

The current study it is part of more than one survey, manufactured within the research project's purpose named Human Development and Education in a Historical Cultural Perspective, and part of the Group of Studies and School Research of Vigotski – GSSRVI. It is part of the line of Teaching Training: knowledge and educational practices of the Program of post-graduation *Stricto Sensu* in Education (PPGE-master's) of the Federal University of South Border FUSB (UFFS- Universidade Federal da Fronteira Sul in Portuguese) – in the *campus* of the town Chapecó. In the interest for the game's thematic and in the deepening of the foundation of this in the historical cultural theory, it is found the source of the problem that is in the declared theoretical basis, makes a process with the Common National Curricular Basis – CNCB (BNCC Base Nacional Comum Curricular in Portuguese), perusing a more careful and detailed analyses of how it is characterized the teaching of the games in the early years of elementary school in the context of the CNCB. Because of this problem, it results the main purpose of the research, which is: Analyze, the light of the historical cultural theory of human development, the characteristics taken by the games schooling in the early years of elementary school, in the context of the CNCB. The search for possible answers was guided by these issues: 1) How the conception of the connection between human development and historical cultural theory contribute for us to analyze the proportions about the game's teaching in the CNCB (BNCC)? 2) What is the game in the historical cultural perspective and what implications take place of this conception to the school subject Physical Education in the early years of elementary school? 3) How it is introduced the game in the early years of elementary school in the CNCB (BNCC)? Of this amount of inquiry emerged the specific purpose of the research: 1) Characterize the connection human development and education in the historical cultural theory's scope; 2) Conceptualize the game in the historical cultural theory; 3) Identify implications for school subject physical education in the early years of elementary school; 4) Analyze the conception of physical education and of the game's, in the context of the CNCB. The object, issues and objective's reach, direct itself, in methodological terms, by the materialist approach of the historical dialectics, foundation of the historical cultural theory, which demanded, beyond the posture of critic investigation, the observation of an object in connection and contradiction. Of this perspective, the empirical data were searched and analyzed by the analyzes strategy mediation of content according to Minayo's prepositions (2012). The main discoveries of this research reveal neoliberal aspects in the CNCB (BNCC) that go against what is provided by the teaching development and the main ideas of the historical cultural theory, establishing the game in a position of simple subject to be taught, not showing all of its relevance. In terms of result, it was pursued to contribute to the development of the science in the educational area and, particularly, to the school subject Physical Education, beyond that it amplified the reach of the dialogs of historical cultural theory in which is referred to the teaching field of physical education in schools, mainly considering the normalization of the CNCB (BNCC).

Key words: Human Development. Historical Cultural Theory. Education. School Physical Education. Game. BNCC/CNCB.