

ID	3193
Curricular Unit	Motricity Children
Regent	Carlos Alberto Ferreira Neto
Learning Outcomes	<p>1 Identify relevant manner issues related to child development in particular their motor development and playful;</p> <p>2 Analyze issues related to pedagogical intervention in child motor skills (objectives, content areas and fields of intervention, organization of teaching-learning situations, etc.).</p> <p>3 Acquire knowledge about teaching motor tasks in childhood;</p> <p>4 Mastering the knowledge and identification of practical situations in children's motor skills;</p> <p>5. Critically discuss the main directions of research in education, its fundamentals, results and implications for the promotion of quality education.</p> <p>6. Analyze the ecology of a class in its structural and functional dimensions.</p> <p>7 Justify the principles of use of strategies and teaching techniques in the management of ecological tasks of school systems: education; management / organization; the class and social group</p> <p>8. Setting so reasoned the concept of Supervision.</p> <p>9. Evidence for the importance of Supervision as initial train</p>
Syllabus	<p>1 - Module Analysis and Intervention in Child Motricity The contents of the analysis module and intervention in child motor skills are organized into four thematic areas:</p> <p>1 - Historical aspects of teaching motor skills Kids: The historical references and current (child fitness, child physical education, minis and pre-sport games, psychomotor education and child motor skills) in national and international terms. Guiding principles and fundamental rules in teaching motor activities in childhood.</p> <p>2 - The pedagogical intervention in child motor skills: The general and specific objectives. Characterization of the various fields of intervention. The intervention areas (elementary, gymnastic, expressive, games, nature exploration, and integrated water). Structure of the classroom and learning situations. Presentation of activities and classroom management. The motor improvement and level of student progress. Teaching situations (free play, teaching by "aménagement" and directed teaching</p>

The review will focus on the discipline theoretical work written development of the thematic blocks treated at the option of forming.
In its assessment will be considered their content and form, based on the following parameters:

Evaluation

- Justification / rationale of the chosen theme.
- Correction of the theoretical content of the work.
- Consistency revealed the structure of the work.
- Diversity mobilized bibliographic sources.
- Clarity of written expression.
- Originality in the treatment of the theme

Bibliography

Alarcão, I. (1996). Reflective Supervisory Training . Supervision strategies. Port: Port Publisher
Arends, R. (1995). Learning to Teach . Lisbon: McGraw-Hill. Formosinho, J. (2002). Supervision in Teacher Education II. Organization of the Person. Harbour: Harbour Publishing. Neto, C. (2001). Motricity and Play in Childhood. 3rd ed. Rio de Janeiro: Editorial Sprint.
Neto, C. Morais, D. & Brito, M. (1999). program activities - motor expression, musical expression, artistic expression. Draft Consolidation of Educational Systems. European Commission. Lisbon: Calouste Gulbenkian Foundation. Neto, C. Morais, D. & Brito, M. (1999). teacher's guide - motor expression, musical expression, artistic expression. Draft Consolidation of Educational Systems. European Commission. Lisbon: Calouste Gulbenkian Foundation. Neto, C. (1987). Motricity and Development study of the behavior of children aged 5-6 years on the influence of different stimuli on the acquisition of teaching fundamental skills of ma