



Physical Activity and Motor Competence in Preschool Children

Guest Editors:

Dr. Vladimir Martínez-Bello

vladimir.martinez@uv.es

Dr. Isaac Estevan

isaac.estevan@uv.es

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Message from the Guest Editors

Early childhood is a key period in the construction of healthy life habits that affect the knowledge of children's possibilities for action, and different synergies are generated among physical activity, actual and perceived motor competence, etc., which, when expressed in each of the different contexts in which children participate, challenge the teaching and scientific community to question their role in promoting a better quality of life for children. Thus, with the aim to increase scientific knowledge of the study of positive practices in and out the physical education setting, in this Special Issue, we are interested in systematic evaluation of physical activity and motor competence, as well as the identification of policies and programs, the role of families, teachers and practitioners, all of which have an impact on preschool children's knowledge of themselves and their movement possibilities.

