

# The implementation of the curriculum Childhood Education in Cambé-PR: the physical education proposal<sup>1</sup>

A implementação do currículo da Educação Infantil em Cambé-PR:  
a proposta de educação física

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## ABSTRACT

The aim of this article is to analyze the process of drawing up and implementing the Early Childhood Education Curriculum for the Municipal Public Education Network of Cambé-PR, with regard to the specificity of Physical Education as an area of knowledge, from the perspective of the Critical-Supervisory approach and its object of study, Body Culture. The study was produced from a bibliographic and documentary review from a qualitative perspective. Completed in 2020, this School Curriculum is theoretically based on the critical-dialectical perspective, on the propositions of Lev Vygotsky's Historical-Cultural Psychology and Dermeval Saviani's Historical-Critical Pedagogy. The implementation of the School Curriculum was accompanied by a process of collective and collaborative production. The Physical Education teachers from the Municipal Education Network were invited to take

## RESUMO

O artigo tem como objetivo analisar o processo de elaboração e de implementação do Currículo da Educação Infantil para a Rede Pública Municipal de Ensino de Cambé-PR, no que tange à especificidade da Educação Física como área do conhecimento, na perspectiva da abordagem Crítico-Superadora e o seu objeto de estudo, a Cultura Corporal. O estudo foi produzido a partir de revisão bibliográfica e documental numa perspectiva de natureza qualitativa. Concluído no ano de 2020, este Currículo Escolar se fundamenta teoricamente na perspectiva crítico-dialética, nas proposições da Psicologia Histórico-Cultural, de Lev Vygotsky e da Pedagogia Histórico-Crítica, de Dermeval Saviani. A implementação do Currículo Escolar foi acompanhada por um processo de produção coletiva e colaborativa. Os professores de Educação Física da Rede Municipal de Ensino foram convidados a participarem de processo, resultando no

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part in the process, resulting in the involvement of nine teachers who met periodically to study and draw up the guiding document for the Physical Education curriculum. We conclude by arguing that the curricular organization of the Physical Education teacher's pedagogical work should consider humanization as a fundamental principle, planning practices with the intention of teaching and promoting the omnilateral development of children and also corroborating the pedagogical praxis of current teachers and those entering this municipal education network.

envolvimento de nove docentes que se encontravam periodicamente para os estudos e para a elaboração do documento norteador da matriz curricular da disciplina de Educação Física. Concluímos, defendendo que a organização curricular do trabalho pedagógico do professor de Educação Física, deve considerar a humanização como princípio fundamental, planejando práticas com intencionalidade de ensino e de promoção do desenvolvimento omnilateral das crianças e, também, corroborando com a práxis pedagógica dos professores atuantes e os que ingressam nesta rede municipal de ensino.

**Keywords:** School Curriculum. Early Childhood Education. Physical Education.

**Palavras-chave:** Currículo Escolar. Educação Infantil. Educação Física.

## 1 Introduction

This article presents the curricular proposal for Early Childhood Education in the Municipal Education System of Cambé-PR, regarding the subject of Physical Education, from the perspective of Body Culture. The process of preparing the document was a collective and collaborative production, having as theoretical reference Historical-Cultural Psychology, Historical-Critical Pedagogy and the Critical-Overcoming approach, materializing the final product of an official document guiding pedagogical practices in the Municipal Centers of Early Childhood Education of the aforementioned municipality, located in the north of Paraná.

The study proposes an in-depth analysis of the intrinsic relationship between the Curriculum and human development, with the aim of exploring the implications of this interconnection in the educational and formative process of children. The research, of a bibliographic and documentary nature, seeks to offer a detailed understanding of the dynamics that involve both the theoretical and practical aspects of this relationship. To this end, a qualitative approach is adopted, which is based on a critical and dialectical perspective.

The pedagogical team of the Municipal Department of Education recognized the need to implement the Curriculum for this first stage of basic education, with the purpose of ensuring the continuity of the quality of teaching, especially after the adoption of the Curriculum for Elementary Education –

Initial Years, launched in the second half of 2016, with the presence of Lígia Márcia Martins, Newton Duarte and Dermeval Saviani.

This Curriculum was also the result of a dialogic process of collective and collaborative construction, based on the theoretical assumptions of Historical-Cultural Psychology and Historical-Critical Pedagogy, in the convergence of perspectives and knowledge from different areas of knowledge, such as: Art, Science, Physical Education, Geography, History and Portuguese Language, with Professor Dr. Newton Duarte as general advisor, subject advisors, university researchers and teaching staff from the municipal education network.

The School Curriculum is an essential support tool for education professionals, aiming to promote the full development of students, allowing them to reach their maximum potential, and at the same time, leaving a significant historical and cultural legacy for future generations. This commitment reflects the continuous search for improving the quality of education, using carefully established guidelines to guide the educational process effectively, ensuring that students receive a quality public education.

As pointed out by the pedagogical advisory team of the Municipal Department of Education of Cambé:

Our management assumed, as one of its goals, the preparation of this document, aiming to provide, to students from zero to five years old, the same quality offered in Elementary Education, in order to show that the work developed in the Early Childhood Education Centers of Cambé is aimed at ensuring that children, from early childhood, appropriate the accumulated human qualities, with their teachers as mediators (Cambé, 2020, p. 21).

Therefore, the goal of the team of pedagogical advisors of the Municipal Department of Education is significant, bringing with it the commitment to ensure that Education, from the earliest age, is a formation imbued with commitment, responsibility and quality, as much as in the Initial Years of Elementary School. This is of utmost importance, since the first years of life are fundamental for the cognitive, emotional and social development of children. The city's education network places great value on the quality of Continuing

Education Courses, recognizing the indispensable role of teachers as mediators in the teaching and learning process, ensuring a solid and excellent Education from the first stage of education.

For Malanchen (2016, p. 170), “working in school with scientific, artistic and philosophical knowledge requires a historical, materialist and dialectical perspective of the objectivity and universality of knowledge [...]”. This means recognizing the importance of understanding the history of knowledge in each of these areas, since understanding how knowledge is developed and how it has evolved over time is scientifically relevant. The dialectical approach emphasizes the relationship between knowledge and material reality and how the interdependence of different areas of knowledge, in a broad and integrated way, is essential for Education to promote a deep and critical understanding of the world around us.

The School Curriculum, in light of Historical-Critical Pedagogy, requires an approach based on theoretical rigor and clear direction. When developing it, it is essential to consider the commitment of public schools, especially with regard to the education of working-class children, guaranteeing them access to the knowledge historically accumulated by humanity and the necessary conditions for their critical and emancipatory appropriation.

This commitment requires the careful selection of references that will support this perspective, ensuring their relevance for the critical analysis of social, political and economic reality, in order to promote a deep and transformative understanding of the context in which children are inserted.

The text emphasizes the centrality of scientific knowledge as an essential foundation for the organization and structuring of teaching, suggesting that the construction of the School Curriculum be guided by this premise, in order to provide students with not only a solid education, but also a critical, reflective and transformative one.

The integration of scientific knowledge with contemporary educational needs aims to build an education capable of forming citizens who are fully aware of their role in the world and are able to contribute significantly to society.

The School Curriculum must express not only the programmatic content, but also the values and principles that guide Historical-Critical Pedagogy, such as the search for social transformation and the promotion of critical awareness among students. Therefore, when developing it, it is essential to consider not only the cognitive aspects, but also the ethical, political and social aspects of education.

For Malanchen (2016, p. 171):

[...] the function of education, more specifically school education: to identify which contents are fundamental in the continuity of the development and evolution of the human race, known in Marxism as omnilateral human formation, as well as which are the most appropriate ways for these contents to be incorporated into the second nature of students.

The founding activity of school education is to promote the full development of individuals, enabling them to act critically, consciously and transformatively in society. To achieve this, it is necessary to identify and teach content that not only informs, but also educates, enabling individuals to make changes that can make them capable of contributing to the continuous evolution of the human race.

The development of the School Curriculum, from the perspective of Historical-Critical Pedagogy, must be a dynamic and participatory process, involving the entire school community, and must be an instrument for the comprehensive education of students, promoting critical awareness and the ability to act to transform society.

Based on a solid theoretical and practical foundation, Historical-Critical Pedagogy seeks an education that helps individuals commit to their comprehensive education and, consequently, to the production of a more just and egalitarian world.

Thus, Martins (2016, p. 14) states:

Having historical-dialectical materialism as a methodological foundation, both historical-cultural psychology and historical-critical pedagogy present man as a social being whose development is conditioned by the activity that links him to nature, a being that initially does not have properties that ensure, by themselves, the achievement of that which characterizes him as a human being. Leontiev (1978a), when stating that the transmission of the products of activity between generations is imposed as a founding trait of the humanity of subjects, explains that human development synthesizes a long and complex historical-social process [...].

This is a philosophical and methodological approach that aims to understand history and society through the analysis of material relations and social contradictions. It emphasizes the importance of material living conditions and historical changes in the formation of society and individuals. For the same author, internalization processes, in turn, “interpose themselves between the planes of interpersonal (interpsychic) and intrapersonal (intrapsychic) relationships” (Martins, 2016, p. 14).

Internalization processes act as a link between experiences lived in interpersonal relationships and their internalization in individual psychological processes. They connect the influences of the external social world with the formation of each person's internal psyche, shaping their way of thinking, feeling, and acting. These processes are essential for understanding human development and the construction of personal identity.

The objective of this study is to analyze the process of elaboration and implementation of the Early Childhood Education Curriculum in the Municipal Public School System of Cambé-PR, with a specific focus on the area of Physical Education. The research seeks to understand this process from its collective and collaborative construction by Physical Education teachers, to the effective implementation of the referred document, addressing the challenges, the methodologies adopted and the impacts of this action in the educational context of the municipal network.

## **2 Studies, organization, process for the development, implementation and launch of the Curriculum**

The pedagogical team of the Municipal Department of Education of Cambé-PR hired Prof. Dr. Lígia Márcia Martins as a specialized advisor to monitor studies based on Historical-Cultural Psychology and Historical-Critical Pedagogy. The aforementioned teacher and researcher had previously contributed to the Continuing Education Program of the municipal education network of Cambé-PR, as well as to the studies that supported the development of the Curriculum for the Initial Years of Elementary Education.

The experience and expertise of the teacher and researcher were fundamental for the advancement of pedagogical practices and for the deepening of theoretical discussions that guide the Curriculum of the municipal network, thus beginning the process of Continuing Education with the teaching team, aiming at the implementation of the Curriculum.

The main objective of this process was to ensure the incorporation of theoretical and methodological assumptions into the pedagogical practices of school professionals, ensuring a consistent and effective application of the foundations that guide educational development in the municipal network.

Professor Dr. Lígia Márcia Martins, together with the teaching advisory team of the Municipal Department of Education, mediated the studies based on the following areas of knowledge: Art, Physical Education, Natural Sciences, Social Sciences, Portuguese Language and Mathematics, aligned with normative documents, such as the National Common Curricular Base (Brazil, 2017) and the Paraná Curricular Reference (Paraná, 2018), in line with the Historical-Cultural Theory, which guides pedagogical work in the municipal education network of Cambé-PR.

The Curriculum is organized around the Fields of Experience: The self, the other and the us; Body, gestures and movements; Lines, sounds, colors and shapes; Listening, speech, thought and imagination; Spaces, times, quantities, relationships and transformations. These Fields of Experience cover the different



areas of knowledge mentioned above and the various aspects that children must develop, such as self-knowledge, social interaction, body expression, sensory perception, language and logical reasoning.

To begin the teacher training process, courses, lectures and tutoring were organized under the leadership of Prof. Dr. Lígia Márcia Martins, as well as pedagogical advisors from specific areas of the teaching team of the Municipal Department of Education.

The main focus of these events was studies on child development and pedagogical practices aimed at children from zero to five years of age, as well as contributions from teachers from the school units. All of these elements permeated the organization and preparation of the content covered during the training.

When considering the training of any worker, including teachers, it is crucial to understand the relationship between the individual, the product of their work, and the historical and social conditions in which this work occurs. Teachers not only transmit knowledge, but also play a fundamental role in the formation of students as critical and participatory citizens in society (Martins, 2010).

At the beginning of this section, elements of the process for developing the curriculum for the municipality of Cambé-PR were outlined. From now on, the focus will be on presenting the area of knowledge of the Physical Education discipline, within the Field of Experience: Body, gestures and movements.

The pedagogical advisor for the Physical Education discipline, understanding the importance of collective participation in the construction of the guiding document for the pedagogical matrix, formally invited the tenured teachers of the municipal education network to participate in moments of reading, studying, debating and writing this curricular instrument.

This initiative aimed to ensure that the process of developing the document was dialogic and democratic. In response to this call, eight teachers showed interest and committed to actively participating in the weekly meetings, which took place throughout the months of September and October of 2020.

During this period, the group involved dedicated itself to the critical analysis of theoretical references, the discussion of pedagogical guidelines and



the systematization of principles that would guide the curriculum matrix, ensuring that the document reflected both the theoretical and methodological assumptions of Historical-Critical Pedagogy, Historical-Cultural Psychology and the Critical-Overcoming approach and the activities of Body Culture.

On the other hand, the teachers also shared their pedagogical practices and experiences, providing a rich and dynamic learning environment in which different perspectives and ideas could be explored and discussed.

These moments of exchange promoted reflections, concerns and provocations about the challenges and possible opportunities of Physical Education in Early Childhood Education and its various possibilities within quality public education that aims to guarantee children's learning rights.

The group of teachers faced the challenge of systematizing the concept of the discipline, the methodological approaches, the assessment and defining the content to be worked on, from Infant, Infant 1, Infant 2 and Infant 3 (babies and very young children) to Infant 4 and Infant 5 (young children).

The teachers were tasked with studying, systematizing the texts and the methodological approaches. The materials were shared with the school units, so that the teachers had the opportunity to give their opinions on what they considered pertinent, contributing with suggestions and possible criticisms, since the intention of the Municipal Department of Education was that all teachers, in a collaborative manner, could participate in this democratic moment for the elaboration of the Curriculum, giving the right to a voice and a say to the teaching staff.

Due to certain objective, personal and limiting conditions, the other teachers were unable to attend the meetings intended for the elaboration of the document. However, despite the absences, it is important to highlight that, as soon as the preliminary curriculum proposal was presented, there was unanimous acceptance by the teachers regarding the design of the guiding document.

The proposal was received consensually, demonstrating the collective commitment to the principles and guidelines that guided the construction of the Curriculum. This acceptance strengthens the confidence in the construction of a

solid, cohesive educational path aligned with the needs of the education network, aiming at the continuous improvement of the pedagogical process.

The elaboration of the curriculum proposal was a collaborative, interactive and, in many aspects, challenging process, since it required considerable dedication and organization to carry out the studies. This process involved in-depth readings of bibliographies related to the theoretical perspective adopted, the Historical-Cultural Theory, in addition to the specificities of Early Childhood Education in the context of Physical Education.

Based on this approach, the debates held with the group of nine teachers allowed the collective construction of the texts, which were written and forwarded to the responsible advisor, Professor. Dr. Lígia Márcia Martins and, after the feedback, containing corrections and constructive suggestions, the work moved forward, with the continuous improvement of the content, reflecting the convergence of knowledge and experiences of those involved in the process.

This research dynamic, which involved group discussions, collaborative writing, expert guidance and peer review, was maintained throughout the entire process, until the curriculum proposal was fully consolidated and finalized. Each stage of this curriculum development process contributed significantly to the construction of a document that established the foundations for pedagogical practice.

In addition to challenging traditional and anti-school teaching concepts, this approach ensured that the proposal was imbued with an educational vision that respects and values the specificities of Early Childhood Education, providing a theoretical and methodological direction that strengthens the quality of education from the earliest stages of schooling.

The authors Pasqualini and Martins (2008, p. 72-73) point out:

In addition, we will seek to demonstrate that the anti-school perspective in EI (Early Childhood Education) points to a blurring of the boundaries between early childhood education and other socializing agencies, leads to the mischaracterization of the role of the teacher and reveals a political commitment that diverges from the needs of working-class families, who have in school one of the few – perhaps the only – spaces for access to systematized knowledge.

Therefore, school is the privileged locus to offer an enriching curriculum that socializes classical, scientific, philosophical and artistic knowledge in its most elaborate forms. We argue that caring, educating and teaching are essential to provide a safe, affectionate and stimulating environment that promotes the integral development of children.

Likewise, educational activities must be incorporated into the daily routines of Early Childhood Education schools, ensuring that children have opportunities for learning, experiences and enriching experiences that enhance humanization.

The launch of the Early Childhood Education Curriculum of Cambé-PR took place on December 15, 2020, through a live broadcast on the Education Department's YouTube channel (Cambé, 2020), with the presence of Prof. Dr. Lígia Márcia Martins and Prof. Dr. Newton Duarte. During the broadcast, the path to creating the document was outlined, in addition to highlighting the importance for the municipal education network of Cambé-PR of adopting a Curriculum for this first stage of Basic Education.

Until now, what existed for Early Childhood Education could be characterized more as a curricular organization than as a specific and structured Curriculum.

With the intention of implementing a Curriculum that was appropriate for this fundamental stage of education, the Municipal Department of Education, aware of the importance of ensuring quality education as an essential principle for the integral development of children, recognized the urgent need to formalize a guiding document.

This formalization represents a significant advance, as it seeks to consolidate a theoretical and methodological framework that guides pedagogical practices, ensuring a more cohesive, consistent education aligned with the needs and specificities of Early Childhood Education.

The Curriculum, in its broadest conception, involves a broader scope; it is not limited to what is taught, but also encompasses the educational objectives that are intended to be achieved, the pedagogical approaches adopted, the values and principles that support the teaching and learning process, in addition to the beliefs and concepts that guide the training of educators and the development of students. It is a guiding document that goes beyond the simple organization of content, as it

reflects a vision of education that aims at the comprehensive development of students, considering cognitive, emotional, social and cultural aspects.

## **2.1 Physical Education in Early Childhood Education and the Systematization of Content: Critical-Overcoming Approach**

During the 1980s, a substantial transformation occurred in the conception and practice of Physical Education, marking a paradigmatic change in the way this discipline was understood and approached in schools. Previously, Physical Education was predominantly centered on sports content, with a strong emphasis on a biological approach, which privileged the physical and technical aspects of the human body, often disregarding other dimensions of the individual.

However, during this decade, a growing movement emerged that began to question this reductionist view and promote a broader and more integrated understanding of the human being in the context of school Physical Education.

This new perspective, with historical and social support, began to consider the human being as a multidimensional entity, composed not only of biological aspects, but also of social, cultural and emotional influences. Physical Education, therefore, began to be seen as a space for the integral development of students, considering their social interactions, their cultural experiences and their emotional formation beyond their physical capacities. This movement represented a significant advance for the democratization and humanization of pedagogical practice in the area.

For Saviani (2019, p. 94), the conception of the world, of man and of society “that is the basis of historical-critical pedagogy starts from the observation of man as a corporeal being that produces himself materially by producing his means of existence”. Turning its attention to this new way of understanding the individual, Historical-Critical Pedagogy recognizes the importance of understanding man as a being that qualifies himself materially by producing his means of existence.

From this perspective, Historical-Critical Pedagogy proposes a new way of understanding the individual, recognizing that he qualifies himself materially by transforming the world around him to ensure his survival and well-being. Man, therefore, is not seen only in his biological or physical dimension, but as a social,

historical and cultural being who, through his practices, interactions and transformations of the environment, builds his own identity and qualifies himself as a subject of history.

This understanding broadens the vision of the human being, recognizing him as an active agent in the construction of his world, and not just as a passive being in the face of external influences.

According to Saviani (2019, p. 105) at first glance, one might think that, “given the emphasis that this pedagogical theory (Historical-Critical Pedagogy) places on the issue of systematized knowledge, there would be no place for Physical Education in it or, at most, it would occupy a rather secondary position [...]”. As the author describes, instead of relegating Physical Education to a secondary role, Historical-Critical Pedagogy seeks to integrate it fully and significantly into the educational context, recognizing the body as an essential element of human experience and the construction of knowledge.

This pedagogical approach values corporeality not only as a physical aspect, but as a dimension that is intertwined with the intellectual, emotional and social development of the individual. When treated from the perspective of Historical-Critical Pedagogy, Physical Education not only reaffirms itself as a fundamental component of the School Curriculum, but also as a discipline capable of dialoguing with the multiple dimensions of the human being, favoring a comprehensive learning process that involves the body, mind and social relations, essential for the formation of critical and transformative citizens.

Taffarel (2016, p. 16) points out that:

[...] based on studies of Historical-Cultural Theory, which is the theoretical-scientific thought that is the object of the curriculum, which unifies (theoretical-methodological unity) all curricular disciplines, including Physical Education. This relationship between the school and the development of the psyche theoretically unifies teachers around the object of the curriculum: to increase the theoretical capacity of students.

Historical-Critical Pedagogy and the Critical-Overcoming approach to Physical Culture activities share the fundamental premise that school education

should transcend the mere transmission of practical knowledge, seeking instead to promote a critical, reflective and scientific understanding of the curricular contents.

In this context, the school assumes the role of mediator of the educational process, not only offering information, but also providing students with the necessary tools for a critical analysis of the world around them, allowing them to question, understand and transform their reality.

The relationship between Historical-Critical Pedagogy and the Critical-Overcoming Approach in teaching the Physical Education subject highlights the importance of theoretical and scientific thinking as the central object of the Curriculum. Historical-Cultural Theory emphasizes that the development of the human psyche unifies all disciplines in the areas of knowledge, including Physical Education and Physical Culture activities, such as: Games, Gymnastics, Dance, Sports, Games and others. Other researchers enrich the theoretical basis of the methodological proposal for teaching Physical Education in the Critical-Overcoming approach, such as Castellani Filho et al. (2009, p. 61-62) stating:

Physical Education is a discipline that deals, pedagogically, in schools, with knowledge of an area called here body culture. It will be configured with themes or forms of activities, particularly body-related, such as those named previously: games, sports, gymnastics, dance and others, which will constitute its content. The study of this knowledge aims to understand body expression as a language.

According to the authors, Physical Education, as an area of knowledge focused on the study of Body Culture, aims to transcend the mere understanding of physical movements, also approaching them as forms of expression that carry meanings and significance, understanding body expression not only as a set of motor actions or physical skills, but, above all, as a unique and multifaceted language, capable of communicating ideas, emotions, values and experiences.

Based on in-depth studies carried out by several researchers who were based on the theoretical contributions mentioned above, it was possible to develop the Physical Education curriculum proposal for Early Childhood Education in the municipality of Cambé-PR. This proposal is based on three

essential theoretical pillars: Historical-Cultural Psychology, Historical-Critical Pedagogy and the Critical-Overcoming Approach to Physical Education.

These theoretical frameworks conceive Physical Education as a school subject dedicated to the study and in-depth reflection on human activities, with a specific focus on Body Culture. However, this approach goes far beyond the simple execution of physical movements. It seeks to promote a critical, comprehensive and integral understanding of the body, which considers the multiple aspects that make up the human experience.

These aspects encompass the biological, social, cultural and historical dimensions, which, by their nature, must be addressed in an interconnected way in the educational process. The curricular proposal, therefore, aims to contribute to the formation of critical, autonomous and conscious subjects, capable of reflecting on the multiple dimensions of corporeality and acting in a transformative way in the world.

Thus:

The teaching of Physical Education in Early Childhood Education needs to take into account the handling of knowledge of the specificities of Body Culture activities (Dance, Sports, Gymnastics, Fighting, Games, Play, among others) from an early age, taking into account its suitability, in relation to the recipients, starting with the teaching of its most rudimentary forms and expanding the complexity according to the process of assimilation and appropriation of the contents of body culture activities (Cambé, 2020, p. 287-288).

It is imperative to ensure the learning rights of young children in relation to the content of Physical Education teaching in Early Childhood Education, since the integral development of children depends on a pedagogical approach that takes into account their multiple dimensions. In this context, the inclusion of Body Culture activities, adapted to the characteristics and needs of this age group, becomes fundamental.

These activities should not be seen only as moments of leisure or recreation, but as essential components for the development of children, allowing them to explore, experiment and discover the world around them in a playful, accessible and enriching way.



The activities proposed for this stage of teaching must be carefully planned, respecting the motor, cognitive and affective capacities of children. This playful approach allows children to develop a solid foundation, stimulating curiosity and exploration of the world around them.

As children progress, the complexity of the activities should be gradually increased, with the introduction of new elements, challenges and variations in practices. This development must be carried out in a sensitive manner and respecting the periodization of child development, in order to ensure that the learning process is meaningful and appropriate to their needs.

Body Culture, as an object of study in Physical Education, contributes not only to the physical development of children, but also to their humanization, as it helps them understand and relate to the world around them in a more conscious and integrated way. A mediated, planned and systematized education in this context is essential to ensure that children's experiences are enriching and meaningful.

According to Santos et al., (2016, p. 410), the general objective of teaching Body Culture “consists of expanding the possibilities of conscious and voluntary mastery “of bodily actions of a playful, artistic and skillful nature [...]”.

The authors also propose organizing pedagogical work for young children based on three axes extracted from the Body Culture approach, namely: 1) Games of Oppositional Situations; 2) Games of Skills and Body Challenges; 3) Games of Imitation and Creation of Artistic Forms.

For children aged zero to three years old, the authors Pereira and Rossi (2020) present the centrality of children's sensory development, emphasizing the importance of games that stimulate the senses. This approach aims to allow children to experience, know and recognize the world around them through the five senses: Hearing, Smell, Taste, Touch and Vision.

Through these sensory experiences, children have the opportunity to appropriate and build a deep and meaningful understanding of the environment and culture that surrounds them. Such experiences not only allow children to interact with the world in a direct and practical way, but also facilitate the development of a broader and more integrated perception of themselves and the world around them.

In view of the axes listed above, the teacher, as a mediator of the teaching and learning process, plays a crucial role in creating an enriching and stimulating learning environment. He or she must provide a variety of playful activities, which are essential for the integral development of young children.

When planned and implemented strategically, these activities have the power to promote children's cognitive, emotional, social and motor development, considering their unique characteristics and individual needs. When teachers structure and systematize pedagogical practices, they not only organize the content in a clear and accessible way, but also create opportunities for children to explore, experiment and express their potential fully.

By planning activities that involve games and play, teachers provide a fertile ground for active and meaningful learning, where children engage enthusiastically, enhancing creativity, critical thinking and social interaction as tools for constructing knowledge. By creating a playful and stimulating environment, teachers help children develop their maximum human qualities.

The pedagogical proposals for the aforementioned Cambé-PR Curriculum proposal were based on studies by Santos et al. (2016) and Pereira and Rossi (2020), for the preparation of the guiding document, with the axes distributed as follows:

- 1) Games of bodily, sensory and spatial perceptions: emphasis on body awareness; 2) Games of skills and bodily and cognitive challenges: emphasis on gymnastics, games and sports; 3) Games of imitation/expression and creation of artistic forms: emphasis on dance; 4) Games of oppositional situations: emphasis on fighting (Cambé, 2020, p. 293, our emphasis).

In agreement with the authors Santos et al. (2016) and Pereira and Rossi (2020), the structured axes aim to provide a comprehensive and balanced development of children, using play as the main pedagogical tool. Through these activities, the aim is not only to promote physical development, but also the cognitive, sensory, spatial and artistic development of children. Each axis proposes a specific approach that, together, contributes to the complete formation of children, respecting their individual needs and potential.

The Early Childhood Education school plays a crucial role in the development of children's skills and abilities. Through the mediation of school learning, it must promote a structured and stimulating environment where children can explore, experiment and learn. This can be achieved through diverse educational activities, positive interactions between peers and teachers

The teaching of Physical Education in Early Childhood Education must be more than just mechanical, monotonous and stereotyped motor activities or just moving freely. These activities should be part of a broader educational plan, since allowing children to move around without a clear educational purpose can result in disorganized and meaningless activities for them.

The proposal for the aforementioned curricular organization, based on the theme of Body Culture, is based on the assumption of an omnilateral education and, to achieve this objective, in addition to a biological approach, aiming to develop only locomotion skills, stabilization skills and manipulation skills, as a means to an end, such as literacy, reading, writing and mastering logical-mathematical operations, it is necessary to advance in its teaching process, contributing to the integral formation of children, appropriating culture and constituting a subject for active and critical participation in society.

According to Pasqualini and Lazaretti (2022, p. 41):

This fascination with the appropriation of culture can only be aroused through the socialization, promoted by the school, of scientific, artistic and philosophical knowledge. We affirm the central importance of these contents in early childhood education schools because, through them, if adequately organized and systematized, it is possible to unveil the world of objects and phenomena of physical, social, philosophical and artistic reality, promoting curiosity in children to know and uncover the world.

Therefore, the inclusion of scientific, artistic and philosophical content in Early Childhood Education is vital to promote an all-round education. This means preparing children not only for academic success, but also to become curious, critical and culturally enriched individuals in the process of formation, experiencing situations that may enable them to actively participate in society.

When children are exposed to a variety of knowledge, they develop a deeper understanding of reality, thus expanding their cultural repertoire in school environments, enriching and broadening this repertoire. In view of the above, this should be a commitment of the teacher through their educational practice.

It is important to consider that the teaching of Body Culture activities in Early Childhood Education should be carried out with structured planning, with pedagogical intentionality in a safe and stimulating learning environment and with the integration of diverse content, respecting the specificities of Early Childhood Education.

This organization is essential to promote the integral development of children, contributing to the formation of individuals who are more aware of their bodies, capable of expressing themselves autonomously and in a more meaningful way with the world.

Body language is a fundamental form of expression for children, allowing them to communicate and interact with their peers and the world around them. Through gestures, facial expressions and movements, children convey feelings, needs, desires and perceptions, even before they master verbal language. These experiences and bodily experiences are essential for child development, as they promote the perception and control of one's own body, expanding the repertoire of body language.

We agree with Arce (2013, p. 34) when he reiterates that educational proposals in the school environment:

Are nothing more than the materialization of areas of knowledge such as science, Portuguese (literacy and literacy processes), mathematics, knowledge derived from geography, history, physical education, music, etc., which will also be part of play. [...] These activities must respect the characteristics of children's development in their planning so as not to fall short of or exceed their physical, intellectual and emotional possibilities, capacities.

For the author, structured activities in Early Childhood Education must be planned carefully, respectfully and sensitively, ensuring that they incorporate content from different areas of knowledge in a manner appropriate to the characteristics and needs of children in their development process.

In order to clearly visualize the curricular organization of the municipality of Cambé-PR, explanatory charts were prepared that included: The structuring axis of knowledge; Contents, knowledge and expertise; Learning objectives; Levels to cover specific content: Infant (children from 0 to 12 months); Infant 1 (children from 1 to 2 years); Infant 2 (children from 2 to 3 years); Infant 3 (children from 3 to 4 years); Infant 4 (children from 4 to 5 years) and Infant 5 (children from 5 to 6 years), consisting of captions regarding the implementation of the contents of the curricular proposal and at which stage they will be covered: (I) Start: Start the Content; (A) Advance the Content; (C) Consolidate the Content and pedagogical suggestions in the Teaching Procedural Guidelines field, making it clear to teachers that the guidelines would only be suggestions and not ready-made models for teaching classes, they would be guiding paths for their teaching planning.

### Frame

Table 1 – Curriculum Organizer for  
Physical Education for Babies and Very Young Children – 0 to 3 years

ORGANIZADOR CURRICULAR DE EDUCAÇÃO FÍSICA PARA BEBÊS E CRIANÇAS BEM PEQUENAS (Infantil, Infantil 1, Infantil 2 e Infantil 3)							
Campo de experiência de referência: Corpo, gestos e movimentos.							
Campos de experiências complementares: Escuta, fala, pensamento e imaginação/ Traços, sons cores e formas/ O eu, o outro e o nós/ Espaços, tempos, quantidades, relações e transformações.							
EIXO ESTRUTURANTE DO CONHECIMENTO	CONTEÚDOS/ SABERES E CONHECIMENTO	OBJETIVOS DE APRENDIZAGEM	INFANTIL	INFANTIL 1	INFANTIL 2	INFANTIL 3	
ORIENTAÇÕES PROCEDIMENTAIS DE ENSINO							
BRINCADEIRAS DE PERCEPÇÕES CORPORAIS, SENSORIAIS E ESPACIAIS. (ÊNFASE EM CONSCIÊNCIA CORPORAL)	• Percepção corporal	Identificar diferentes segmentos corporais e seus possíveis movimentos.	I	A	A	C	➤ Apresentar nominalmente os diferentes segmentos corporais e seus diferentes movimentos (rotação do pescoço, conseguir sentar sozinho sem apoio, balanceio dos braços, flexão e extensão das pernas entre outros).
							➤ Estimular a excitação dos olhos (piscar lentamente, aumentando a velocidade gradativamente).
							➤ Promover o reconhecimento das orelhas (puxá-las para frente e para trás, para cima e para baixo; fechá-las para isolar o som).
							➤ Propiciar a identificação do nariz (puxar para frente, empurrar para dentro, movimentar para os lados, girá-lo).
							➤ Possibilitar o reconhecimento da boca (abrir e fechar a boca diversas vezes, com a boca fechada movimentar as bochechas, cerrar os lábios e etc.).
						➤ Proporcionar a familiarização da criança com a própria imagem corporal.	
							➤ Revelar todo o esquema corporal usando-se da estratégia de desenhos dos segmentos corporais (quando possível).

Source: Cambé (2020, p. 303)

Table 2 – Curriculum Organizer for  
Physical Education for Young Children – 4 and 5 years old

ORGANIZADOR CURRICULAR DE EDUCAÇÃO FÍSICA PARA CRIANÇAS PEQUENAS (Infantil 4 e Infantil 5)					
<p>Campo de experiência de referência: Corpo, gestos e movimentos</p> <p>Campos de experiências complementares: Escuta, fala, pensamento e imaginação/ Traços, sons cores e formas/ O eu, o outro e o nós/ Espaços, tempos, quantidades, relações e transformações</p>					
EIXO ESTRUTURANTE DO CONHECIMENTO	CONTEÚDOS/ SABERES E CONHECIMENTO	OBJETIVOS DE APRENDIZAGEM	INFANTIL 4	INFANTIL 5	ORIENTAÇÕES PROCEDIMENTAIS DE ENSINO
BRINCADEIRAS DE PERCEPÇÕES CORPORAIS, SENSORIAIS E ESPACIAIS. (ÊNFASE EM CONSCIÊNCIA CORPORAL)	<ul style="list-style-type: none"> <li>Consciência corporal/ percepção corporal</li> </ul>	Reconhecer as diferentes partes do corpo e seus possíveis movimentos.	A	A	<ul style="list-style-type: none"> <li>Possibilitar as vivências expressivas no controle e adequação corporal, por meio de brincadeiras, identificando os segmentos e suas funções.</li> <li>Propiciar ao aluno novas ações corporais, ampliando seu repertório motor e possibilitando a sua interação no contexto social.</li> </ul>
	<ul style="list-style-type: none"> <li>Identidade e autonomia de movimentos</li> </ul>	Perceber as diferenças individuais e suas particularidades.	I	A	<ul style="list-style-type: none"> <li>Promover o reconhecimento e o respeito das características físicas, intelectuais e sociais de cada indivíduo.</li> </ul>
		Reconhecer as possibilidades dos movimentos espontâneos compreendendo sua relação no espaço.	A	C	<ul style="list-style-type: none"> <li>Realizar ações que promovam a autonomia dos movimentos nos espaços escolares (bebedouro, banheiro, refeitório entre outros).</li> </ul>

Source: Cambé (2020, p. 320)

These two tables are examples of Contents, Learning Objectives and possible possibilities for working with very young children (zero to three years of age) and with young children (four to five years of age). As Campos and Mello (2010, p. 41) point out, “the importance of adults intentionally mediating their work with children in the first months of life is fundamental for their psychological, physical and cognitive development”.

Creating enriched educational environments involves much more than simply providing teaching resources; it is a dynamic and intentional process in which the teacher develops strategies that generate learning motivations and needs in children, offering challenges that lead them to significant progress. This process must be guided by a careful look at the potential of each student, recognizing their individualities and promoting interaction between different knowledge, experiences and contexts.



### 3 Final considerations

The present study aimed to analyze the process of elaboration and implementation of the Early Childhood Education Curriculum for the Municipal Public School System of Cambé-PR, emphasizing the proposal of Physical Education from the perspective of the Critical-Overcoming approach and its object of study, Body Culture.

We adopted bibliographic and documentary research to outline the path of elaboration of the Curriculum, from the initial stages of study to its effective materialization.

It is worth mentioning that a significant limitation in the elaboration of the Curriculum was the impact of the SARS-CoV-2 (Covid-19) pandemic. Social distancing and the abrupt transition to remote classes generated several challenges for teachers, including lack of familiarity with digital tools, work overload, and difficulty in reconciling professional and personal life.

These factors limited the effective participation of most teachers in the process of preparing the document, but despite these difficulties, the pedagogical team remained committed, overcoming the adversities imposed by the pandemic and ensuring that the work of preparing the Curriculum was completed, with the commitment to offer teachers a guiding tool for organizing educational practices.

We argue that the cohesive and intentional systematization of scientific content plays a fundamental role in the human formation of children, contributing to their integral development. In this sense, School Education must assume the responsibility of providing children with tools that stimulate the construction of critical and reflective thinking, promoting the ability to analyze and interpret reality.

Thus, Historical-Critical Pedagogy proposes a broad and in-depth understanding of the role of human beings in society and history. In contrast to perspectives that reduce students to mere passive receivers of knowledge,



this pedagogical approach recognizes them as active and participatory subjects in the learning process.

By providing support for children to understand and critically analyze the world around them, Historical-Critical Pedagogy enables them to question the injustices and inequalities present in society and to seek ways to contribute to its transformation. It also empowers them as conscious and active citizens, capable of promoting positive changes in their communities and society as a whole.

The specificity of the Physical Education discipline in Early Childhood Education, as proposed in the Cambé-PR Curriculum, is based on the Historical-Dialectic Materialist approach, on the integration of Historical-Cultural Psychology, Historical-Critical Pedagogy and the Critical-Overcoming Approach, with Body Culture as the object of study. We believe that these elements can corroborate the teaching and learning process.

It was observed that both the teachers directly involved in the preparation of the document, as well as the other teachers in the municipal network, unanimously recognized the relevance and importance of the Curriculum for Early Childhood Education. For these teachers, the Curriculum not only represents a set of guidelines, but is configured as a reference capable of providing the necessary bases for the organization and systematization of educational practices in schools.

The Curriculum is an essential instrument for strengthening pedagogical intentionality, functioning as a guiding guide that organizes and directs the teaching and learning process in a cohesive manner and aligned with the established educational objectives.

Therefore, the curricular organization of the pedagogical work of the Physical Education teacher must be guided by humanization, recognizing this principle as a central element in the educational process. Humanization not only values the affective and relational dimension of teaching but also places the integral development of the child as the central focus of pedagogical practices.

The School Curriculum plays a fundamental role in mediating the pedagogical praxis of teachers, both those who are already working and those who are entering the municipal education network of Cambé-PR. For active teachers, the School Curriculum becomes a space for constant updating and reflection on pedagogical practices, acting as a tool that guides pedagogical work, while at the same time challenging teachers to rethink their teaching methodologies and strategies, making them more inclusive and aligned with the principles of critical and humanized education.

For teachers entering the municipal education system, the School Curriculum assumes an initial guidance role that integrates them into the municipality's educational system and facilitates their adaptation to the specificities of the context, offering a guiding tool, allowing these professionals to understand the guidelines, objectives and shared values, in addition to contributing to the construction of a pedagogical identity aligned with the principles of public and inclusive education.

This integration between the School Curriculum and pedagogical practices, both for teachers who are already working and for new teachers, strengthens the educational environment as a whole, creating a network of support, training and reflection that contributes to the constant evolution of teaching. Furthermore, the Curriculum, by providing this continuity and collective construction, is essential to guarantee pedagogical cohesion and innovation within the municipal education network.

The Early Childhood Education Curriculum of the municipality of Cambé-PR, ensures that all professionals, regardless of their experience, share a common vision about the objectives of education and act in a manner aligned with the school's mission, which is the omnilateral formation of children from the earliest age, as critical, autonomous subjects, capable of exercising their citizenship in a critical and transformative manner, positively impacting the social fabric in which they are inserted.

## La implementación del currículo Educación Infantil en Cambé-PR: la propuesta de Educación Física

### RESUMEN

El artículo tiene como objetivo analizar el proceso de elaboración e implementación del Currículo de Educación Parvularia para la Red de Educación Pública Municipal de Cambé-PR, en lo que respecta a la especificidad de la Educación Física como área de conocimiento, desde la perspectiva del enfoque de Superación Crítica y su objeto de estudio, la Cultura Corporal. El estudio se produjo a partir de una revisión bibliográfica y documental desde una perspectiva cualitativa. Finalizado en 2020, este Currículo se fundamenta teóricamente en la perspectiva crítico-dialéctica, en los planteamientos de la Psicología Histórico-Cultural, de Lev Vygotsky y de la Pedagogía Histórico-Crítica, de Dermeval Saviani. La implementación del Currículo estuvo acompañada de un proceso de producción colectivo y colaborativo. Del proceso se invitó a docentes de Educación Física de la Red Municipal de Educación, resultando en el involucramiento de nueve docentes que se reunieron periódicamente para estudiar y elaborar el documento rector de la matriz curricular de la disciplina Educación Física. Concluimos argumentando que la organización curricular de la labor pedagógica del docente de Educación Física debe considerar la humanización como principio fundamental, planificando prácticas con intencionalidad docente y promoviendo el desarrollo omnilateral de los niños y, además, corroborando la praxis pedagógica de los docentes en activo y de quienes ingresan a esta red educativa municipal.

**Palabras-clave:** Currículo. Educación Infantil. Cultura Corporal.

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