



Universidad
de Alcalá



Centro Universitario
Cardenal Cisneros

STUDY GUIDE

Psychomotricity in Infant Education

Degree in Infant Teacher Training
Bilingual Programme
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2025-26

3rd Year – 2nd Term

STUDY GUIDE

Subject:	Psychomotricity in Infant Education
Code:	510024
Degree:	Degree in Infant Teacher Training Bilingual Programme
Department:	Specific Didactics
Character:	Compulsory
ECTS Credits:	6
Academic Year and Term:	3rd course, 2nd term
Lecturers:	Augusto Jiménez de la Fuente Aitor Acha Domeño
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Language:	English

1. PRESENTATION

In the classroom of infant education, nothing happens in an isolated way. All learning happens thanks to the relation between body and mind. The resources of games, songs, body language and movement help boys and girls to improve their physical development and assimilate abstract concepts that would be impossible to learn (or teach) without that dynamic part. Psychomotricity affords the possibility of an integral development.

For the completion of any academic work, please remember the importance of consulting with faculty regarding the permitted use of artificial intelligence (AI) tools. If it is not explicitly stated in the guide or instructions for the specific assignment or exercise, AI should under no circumstances be used. Please note that the improper use of these technologies—such as generating work without express authorization—may constitute academic fraud. Therefore, you are encouraged to review the university's regulations concerning AI use, to always act responsibly and transparently in the learning process, and to consult with faculty about any related questions.

Necessary previous requirements to take this subject:

Knowledge of basic evolutionary psychology obtained during the Bachelor's Degree studies

The following areas will be studied during this subject:

- Origin and development of psychomotricity
- Production of curricular materials for infant level.
- Expression and communication through body and movement.
- Concept and development of perceptual and motor skills...
- Body-map. Coordination abilities.
- Concept and development of abilities and basic skills.
- Cross-curricular tasks based on sound, form, colour and movement.
- Neuropsychological fundamentals of psychomotricity.
- Games.
- Emotions.
- Course scheduling.

SUBJECT DESCRIPTION

This subject is taken in the 2nd semester of the 3rd year of the Bachelor's Degree in Infant Education. It has a value of 6 ECTS credits and it is a compulsory subject.

The main objective of this subject is to give future teachers the intellectual grounding and practical strategies they will need to be effective teachers and instructors in their psychomotricity lessons.

This subject includes the following units: Introduction to Psychomotricity, Current perspectives, motor skills, experienced-based knowledge, environmental and interpersonal factors in the process of practising motor skills, games, activities, songs and other useful tool for an effective practise.

This subject is taught in English. Students must have at least a B2 level of English to take this course. The subject teacher may hold tutorials in English.

The subject is associated with the Development of Academic Skills program in the Bachelor's Degrees at CUCC, specifically in Research and Academic Papers, and thus includes activities that will be subject to evaluation within it, which will be explained further below.

2. COMPETENCIAS

General Competencies:

(Tomadas de la memoria oficial de Grado en Infantil)

- Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil (Competencia transversal del título de Grado nº 4)
- Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio. (Competencia transversal del Título de Grado nº 5)
- Ser capaz de interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética. (Competencia transversal del Título de Grado nº 6)
- Ser capaces de transmitir de transmitir información, ideas, problemas y soluciones al personal especializado y vinculado con su formación, así como a personas cuya vinculación sea indirecta. (Competencia transversal del Título de Grado nº 7)
- Promover y facilitar los aprendizajes en la primera infancia, desde una perspectiva globalizadora e integradora de las diferentes dimensiones cognitiva, emocional, psicomotora y volitiva. (Competencia propia del Título de Grado nº 2)
- Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes (Competencia propia del Título de Grado nº 11)

Specific Competencies:

1. To know the fundamentals of body language of the curriculum of this stage, as well as the theories about acquisition and development of the corresponding learning.
2. To know and use songs to promote auditory, rhythmic and vocal education.
3. To know how to use games as a didactic resource, as well as design learning activities based on playful principles.
4. To produce didactic proposals that fosters the perception and expression of motor abilities and creativity.
5. To promote awareness of artistic creation.
6. To know how to produce quality didactic materials, in digital format, for the development of the curriculum of infant education.
7. To programme a course adapted to the age and abilities of the children.

3. CONTENTS

Programme of Contents

Part/Units	Topics	Total number of hours, classes, credits and time dedicated
Unit 1. Psychomotor Education	<ul style="list-style-type: none"> • The development of psychomotricity • What is psychomotricity? • Precursors/main theories • Methodology of the psychomotor practice 	5 hours of class
Unit 2. Emotional and tonic processes	<ul style="list-style-type: none"> • Reflexes • Voluntary movement • Tone. • Psychological identity: Affection • Look • Breathing • Relaxation 	15 hours of class
Unit 3. The elements of psychomotor development	<ul style="list-style-type: none"> • Body-map • Posture • Balance • Coordination • Lateralisation • Basic physical abilities (displacements, jumping, turning, throwing) • Spatial-temporal perception 	20 hours of class
Unit 4. Neurological Fundamentals of Psychomotricity	<ul style="list-style-type: none"> • Basic physical anatomy of the nervous system • Functional organisation of psychomotricity • Psychomotor developmental disorder 	5 hours of class

4. TEACHING-LEARNING METHODOLOGIES, TRAINING

4.1. Credit Distribution

6 ECTS credits. Total number of hours: 150	
Number of hours of classroom attendance: 50 hours	30 hours of theory class 15 hours of practical class 3 hours of seminars 2 hours exam
Number of hours of independent learning: 100 hours	100 hours of self-study

4.2. Methodological strategies, material and didactic resources

Methodology

The subject will be practical and applied. During the theoretical explanations, the theory will be related with the educational practice and our main working method will be through games. The students' attitude must always be based on participation and interaction, as a way of internalizing and living, as future teachers, the experienced psychomotricity and body language.

The teaching-learning methodology will be based on the CLIL (*Content and Language Integrated Learning*) approach, whose main aim is to create a communicative atmosphere and to involve the students actively in high-order thinking processes. Thus, students will be improving their competence in the English language and, at the same time, learning the subject contents. In addition, they will be helped to reflect upon the "mechanics" of this approach, enabling them to transfer their learning experience to their teaching practice.

The contents will therefore be worked through the English language, and methodology will vary according to the type of grouping but will always be active and require the student's participation. The teacher will act as a facilitator of learning, providing resources and explanations, whilst the assistant teacher will support the linguistic area and enhance cooperative work.

Materials and resources

The resources that will be used for the learning process will be the following:

- A classroom with digital resources.
- Outdoor space or playground. Sport courts.
- Swimming pool with material for games.
- Multi-use classroom with the materials that we can find in it (Gymnastic benches, mats, balls, cones, pikes, ropes...).
- Among the personal resources in the area, we can find the people and their physical identity, agents of the psychomotor activity.

5. ASSESSMENT

Assessment criteria

Assessment and grading for the subject will be established according to a set of assessment criteria. They are closely related with the specific competencies of the subject. They allow the teacher to give a value judgment on the basis of a description of the observed reality.

In this subject, the **assessment** criteria are:

- Knowledge of the basic fundamentals related with the subject of the curriculum of this stage as well as the theories about acquisition and development of the corresponding learning.
- Interest in learning and active participation.
- Elaboration, evaluation and reflection about the contents of the curriculum related with the subject.

Relation between the specific competences and the assessment criteria

Competencies	Assessment Criteria
To know the fundamentals of body language of the curriculum of this stage, as well as the theories about acquisition and development of the corresponding learning	<ul style="list-style-type: none"> • Knowledge of the basic fundamentals of the subject • Interest in learning and active participation
To know and use songs to promote auditory, rhythmic and vocal education.	<ul style="list-style-type: none"> • Design of original motor activities based on a playful design. • Interest in learning and active participation.
To know how to use games as a didactic resource, as well as design learning activities based on playful principles...	<ul style="list-style-type: none"> • Design of original motor activities based on a playful design. • Interest in learning and active participation
To produce didactic proposals that foster the perception and expression of motor abilities and creativity.	<ul style="list-style-type: none"> • Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject. • Interest in learning and active participation
To promote awareness of artistic creation.	<ul style="list-style-type: none"> • Design of original motor activities based on a playful design. • Interest in learning and active participation
To know how to produce quality didactic materials, in digital format, for the development of the curriculum of infant education.	<ul style="list-style-type: none"> • Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject. • Design of original motor activities based on a playful design. • Interest in learning and active participation.

Grading criteria

Assessment criteria	%
Knowledge of the basic fundamentals of the subject.	40%
Interest in learning and active participation.	20%
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.	40%

The learning outcomes included in the degree verification report for the Bachelor's Degree in Early Childhood Education corresponding to this subject are:

Learning Outcomes: Psychomotricity in Infant Education	Code
Understand the keys to motor learning.	RAMPC2
Use different scales, profiles, and motor control lists to assess the motor status of students at this stage.	RAMPC4
Apply the fundamentals of motor skills to design playful learning activities.	RAMPC5
Propose different playful activities that promote coordination, spatial-temporal perception, knowledge, and adjustment of the body schema.	RAMPC6
Propose motor tasks that develop basic skills and abilities.	RAMPC7
Create motor proposals that strengthen laterality and body control.	RAMPC8
Establish a database with exercises, games, and motor activities that work on attitude, breathing, and relaxation.	RAMPC9

Assessment procedure

The following are the Assessment Regulations of the UAH that must be complied with and made known in all degree subject guides:

1. All subjects have a regular examination session in January and an extraordinary session in May.
2. The regular session will be conducted under the continuous assessment modality.
3. If any student is unable to follow the continuous assessment in the regular session, they must request a final assessment from the subject's professor, who will forward it to the Deputy Director of Academic Planning using the specific request form. This request must be submitted within the first two weeks of class and may be accepted or not.
4. The extraordinary session is intended for students who do not pass the regular session and may be in either continuous or final assessment modality (a student who did not pass the continuous assessment in the regular session will proceed to the extraordinary session in the same modality).
5. The characteristics of the continuous and final assessments, for both the regular and extraordinary sessions, must be outlined in the subject study guide.
6. All work and assignments will be checked with an anti-plagiarism program and must not exceed 20% similarity.
7. When there is evidence of plagiarism or inappropriate use of Artificial Intelligence, the work will be graded with a score of 0.

8. For more details on the evaluation regulations, you can refer to this document: [BOUAH, núm. 8 y 9, Jueves, 30 septiembre 2021](#)

During the assessment tests, the guidelines established in the Regulations on the Rules of Conduct of the University of Alcalá must be followed, as well as the possible implications of any irregularities committed during these tests, including the consequences for academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá.

Requirements for continuous assessment during the ordinary exam period:

- Attend the established hours of class time and seminars. Students should attend at least to 80% of the subject. If the subject is going to be taught via videoconference the percentage is going to be the same and can be only checked by connecting the camera.
- Carry out and submit activities and work on time.
- Participate actively in the teaching-learning process.

Continuous assessment marking criteria.

Continuous Assessment. Ordinary and extraordinary sitting

Tools of assessment	Individual work	Group work (tasks and projects)	Exam	%
Assessment Criteria				
Knowledge of the basic fundamentals of the subject.	x	x	x	40
Interest in learning and active participation.	x	x	x	20
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject.	x	x	x	40
%	30	40	30	100

Final Assessment. Ordinary and Extraordinary sitting

Tools of assessment	Individual tasks and projects	Exam	%
Assessment Criteria			
Knowledge of the basic fundamentals of the subject.	X	X	50
Elaboration of different creative and original didactic proposals in relation with the fundamentals of the subject. (You need to do a project and prepare a summary of the contents)	X	X	50
%	60	40	100

To pass the subject, it is essential that the student demonstrate that they have achieved all the competencies included in this guide through the different instruments established for their

measurement, reaching a minimum of 5 in each of them, except for the exam which will be 4. The student must take all the evaluation tests that are included in this guide as an essential requirement, both in the continuous evaluation process and in the final evaluation process, either in the ordinary or extraordinary session.

Students who decide for the final assessment, have two weeks after the beginning of the term to request for it. As soon as they get the approval, they need to get in contact with the teacher and ask for the task they need to do to pass the subject. The deadline for the tasks is the ordinary or extraordinary exam date.

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

The teaching-learning methodology and the evaluation process will be adjusted when necessary, following the guidance of the CUCC Guidance Service and/or the UAH Diversity Support Unit, in order to implement curricular adaptations for students with specific needs, upon submission of documentation certifying such need.

6. BIBLIOGRAPHY

Basic Bibliography

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