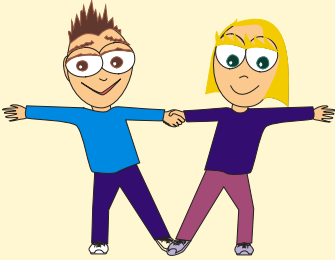

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|------------------------------------|---|---|--|
| OBJETIVOS | <ul style="list-style-type: none"> - Valorar la higiene y la salud, aceptar el propio cuerpo y el de los otros, respetar las diferencias y utilizar la educación física y el deporte como medios para favorecer el desarrollo personal y social - 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 - Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas. | | |
| CONTENIDOS DE CURSO / CICLO | <ul style="list-style-type: none"> - Conocimiento de la importancia del control corporal y postural en reposo y en movimiento - Realización de ejercicios de control del esquema corporal - Dominio de las situaciones de desequilibrio - Control neuromuscular para el justo desarrollo de las habilidades y destrezas - Selección del movimiento preciso en las que la precisión, la anticipación, etc., estén presentes. - Resolución motriz (toma de decisión) de problemas previstos e imprevistos - Asumir las características del propio cuerpo y respetar el de los demás | | |
| TEMA | Técnicas básicas de acrosport | | |
| MODELOS DISCURSIVOS | <ul style="list-style-type: none"> - Analizar diferentes posiciones propuestas en la tarea interpretarlas - Observar, analizar, discutir y resolver los problemas motrices planteados - Analizar la propia competencia - Expresar mediante movimiento la respuesta requerida - Debatir de manera ordenada sobre el papel a desempeñar dentro del grupo | | |
| TAREAS | <ul style="list-style-type: none"> - Actividades de escucha de la tarea propuesta - Actividades de posiciones básicas de acrosport con apoyo visual de Flash cards. - Realización y resolución de fichas teóricas sobre las posturas y principales presas a utilizar - Elaboración de un diccionario de acciones propias de la clase - Discusión y puesta en común de las diferentes estrategias utilizadas para la resolución de cada uno de los problemas motrices. | | |
| CONTENIDOS LINGÜÍSTICOS | FUNCIONES: Describir posturas, dar órdenes en el desarrollo de juegos. | ESTRUCTURAS: Make groups of six. Put one hand on the ground. Make letters with your body. Get on all fours. | LÉXICO: support, hold hands, push, crawl, balance, crouch, asleep, ankles, grab, upside, hips, kneel, armpits, lay down... |
| CRITERIOS DE EVALUACIÓN | <ul style="list-style-type: none"> - Muestra conductas activas para incrementar globalmente la condición física, ajustando su actuación al conocimiento de las propias posibilidades y limitaciones corporales y de movimiento - Realiza las actividades con el ajuste postural requerido - Colabora con los compañeros y compañeras y trabaja en equipo - Acepta y realiza con responsabilidad el papel asignado dentro del equipo - Colabora y trabaja con responsabilidad en equipo - Se esfuerza por lograr un fin común. | | |



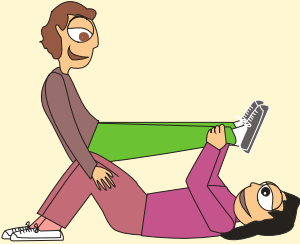

| SESSION 1 | COMMANDS | Description of the games | |
|----------------|---|--|-----|
| WARM UP | <p>Get in pairs Walk around the gym. Make a statue. Don't move. Put one hand on the ground.</p> | <p>Materials:music, mats, hurdlers, stilts, benches, cones.</p> <p> 1. Statues: Get in pairs. We're going to put on some music. Everyone walks around the gym when they hear the music start. When the music stops, each pair has to stop and form the statue that the teacher says. No one can move until the music starts again.</p> <p>Some example of statues: - One hand and one leg of each student on the ground. - Only one foot on the ground.</p> | 10' |
| PRINCIPAL PART | <p>Go. Carry the statues...</p> <p>Don't change positions.</p> | <p> 2. Carry the statues: Make two groups. One group (the statues) stand on one side of the gym and the other group (the transporters) stand on the other side. When the teacher says, "go", the transporters have to carry the statues across the gym. The statues cannot change their position and more than one student can help to carry a statue.</p> | 15' |
| | <p>Make two groups. Stand in a line. Lay face down. Crawl. Walk. Balance.</p> | <p> 3. Acrobatic circuit: Make two groups and stand in a line. 1. Lay face down on the ground, the first student in the line rolls over the others. 2. Crawl under the hurdles. 3. Walk on stilts. 4. Balance on the bench with a cone on your head.</p> | 15' |
| RELAXATION | <p>Make groups of six. Make letters with your body.</p> | <p> 4. Writing letters: In groups of six, make letters and numbers with your bodies.</p> | 10' |

| SESSION 2 | COMMANDS | Description of the games | |
|----------------|---|--|----|
| WARM UP | <p>Stand face to face. Stand in the middle. Don't move your feet. Push.</p> | <p>Materials: mats</p> <p> 1. - The bottle: Work in threes. Two students stand face to face. The other student stands in the middle without moving his/her feet and the two students push him/her back and forth.</p> | 5' |
| PRINCIPAL PART | <p>Stand face to face. Hold hands. Raise your leg.</p> <p>Lean back.</p> <p>Kneel down on one leg. Lean over. Hold hands.</p> | <p> 2. - My first figures. In pairs. I. Stand face to face and hold hands above your heads. Each partner must lift one leg off the ground, going backwards.</p>  <p>II. Stand with one partner in front of the other. The partner in front leans back and the partner in back must support him/her.</p>  <p>III. One partner kneels down on one leg. The other partner must lean forward and lift one leg back off the ground so that he/she is balancing on one leg. Hold hands.</p>  | |

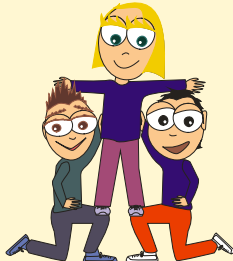



| SESSION 2 | COMMANDS | Description of the games | |
|---|---|---|--|
| P R I N C I P A L P A R T | <p>Sit down with straight legs. Hold your partner's feet.</p> | <p>IV. Sit down with one partner in front of the other. Put your arms out to the sides on the floor to support you. Make a "V" with your body and put your ankles on your partner's shoulders.</p> | |
| | <p>Raise your legs. Put your arms up.</p> | <p>V. Stand face to face. Raise your left leg. Hold your partner's left leg with your right hand. Raise your left hand!</p> | |
| | <p>Put your feet together. Hold hands</p> | <p>VI. One partner stands with his/her feet spread and arms out. The other partner stands at his/her side with his/her legs together. The partner with his/her legs together grabs the partner's arms and leans back.</p> | |
| | <p>Stand back to back. Hold hands. Lean forward.</p> | <p>VII. Stand back to back with your feet together. Hold hands. Both partners lean forward.</p> | |




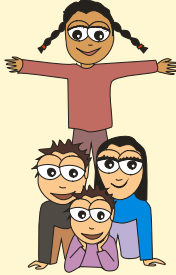



| SESSION 2 | COMMANDS | Description of the games | |
|---|---|--|----|
| P R I N C I P A L P A R T | <p>Spread your legs. Put your feet together. Bend your knees.</p> | <p>VIII. Stand next to each other with your legs spread. Hold hands. Bend the knee that's facing away from your partner and lean away from each other.</p>  | |
| R E L A X A T I O N | <p>Walk. Fall asleep. Crouch.</p> |  <p>3. - Poison:</p> <p>Walk around the gym and pretend that a snake is trying to bite you. When the snake bites you that part of your body (arms, legs and neck) will fall asleep. In the end, you will be sitting on the floor with your arms and your neck relaxed.</p> | 5' |

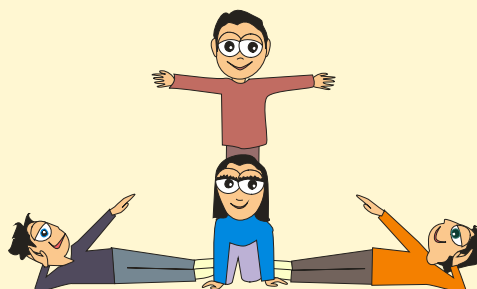
| SESSION 3 | COMMANDS | Description of the games | |
|----------------|---|--|----|
| WARM UP | Move around the gym. Walk like a crab, monkey... Tag someone. | Materials: mats.  1.- Monkeys and crabs: One student is "it". All of the other students move around the gym like crabs and the student who is it moves around like a monkey and tries to tag the rest. The first student who is tagged becomes it. | 5' |
| | In pairs. | 2.- The wheelbarrow: Work in pairs. One student is standing up and the other is lying on the ground in a plank position. The person standing up will grab his/her partner's ankles. Then, both students will try to move around the gym. The partner standing up will walk normally and the partner on the ground will "walk" on his/her hands. | |
| PRINCIPAL PART | Lay down. Bend your knees. Sit on your partner's knees. |  2.-My figures. 1. In pairs. I. One partner will lie down on the ground with his/her knees bent. The second student will sit on his/her partner's knees, with his/her feet over the first student's head. The first student will hold up his/her partner's feet with his/her hands. | |
| | Put your feet on your partner's shoulders. |  II. Both students get into a plank position, one in front of the other. The student in front will put his/her ankles on the other student's shoulders. | |
| | |  | |

| SESSION 3 | COMMANDS | Description of the games | |
|---|---------------------------------------|--|--|
| P R I N C I P A L P A R T | Put your feet on your partner's hips. | <p>III. One student gets into a crab position and the other gets into a plank position with his/her feet on the first student's knees.</p>  | |
| | | <p>IV. One student gets into a crab position and the other gets into a plank position with his/her feet on the first student's shoulders.</p>  | |
| | | <p>V. Both students get into a crab position, one in front of the other. The student in front will put his/her ankles on the other student's shoulders.</p>  | |
| P R I N C I P A L P A R T | | <p>2.-Figures in threes:</p> <p>I. It is very important that you always put your feet on your partner's hips and never his/her back.</p>  | |

| SESSION 3 | COMMANDS | Description of the games | |
|----------------|---|---|--|
| PRINCIPAL PART | Kneel together. | <p>II. It's very important that the two people kneeling push their knees together.</p>  <p>III. It's very important that you sit on your partner's hips or shoulders but never on your partner's back!</p>  <p>IV. It's very important to put your feet on your partners' shoulders, and not their backs.</p>  | |
| | Sit on your partner's hips and shoulders | | |
| RELAXATION | Lay down. Move around the gym. Don't break the chain. |  <p>3. - Caterpillar: Everyone must sit down in a line. You have to put your feet under the arms of the person in front of you. The person behind you will put his/her feet under your arms as well. Once everyone is a part of the chain you must try to move around the gym without breaking the chain.</p> | |

| SESSION 4 | COMMANDS | Description of the games | |
|---|---|---|----|
| W A R M U P | <p>Make two teams. Get a brick. Cross the space. Don't touch the floor.</p> | <p>Materials: mats, bricks.</p> <p> 1.-Crossing the Amazon: The class will divide into two teams. Each team will have one brick per student and one extra. Each team must try to cross a designated space using only their bricks and without touching the floor.</p> | 5' |
| | <p>Tag the others. Stand on one foot. Touch your head.</p> | <p> 2. - Flamingo: One person is it and has to tag the others. If a student wants to avoid being tagged, he/she can stand on one foot like a flamingo. Once a student is standing on one leg he/she can't move until another classmates comes and saves him/her by touching him/her on the head. If a student is tagged, he/she becomes "it" as well.</p> | |
| P R I N C I P A L P A R T | <p>Lay down. Get on all fours.</p> | <p> 2.-My figures. Figures in groups of four or more I. One person lays face down, with his/her chin in his/her hands. Two other students kneel down on all fours on both sides of the first student. The fourth student will stand on the hips of the two students who are kneeling.</p> <p></p> | |
| | <p>Put your feet on your partner's hips.</p> | <p>II. Two students kneel down on all fours and two other students sit on their backs and hold hands.</p> <p></p> | |

| SESSION 4 | COMMANDS | Description of the games | |
|---|--|--|--|
| P R I N C I P A L P A R T | <p>Lay face down. Get on all fours. Stand on your partner's shoulders.</p> | <p>III. One person lays down face down. Two students kneel down on all fours on both sides, perpendicular to the first student and with their heads touching. The fourth student stands on the shoulders' of the second two students.</p> | |
| | <p>Get on all fours Kneel down. Support your partner.</p> | <p>IV. One person gets down on all fours. Another student kneels on the back of the first student. Two more students kneel on either side of the first two and support the one who is on top.</p> | |
| | <p>Kneel on fours. Lay down. Stand on your partner's hips.</p> | <p>V. One person kneels on all fours. The second student stands on the first student's hips. Two more students lie on their sides on either side of the other students, (with their feet touching the first student's legs) and hold hands with the student who is standing.</p> | |



Description of the games

PRINCIPAL PART

Stand in the middle.
Get on all fours.
Stand on your partner's hips.
Hold hands.
Stand up.

VI. The first student stands up in the middle. Two students kneel down on all fours on either side of the first student. The fourth student stands on the hips of the second two students and holds hands with the student who is standing up.



Sit down.
Sit on your knees.

VII. Two students will sit down with their knees bent, feet touching each other and arms behind them for support. Two more students will sit on the knees of the first two students. The fifth student will stand on the knees of the second two students.



Get on all fours.
Stand on top.
Stand on your partner's hips.

VIII. Four children will be down on all fours. Two more children will stand on top of the others with their feet on their classmates' hips.



| SESSION 4 | COMMANDS | Description of the games | |
|----------------|---|---|--|
| PRINCIPAL PART | <p>Get on all fours. Face Away from each other. Sit down. Place one foot on... Support each other.</p> | <p>IX. Two children will be down on all fours, facing away from each other. The second two children will be sitting with their knees bent and arms out behind them for support. The second two should sit so that their knees are under the first two students' heads. The last two children will each put one foot on the shoulder and one foot on the hips of the first two children (who are on all fours).</p> | |
| | <p>Get on all fours. Face Away from each other. Sit down. Place one foot on... Support each other.</p> | <p>X. Two children will be down on all fours facing away from each other. A third child will stand on their hips'. Next to them, a fourth child will be standing up with his/her left hand touching one of the children who is on all fours. Next to the fourth child, the fifth child will be on all fours, facing the fourth child. The sixth child will stand on top of the fifth child with one foot on the shoulder and one foot on the hips of the fifth child. The sixth child will hold hands with the fourth child (who is standing up).</p> | |



Description of the games

PRINCIPAL PART

Get on all fours.
Face Away from each other.
Sit down.

Place one foot on...
Support each other.

XI. The first student will be lying down on his/her stomach with his/her chin in his/her hands. The second child will be down on all fours, on top of the first child. On either side of them the third two children will also be on all fours perpendicular to the first two, with their heads facing away from each other. The fifth child will stand on the hips of the third two. The last two children will be on either side of the group. They will kneel down on one knee and stretch their other legs out, so that it is touching the first child's elbows. Then, they will hold hands with the child who is standing up.






Get on all fours.
Face Away from each other.
Sit down.

Place one foot on...
Support each other.

XII. Two students will be down on all fours next to each other. A third student will stand on their hips. The fourth two children will be standing, facing each other holding hands with the third child. The last two children will be lying on their backs, facing away from each other with their feet going under the arms of the first two. They will hold their arms straight above them.



| SESSION 3 | COMMANDS | Description of the games | |
|----------------|---|--|--|
| PRINCIPAL PART | <p>Get on all fours. Face Away from each other. Sit down.</p> <p>Place one foot on... Support each other.</p> | <p>XIII. The first student will be down on all fours facing forwards. The second two children will also be on all fours, facing away from each other, perpendicular to the first student. The third two students will each be standing with one foot on the hips and one foot on the shoulders of the second two. The last two children will be standing up on either side of the rest of the group, holding hands with the children who are standing on their partners' hips and shoulders.</p>  <p>XIV. The first two students will be on all fours next to each other. The second two students will be standing on the hips of the first two children. The last two will be standing on either side of the group holding hands with the second two children.</p>  | |
| RELAXATION | <p>Hold hands.</p> <p>Untangle.</p> <p>Don't let go!</p> |  <p>3. - Tangled up: All of the students must stand in a circle and randomly grab hands with someone else. Then, they have to try to untangle themselves without letting go.</p> | |