

DECREE 106/2022 (5 August) of the Valencia Regional Government: primary education organisation and curriculum [2022/7572]

The current curriculum includes elements such as 'learning situations', 'knowledge', 'specific skills', 'key skills, and 'assessment criteria' whose specific relationship is explained in the same decree.

This section presents a synthesis of highlighted elements (specifically, the elements relating to teaching physical education in primary education during the second year of the primary teacher degree course). The information is intended to facilitate the design and implementation of programming units for pupils.

1. Objectives related to physical education:

1. Understand and appreciate the values and rules of coexistence, learn to act in accordance with both in an empathetic way, thus preparing for the active exercise of citizenship and respect for human rights within the pluralism of a democratic society.
2. Develop habits of individual and teamwork, effort, and responsibility in studies, along with attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest, and creativity in learning, as well as entrepreneurship.
3. Acquire abilities for the peaceful resolution of conflicts and the prevention of violence which allow pupils to independently develop within the school and family, with the development of attitudes of mutual respect for related social groups.
4. Understand and respect diverse cultures and differences between people from a critical perspective with an equality of rights and opportunities, and non-discrimination by gender, culture, ideology, ethnicity, sexual orientation or identity, religion, functional diversity, or other conditions.
5. Adequately and effectively understand the official languages with oral and writing skills: Valencian, as the official language, as well as Spanish, as a co-official language, and thus to develop individual reading habits and for use in contexts of discussion and exchanging experiences.

6. Acquire basic skills in a foreign language that enable pupils to understand and express simple statements in everyday situations.
7. Develop positive attitudes towards a multilingual and multicultural society, with the coexistence of Valencian and Spanish, in addition to other family languages.
8. Develop basic mathematical skills and start solving problems that require elementary calculation operations, geometric knowledge, and estimations, as well as being able to apply the skills in daily life situations.
9. Understand the fundamental aspects of natural sciences, social sciences, geography, history, and culture, through a knowledge of the natural, social, and cultural environment, and the development of interdisciplinary projects.
10. Develop basic technological skills and understand their use to develop critical skills for understanding the messages pupils receive and prepare.
11. Use a variety of representations and artistic expressions, as well as constructing visual and audio-visual proposals by developing aesthetic sensibility and artistic creation.
12. Value hygiene and health, respecting differences and using physical education, sports, and nutrition to promote personal and social development.
13. Develop attitudes of respect and care towards animals, paying special attention to the development of empathy and appropriate behaviour with pets.
14. Develop affective capacities in all the areas of personality and in relationships, and oppose violence, prejudices of any kind, and sexist stereotypes.
15. Develop daily habits of healthy independent active mobility, promoting road safety education and respectful attitudes that help prevent traffic accidents.
16. Develop responsible consumption habits in the context of education for sustainability, protection of the environment, and ecological transition.
17. Promote attitudes of respect among all members of the educational community, including cooperation among equals.

2. Learning situations:

The curriculum introduces learning situations such as those shown below:

- **Skill learning** implies an **active and conscious** process of mobilising resources and knowledge to solve **teaching proposals** that **challenge** pupils as agents of their own learning, considering their interests, and being able to adapt them to their personal characteristics within a critical approach.
- These teaching proposals will be diverse and will increase their level of complexity and require a **combination of skills** to solve the challenges.
- This will involve considering variables such as a pupil's **initial knowledge** and predisposition, design of the activity, environment, and materials used, which will determine the type of situation and the diverse degrees of difficulty.
- The principles of **transfer** (the practical utility of the area for daily life) and **transversality** will be considered. This will favour the development of work on both the specific skills of physical education and the key skills at the primary stage.
- Teaching-learning itineraries for each motor skill problem, according to internal logic transference, and the various situations and activities.
- Motor skill problems will be the following activities: individual, opposition, cooperation, collaboration-opposition, outdoors, and expressive.
- The surrounding spaces have a high educational value that must be used while guaranteeing safety and preservation from an eco-social perspective.
- **Urban environments (such as parks, streets, municipal sports facilities, bike lanes, theatres; and rural and natural environments such as forests, trails, greenways, mountains, rivers, beaches, and the sea)** are options with enormous teaching potential that facilitate situated and meaningful learning.
- Such environments also enable pupils to **understand** them, **value** them, feel **actively responsible** for their care, and make use of them **beyond school hours, and involving families** and the **social environment**.
- **Creativity and artistic expression** linked to corporality and movement, through the approach of tasks, **challenges, and motor skill challenges** that have multiple possibilities of response or solution, as well as projects or skills suggestions that can be **interdisciplinary** and connect other specific skills based on the knowledge acquired.
- Promotion of physical and artistic expression as a generator of knowledge that encourages **divergent thinking**.

- **Physical literacy** to improve abilities and skills from the physical level and enable pupils to achieve significant learning to integrate them into their lives in the motor, cognitive, emotional, and social spheres from a **holistic perspective** that promotes **healthy lifestyles**.
- The **self-regulation and internalisation** of learning through **teaching styles** and **teaching models** based on evidence that supports **independence** and develops initiative to act in **specific situations** by taking decisions, and progressively giving the leading role to pupils in favour of responsibility for managing their own time and strategies for solving challenges and problems.
- Activities will be proposed in which pupils have space for the **expression, management, and self-regulation of emotions**.
- A **motivational teaching style** of physical education is understood as the way to generate **optimal learning climates, motivational strategies** to facilitate the quality of social interactions and address the basic psychological needs of pupils (the perception of competence, independence, and relationships with others), and **motivational consequences** in the affective, cognitive, and behavioural spheres.
- A variety of **teaching and methodological approaches** that consider the **recreational component** and the wide range of possibilities provided by physical activity through enriching learning situations that benefit pupils in their physical education classes but also in other **school periods susceptible to curricular treatment** (such as playgrounds, the dining room, extracurricular activities, and leisure times) while promoting a responsible, critical, and instructional use of information technologies.
- A **co-educational and inclusive approach** to activities that **promote equity** between women and men and that attends to sexual and **gender diversity** from a respectful perspective while dealing with **stereotypes** and the **transgender reality** from a **social justice approach**.
- The inclusion and participation of all pupils in accordance with the **principles of universal learning design** through the defence of accessible spaces and tasks from all areas (physical, sensory, intellectual, and emotional) with multilevel proposals adapted to the existing diversity that is understood as a social reality and a constant source of learning and personal growth. Good coexistence will be promoted through mediation and the peaceful resolution of conflicts through dialogue and social interaction.
- Action, reflection, and a critical spirit in relation to the learning process through participation and **formative and shared assessment strategies** (self-assessment,

hetero-assessment, and co-assessment) that help pupils become involved and provide them with feedback to improve their training process.

- **Active participation in sociocultural and artistic-expressive activities** through the development of a **critical spirit** that provides pupils with the tools to preserve the environment, denounce situations of harassment, and prevent bullying and social exclusion through institutional programmes and other projects related to **physical activity, movement, and health**. The centre's educational community will be involved to actively participate in initiatives such as sports days, events to promote physical activity and health, sustainable mobility days, and bicycle days.
- **The global beyond the individualistic** with the aim of contributing to the community through cooperative methodologies that promote social and individual commitment linked to the **objectives of sustainable development** while paying special attention to the objectives related to **health and wellbeing, quality education, gender equality, sustainable cities, and communities**.
- Actions such as the development of **service-learning projects** and collaboration with local and global entities and organisations that address social and environmental aspects – such as NGOs, town halls, recycling plants, and natural landscapes in the immediate environment. All these actions will focus on meeting the challenges of the 21st century.

In the same way, the curriculum includes a series of specific skills, in addition to the key skills to be developed through 'knowledge', which correspond to what is traditionally called 'content'. Unlike the previous educational legislation, this 'knowledge' is not stable, but instead is related to other activities that combine the knowledge from previous blocks of content.

3. Knowledge:

Another element of the curriculum in the Decree is 'knowledge', which is broken down into three cycles, each lasting two years: first, second, and third cycles. Table 1 reflects the specific 'knowledge' of each block.

Table 1. Shows the 'knowledge' of block 1: an 'active and healthy life'.

B1. Active and healthy lifestyle – encompassing all skills			
G1. Active and healthy lifestyle. Physical perspective.	1st cycle	2nd cycle	3rd cycle
- Postural hygiene and accident-prevention measures	X	X	X
- Breathing and relaxation	X	X	X
- Healthy habits of body and postural hygiene, nutrition, and hydration	X	X	X
- Benefits of an active lifestyle based on regular physical activity The value of rest. Healthy eating.		X	X
- Negative effects of a sedentary lifestyle, poor diet, and other unhealthy behaviours			X
- Factors that influence curing			
G2. Active and healthy lifestyle. Psychological perspective.			
- Personal well-being. Respect, awareness, and acceptance of one's own body. Management of emotions.	X	X	X
- Self-concept and self-regulation. Strength and weakness.		X	X
- Consolidation of self-knowledge			X
G3. Active and healthy lifestyle. Societal perspective.			
- Respect and acceptance of the diversity of personal characteristics	X	X	X
- Games, egalitarian physical and sports activity, and healthy social practices as opposed to unhealthy habits		X	X
- Positive treatment and management of competitiveness. Cooperative games.			X
- Body and gender diversity: a critical view of stereotypes			
G4. General anatomical and functional principles of the body in motion			
- The main parts of the body: skeleton and muscles	X		
- Systems involved in motor skill activities: the muscular and the osteoarticular		X	
- Systems involved in physical activity and movement: the locomotive			X

G5. Digital applications and technological resources for controlling physical activity from a healthy perspective			
- Technological resources related to health		X	X
- The control of body parameters involved in physical activity			X

Block 2 refers to the 'Organisation and management of physical activity'. Table 2 shows the main knowledge areas.

Table 2. Shows the 'knowledge' of block 2 'Organisation and management of physical activity'.

Block 2. Organisation and management of physical activity (CE1, CE2, CE3, and CE5)			
G1. Management and planning of physical activity	1st cycle	2nd cycle	3rd cycle
- Programmes of simple physical activity: definition of the objective from a global perspective of physical activity and health (physical, psychological, and social spheres)	X		
- Programmes of physical activity: self-management of the mechanisms for execution (physical, psychological, and social spheres)		X	X
- Physical activity programmes: follow-up and assessment of the process and effects (physical, psychological, and social spheres)			
G2. Organisation of physical activity			
- Choice of activity based on healthy criteria according to its use and purpose	X	X	
- Routines of activation, warm-up, and recovery	X	X	
- Personal programme of physical activity based on healthy criteria			X
G3. Measures for preventing injuries and safety when practising physical activity			
- Basic safety rules. Knowledge of the main risks.	X	X	X
- Body control mechanisms for injury prevention. Use of suitable equipment.		X	X
- Actions and basic protocols for dealing with accidents in physical sports activities: protect; warn and help (PAS); safety positions; cardiopulmonary resuscitation (CPR)		X	X
- Awareness of personal possibilities and limitations		X	X

Block 3 refers to the 'Solving problems in motor skill situations'. Table 3 shows the main knowledge areas.

Table 3. Shows the 'knowledge' included in Block 3 'Solving problems in motor skill situations'.

Block 3. Solving problems in motor skill situations (CE1, CE2, CE3, and CE5)			
G1. Physical condition	1st cycle	2nd cycle	3rd cycle
- Basic physical skills in the field of play and physical activity	X	X	X
- Adaptation and self-regulation of effort to the intensity and duration of activity		X	X
- Heart and respiratory rates because of effort made		X	X
- Heart and respiratory rates as an indicator of activity intensity			X
G2. Perceptual-motor skills and motor skills			
- Static and dynamic balance	X		
- Eye-hand and eye-body coordination	X		
- Awareness and control of body outline and laterality	X	X	
- General and segmental coordination	X	X	
- Combination of motor skills and creativity		X	X
- Spatiotemporal perception and structuring	X	X	X
G3. Games			
- Individual, collective, sensory, symbolic, psychomotor, and manipulative games	X		X
- Major games and encounters	X	X	X
- Cooperative games. Alternative games. Modified games.			
G4. Decision-making in different motor skill situations. Technical foundations.			
- Basic technical gestures.	X	X	X
G5. Decision-making in different motor skill situations. Tactical basics.			
- Occupancy of spaces	X	X	
- Strategies of progression, cooperation, opposition, and collaboration-opposition		X	X

Block 4 refers to the 'Emotional self-regulation and social interaction in motor skill situations'. Table 4 shows the main knowledge.

Table 4. Shows the main 'knowledge' from Block 4 'Emotional self-regulation and social interaction in motor skill situations'.

Block 4. Emotional self-regulation and social interaction in motor skill situations			
G1. Emotional management in motor skill situations and games	1st cycle	2nd cycle	3rd cycle
- Identification and expression of emotions and feelings	X	X	
- Emotional regulation and management – expressiveness and non-violence.	X	X	X
- Control of impulsivity and negative emotions. Relaxation.	X	X	X
G2. Social interaction in motor skill situations and games			
- Agreed rules and regulations in games	X	X	X
- Social skills: active listening, teamwork, management strategies, and dialogical resolution of conflicts	X	X	X
- Inclusive behaviour in motor skill situations based on coexistence and non-discrimination based on gender, race, physical ability, and motor skills	X	X X	X X
- Sportsmanship and fair play			

Block 5 refers to ‘Manifestation of motor skill culture’. Table 5 shows the main knowledge.

Table 5. Shows the ‘knowledge’ from block 5 ‘Manifestations of motor skill culture’.

Block 5. Manifestations of motor skill culture (CE3, CE4, CE5, and CE6)			
G1. The communicative body	1st cycle	2nd cycle	3rd cycle
- Non-verbal communicative language: gesture, mime, and creative dance	X X	X X	X X
- Individual and group choreographic proposals with aesthetic and expressive intent			X
- Interdisciplinary performative proposals. Motor skill creativity and active listening			
G2. Resources and artistic-expressive manifestations			
- Simple guided dramatisations	X		
- Artistic-expressive montages		X	
- Artistic-expressive projects			X
G3. Circus games			
- Balance games, juggling, and gymnastic skills	X	X	X

G4. Rhythm and the body in motion			
- Expressive rhythmic activities with and without musical support	X	X	X
- Internal rhythm	X	X	X
G5. Dances			
- Popular children's, traditional, and regional Valencian dances	X	X	X
- Dances of the world and creative dance. Urban dances		X	X
G6. Inclusive games and sports			
- Cooperative games and co-educational spaces	X	X	X
- Strategies for inclusion		X	X
- Adapted, inclusive and paralympic sport			X
G7. Popular and traditional games			
- Top popular games. Games typical of Valencian cultural heritage	X		
- Games of the world		X	
G8. The Valencian ball games			
- Values of the Valencian ball games. The <i>raspall</i> variation. Basic guidelines. Basic motor skills, eye-to-hand coordination and hitting	X		
- Bonhomie. The cultural value of Valencian ball games (asset of cultural interest). The <i>raspall</i> variation and the wall/ball variation: <i>frontón</i> and <i>frare</i> . Basic guidelines		X	
- Rules and values of the game. Historical approach to handball. More complex game modes: introduction to <i>galotxa</i> , <i>escala i corda</i> and <i>llargues</i> . Main references, emphasising women			X
G9. Values in various motor skill manifestations			
- Playful and participatory practices. Extrinsic motivation	X		
- Cooperative work. The value of dialogue and reflection		X	
- Overcoming hurdles and challenges. Intrinsic motivation			X
- Critical analysis of media inputs related to driving situations, paying attention to gender diversity, and making visible female and transgender referents			X

Block 6 refers to the 'Efficient and sustainable interaction with the environment'. Table 6 shows the main knowledge.

Table 6. Shows the 'knowledge' from block 6 'Efficient and sustainable interaction with the environment'.

Block 6. Efficient and sustainable interaction with the environment (CE5 and CE6)			
G1. Physical activities and active leisure adapted to the natural environment	1st cycle	2nd cycle	3rd cycle
<ul style="list-style-type: none"> - Itineraries on foot and by bicycle - Guided itineraries to the environment near the centre - Guidance. Nautical activities. Organisation and planning of itineraries. Basic cartography and use of the compass 	X	X	X
	X		X
G2. Environment and natural, urban, and Valencian cultural heritage			
<ul style="list-style-type: none"> - Play and leisure spaces in the environment close to school - Natural and urban spaces: use and enjoyment - Care and conservation of the environment in physical and sports activities. Collaboration with entities and bodies 	X	X X	X X X
G3. The environmental impact of physical and sports activities in the natural and urban environment. Sustainable mobility habits			
<ul style="list-style-type: none"> - Awareness of environmental sustainability and assessment of the impact of activities on the natural and urban environment - Actions aimed at conserving and protecting the natural and urban environment when practising physical activity - Initiatives and projects to promote environment-friendly mobility. Active and sustainable means of transport: the use of bicycles and non-motorised means 	X	X X X	X X X
G4. Basic safety and accident-prevention measures			
<ul style="list-style-type: none"> - Basic safety protocols in guided activities 	X	X X	X X

<ul style="list-style-type: none"> - Correct use of materials and spaces when practising physical activities - Road education for pedestrians and cyclists on public roads 		X	X
G5. Technological applications in activities in the natural environment			
<ul style="list-style-type: none"> - Applications and resources for active participation - Tracking GPS routes, using maps and basic digital maps 		X	X X

3.1. SPECIFIC SKILLS

Specific skills are shown below:

- CE1: Identify and incorporate basic healthy habits in daily life, develop an active lifestyle, through regular and adequate physical activity.
- CE2: Show awareness and control of the fundamental elements of corporality in the resolution of varied motor skill situations from a critical approach. This competition addresses the development of motor skills, physical condition, perceptual-motor skills, and participation in artistic-expressive proposals and physical activities in the environment.
- CE3: To solve motor skill challenges and situations using physical, perceptual-motor skills, and motor skills in different contexts of daily life through physical activity and games. Physical skills and abilities are included in this competence.
- CE4: To participate in the execution of artistic-expressive proposals with aesthetic and creative contributions using the basic expressive resources of the body and movement. This skill addresses the artistic-expressive content (perception, awareness, and control of one's own body), including the active participation in the cultural and natural heritage, through physical and artistic-expressive activities. The curriculum highlights that the body and movement are the basic tools for establishing this connection.
- CE5: Active participation in the exploration of the natural and cultural heritage of the environment, through guided physical and artistic-expressive activities, adopting individual and collective responsibility measures that favour a safe and respectful interaction with the environment. This links natural and cultural heritage, as well as the physical and artistic-expressive activities in the environment.
- CE6: Identify and explore technological resources related to the physical activity and health, using them responsibly and safely, under the supervision of the family and school. In this skill, the responsible and safe use of technological resources related to physical activities is highlighted and covers the rest of the specific skills of the area and with the other areas of the curriculum.

3.2. KEY SKILLS

The key skills shown on the resume are as follows:

CCL: Competence in linguistic communication

CP: Multilingual competence

STEM: Mathematical competence and science and technological competence

DC: Digital competence

CPSAA: Personal, social, and learning to learn

CC: Citizenship competence

CE: Entrepreneurial competence

CCEC: Competence in cultural awareness and expression

In the Decree, the relationship between the specific skills and the key skills is shown and taken as a basis for the programming (Table 7).

Table 7 shows the relationship between the specific skills and the key competencies, according to the Decree.

	CCL	CP	STEM	CD	CPSAA	CC	CE	CCEC
EC1	X	X	X	X	X		X	
EC2	X	X	X		X		X	X
EC3	X	X	X		X		X	
EC4	X	X		X	X	X	X	X
EC5	X	X	X	X	X	X		X
EC6	X	X		X	X	X		

3.3. ASSESSMENT CRITERIA

In this Decree, the evaluation criteria and the specific competencies coexist, adapted to the second and third cycles (Tables 8-13).

Table 8. Shows the evaluation criteria of the 4th and 6th courses for Specific Skill 1.

Specific Skill 1: Identify and incorporate basic healthy habits in daily life, developing an active lifestyle, through regular and adequate physical activity.	
4º (2nd cycle)	6º (3rd cycle)
1.1. Incorporate healthy habits related to physical activity and nutrition, contributing to the improvement of physical, mental, and emotional health, and identify the main negative effects of an unbalanced diet.	1.1. Adopt healthy habits related to physical activity, diet, and postural hygiene that contribute to an improvement in physical, mental, and emotional health, recognising the negative effects of a sedentary lifestyle and harmful behaviours, in addition to valuing the benefits that a healthy lifestyle brings.
1.2. Gradually incorporate postural hygiene and accident prevention measures.	1.2. Adopt prevention measures, as well as apply action protocols when accidents occur.
1.3. Execute the phases of activation and cooling down through routines in daily physical activities.	1.3. Independently incorporating activation and cooling-down phases in physical activities, relating them to physical condition, thus internalising these routines as a habit for a healthy and responsible motor skill practice.
1.4. Learn the habit of practicing physical activity, through basic exercise routines and games that promote self-knowledge and harmonious interaction.	1.4. Practice physical activities on a regular basis, through exercise routines, games, or pre-sports practices in individual and collective situations that promote harmonious interaction and coexistence.

Table 9. Shows the evaluation criteria of the 4th and 6th courses for Specific Skills 2.

Specific Skills 2: Show awareness and control of the fundamental elements of corporality in varied motor skill situations from a critical approach.	
4º (2nd cycle)	6º (3rd cycle)
2.1. Become aware of the possibilities and limitations of the body in different individual motor skill actions and in coexistence and show a positive disposition towards physical exercise.	2.1. Recognise and accept the body, valuing and respecting possibilities and limitations of oneself and others, through the participation and resolution of challenges, as well as individual motor skill actions and in coexistence (implying effort, self-regulation, and management of emotions).
2.2. Identify the main anatomical and functional elements involved in movement, in common motor skill situations.	2.2. Relate the main anatomical and functional elements involved in movement and physical activity, especially those in transferable motor skill situations, to their experiential space.
2.3. Show a progressive body control, which is appropriate to different contexts and types of motor skill actions.	2.3. Acquire adequate domain and body control, adapted to the demands of problem solving in diverse motor skill actions.

Table 10. Shows the evaluation criteria of the 4th and 6th courses for Specific Skills 3.

Specific Skills 3: Solve motor skill challenges and situations using physical, perceptual-motor skills, and motor skills in contexts of daily life through physical activity and play.	
4º (2nd cycle)	6º (3rd cycle)
3.1. Execute movements, jumps, turns, and other motor skill actions in a coordinated manner, thus facilitating motor skills development in controlled games and physical activity in stable and familiar environments, through individual,	3.1. Combine basic and specific motor skills through individual motor skill actions, cooperation, opposition, or collaboration-opposition, through active participation in games in varied and variable environments, promoting tolerance and teamwork.

cooperative, oppositional, or collaborative-opposition motor skill actions.	
3.2. Develop inclusive social skills in motor skill practices, identifying stereotypes, and resolving individual and collective conflicts in a dialogued and fair way.	3.2. Coexist in the context of motor skill practices, using social skills for resolution of conflicts and respect for gender, affective-sexual, ethnic, socioeconomic, or motor skill competence, with a critical attitude towards stereotypes.
3.3. Experience simple motor skill challenges that involve basic physical abilities through individual, cooperative, oppositional, or collaboration-opposition motor skill actions through the games.	3.3. Solve individual, cooperative, opposition or collaboration-opposition motor skill challenges through exercises, games, and actions aimed at improving physical condition and consciously adapting the effort to the physical activity.
3.4. Use basic game strategies in individual motor skill actions, cooperation, opposition, or collaboration-opposition, through the identification of the main social and cultural values associated with games.	3.4. Use basic game strategies in individual motor skill actions, cooperation, opposition, or collaboration-opposition, through the identification of the main social and cultural values associated with games.

Table 11. Shows the evaluation criteria of the 4th and 6th courses for Specific Skills 4.

Specific Skills 4: Participate in the execution of artistic-expressive proposals with aesthetic and creative contributions with the basic expressive resources of body and movement.	
4º (2nd cycle)	6º (3rd cycle)
4.1. Explore the communicative possibilities of body language, participating in guided dynamics of initiation to choreographic dance, and other dance styles.	4.1. Apply expressive resources and techniques of the communicative body in choreographic dance, and other dance styles, thus developing the expressive and artistic creative sensitivity, as well as active listening.
4.2. Execute creative and expressive movements with progressive disinhibition that enriches emotional and personal	4.2. Create expressive movements and compositions with and without musical support, communicating sensations, emotions, and ideas in a creative and

identity, through simple, individual, or group performances.	uninhibited way, thus developing self-confidence from the use of rhythmic and expressive motor skill resources.
4.3. Active participation in simple and guided artistic montages, using the expressive resources of the body and movement.	4.3. Organise and design collective artistic projects by applying the expressive resources of the body and movement.

Table 12. Shows the evaluation criteria of the 4th and 6th courses for Specific Skills 5.

Specific Skills 5: Active participation in the exploration of the natural and cultural heritage of the environment, through guided physical and artistic-expressive activities, adopting individual and collective measures that favour safe and respectful practice.	
4º (2nd cycle)	6º (3rd cycle)
5.1. Conduct physical and artistic-expressive activities in the natural environment or unusual environments in a guided and controlled way, and therefore learning appropriate techniques.	5.1. Participate in the organisation and performance of physical and artistic-expressive activities in the natural environment or unusual environments, independently applying the appropriate techniques.
5.2. Identify safety measures and actions for the conservation of the environment through the participation in inclusive activities.	5.2. Apply safety measures and actions for the conservation of the environment and sustainable activities, through collaboration in organisations with an inclusive approach.
5.3. Participate in physical and artistic-expressive activities for understanding local natural and cultural heritage through guided activities.	5.3. Recognise and value local natural and cultural heritage through physical and artistic-expressive activities in the environment and from a community and critical approach.

Table 13. Shows the evaluation criteria of the 4th and 6th courses for Specific Skills 6.

Specific Skills 6: Identify and explore the technological resources related to physical activity and health and use them responsibly and safely under the supervision of the family and school.	
4º (2nd cycle)	6º (3rd cycle)
6.1. Experiment with simple technological resources related to physical activity.	6.1. Apply technological resources relating to physical activity and health through the resolution of problems in motor skill situations.
6.2. Make guided use of technological applications linked to motor skill challenges, games, and pre-sports, and identify benefits and risks.	6.2. Select and explore with criteria the technological applications related to physical activity and health, related to motor skill challenges, games and pre-sports, and assess the benefits and risks.
6.3. Participate in different physical and artistic-expressive proposals in a guided way, making use of technology, and learning new communication and learning scenarios.	6.3. Use the technology in a critical, responsible, and guided way in various devices, through physical and artistic-expressive styles, integrating the possibilities of new communication and learning scenarios.