



## Title: SUPERMARKET RACES

**Educational level:** 2nd cycle, Early Childhood Education. (3,4 and 5 y.o.)

**Curricular areas:** interdisciplinary

**Timing:** routine at the beginning of sessions. Any term.



## Summary

This proposal aims to develop psychomotor skills in children of early childhood education, combining movement with learning about healthy foods. Through games and group dynamics, students identify and classify foods according to their nutritional value, reinforcing their learning with simple rhymes. The activities promote coordination, agility, and teamwork in a playful manner.



## Aims



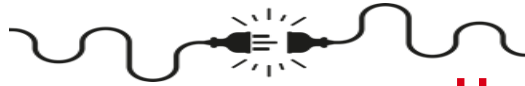
Progress in understanding and controlling their body and in acquiring different strategies, adapting their actions to the reality of their environment in a safe manner to build their self-image.

Adopt models, norms, and habits, developing confidence in their abilities to promote a healthy and responsible lifestyle.

Develop computational thinking skills by classifying and relating food cards according to specific patterns, demonstrating coordination, control and teamwork in a relay dynamic.

**Key competencies to be developed:** mathematical competence and competence in science and technology, personal, social, and lifelong learning competence, civic competence, and creative competence.





## How do we do it?

### Activity 1: races and classification of healthy and unhealthy foods

1. Description: The children will run freely in the designated space (gym or playground). When they hear a signal (a clap or a beep), they must stop, look for a food card (previously distributed on the ground), and pick it up.
2. Food Cards: There will be four types of cards representing apples, orange juice, lollipops, and chocolate (two healthy and two unhealthy).
3. Formation of Groups: After picking up the card, they must run to a colored hoop where they will form groups with classmates who have picked the same food.
4. Reciting Couplets: Once in the group, they will recite a short couplet that has been previously coded, related to the food they represent. Example: "If you eat too many lollipops, cavities will be a constant stop."

### Activity 2: relay race with classification of healthy foods

1. Description: Four rows of children are prepared behind four hoops placed on the floor at the back of the room.
2. Dynamic: Each child, in turn, will run from their hoop to the other end of the space, where there will be cards face down (of apple, juice, lollipop, and chocolate). They must pick up a card and bring it back to their hoop.
3. Classification: When all the cards have been collected, they will count how many belong to the healthy food group (apples and juices) and how many belong to the unhealthy group (chocolate and lollipop).

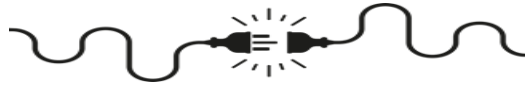
Winner: The team that has gathered the most healthy food cards will be the winner.

## Suggestions

**Variant:** Each team is assigned a specific food (apples, juices, lollipops, or chocolate). Just like in Activity 2, the children will run in relays to the other end of the space, but now they can only pick up cards that match their assigned food. If the card they discover is not theirs, they must leave it face down again and run back without carrying a card to give the relay to the next participant in their group. The team that successfully collects all of their cards correctly will be the winner.

As an extension activity, "one last question for restless minds" is offered to use as a way to calm down.





- **Human:** Psychomotricity teacher or tutor...
- **Material:** Hoops, printable cards with images of food, codes...



**Spaces:** Psychomotricity room or gym.

**Type of activity:** Psychomotricity.



Download the materials:

[Codes.](#)

[Printable cards to laminate](#)

[Worksheet: a last question for curious minds](#)





CÓDIGOS	
	AN APPLE A DAY, KEEP THE DOCTOR AWAY
	CHOCOLATE TIENE AZÚCAR COBETE, LA ENERGÍA SE TE ACABA EN UN PERQUETE
	SI COMES MUCHAS PIRELETAS, LAS CARIES NO SE ESTARÁN QUIETAS
	¡ALUCINA! EL ZUMO DE NARANJA NATURAL TIENE MUCHA VITAMINA
ALIMENTO SALUDABLE	ALIMENTO NO SALUDABLE


**TARJETAS PARA IMPRIMIR Y PLASTIFICAR**

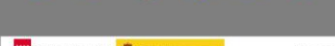
El número de tarjetas necesarias variará en función del número de alumnos y alumnas del grupo. Por ejemplo, para un grupo de 24 participantes, serían necesarias 24 tarjetas, 6 de cada tipo para la actividad 1. En el caso de la actividad 2 en su variante, si se dispone de 48 tarjetas o más, se podrá aumentar la duración de la actividad. (Imágenes creadas con Canva).

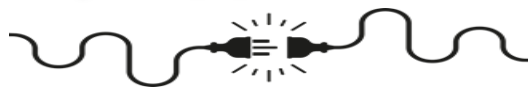
A) 

B) 




C) 

D) 

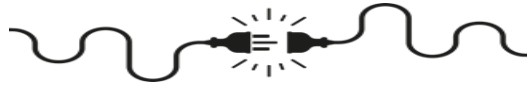




## What have we learned?

Assessment Criteria			
Demonstrates coordination and control when running and picking up the cards, adjusting movements safely in the space			
Actively participates while respecting the activity rules and shows understanding of healthy foods by classifying them correctly			
Engages confidently in group dynamics, contributing to the team's success in the relay and classification activities			
Correctly relates the food cards to the previously coded rhymes and recites them understandably			





## Computational Thinking



**Logic (prediction and analysis):** thinking to make predictions, solve problems and make decisions based on available information.

**Algorithms (steps and rules):** is a step-by-step process that solves a problem or completes a task.

**Patterns (recognise and use similarities):** recognising similarities or patterns in problems or data, which means come up with solutions quickly and effectively.

## More information



QR codes to the activity resources:



[Codes](#)



[Printable cards to laminate](#)



[Worksheet: a last question for curious minds](#)

# Unplugged Activity



*"Programa financiado por el Ministerio de Educación,  
Formación Profesional y Deportes"*



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