



LEARNING PROGRAM FOR E-LEARNING CLASSES
ENGLISH AREA
FIRST TERM

TEACHER	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga	
SUBJECT	Physical Education	
GRADE/CLASS	First Basic	Classes: A – B - C
BLOCK_1_	Units: Welcome to kindergarten / Helping Hands	

OBJECTIVES	CONTENTS
<p>O.EF.1.1. Participate in body practices (games, dances, folklore, mimics among others) spontaneously, safely and pleasantly, individually or with others.</p> <p>O.EF.1.2. Recognize (all dimensions: motor, emotional, conceptual, among others), their chances of participation in body practices, individually and with others.</p> <p>O.EF.1.3. Execute body practices safely (ludic and communicative ones) that enhance the development of gross-motor and fine-motor, based on their collective needs that fit the body practices chosen.</p> <p>O.EF.1.4. Be aware of their corporeality and start building consciousness of their own body and how to take care of it.</p> <p>O.EF.1.5. Explore the benefits that come along with Physical education learning techniques for caretaking and health improvement, as well as wellbeing that fit their interests and needs.</p> <p>O.EF.1.6. Recognize their possibilities of action during their participation in different individual body practices.</p> <p>O.EF.1.7. Recognize individual and collective actions performed in different body practices collaborating with their peer’s welfare.</p> <p>O.EF.1.8. Identify the senses and meanings of different body practices in their familiar and school environment.</p>	<ul style="list-style-type: none"> ➤ Characteristics of the games ➤ Body states during body practices ➤ Importance of following the rules of a game. ➤ Participate in games controlling reactions to avoid harming oneself and others. ➤ Practice basic motor skills to participate safely in different types of games ➤ Follow commands related to the positions that the body can adopt. ➤ Practice different types of displacement: run, jump, throw, push, turn, pull, clap, hop. ➤ Work in teams respecting agreements. ➤ Explore your coordination skills, flexibility, speed, endurance, strength during body practices <p>EF.1.1.1. Identify basic characteristics in different kinds of games (chasing, with elements, nursery rhymes, playground singing games), in natural environments, individual and collective games from closing and far surroundings, to participate and enjoy them.</p> <p>EF1.1.2. Understand the need of rules and roles to play with others, making and respecting simple agreements with their peers.</p> <p>EF.1.1.3. Understand the peers and self-care importance as requirement to play games in a safely and enjoyable way.</p>

EF.1.1.4. Participate in games adjusting self-actions and decisions related with others to avoid damage he/herself or others.

EF.1.1.5. Identify possible materials to build different games implements building them safely (for instance, sock or paper balls, can stilts and ropes, among others).

EF.1.1.6. Recognize, differentiate and practice different ways of performing the motor actions that are needed to participate safely in different individual and collective games.

EF.1.2.1. Identify and name different parts of the body and differentiate different positions bodies can adopt (seated, down on knees, quadruped, stand, dorsal cube, face up, upside down and on side) and the possibilities of movement they have for example the movements with fingers and toes during the gymnastic practices

EF. 1.2.2. Explore their coordination skills, speed, flexibility, resistance and strength during the gymnastic practices (exercises, abilities, acrobatics)

EF. 1.2.3. Experience basic different motor skills (run, jump, throw, push, turn, pull and others) acrobatics and abilities identifying different ways in which they could make possible combinations - which part of the body make every action- recognizing differences between them (for example run and roll)

Identify simple vocabulary about Unit 2: head, trunk, upper limbs, lower limbs, eyes, nose, mouth, ears, hands, fingers, arms, legs, knees, feet, toes. C.A.

BIBLIOGRAPHY/WEBGRAPHY

Ministerio de Educación del Ecuador. (2016). *Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador*.
Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). *Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.*
Houghton Mifflin Harcourt School Publishers. *Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.*

OBSERVATIONS

Suggestions can be adapted for the best fulfillment of what was planned.



Houghton Mifflin Harcourt School Publishers. Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.
Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.
Journeys' Platform: <https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315>

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TEACHER	Miss Norma Herrera, Miss Jéssica Muiragui, Miss Katerine Barriga	
SUBJECT	Physical Education	
GRADE/CLASS	First Basic	Classes: A – B - C
BLOCK_2_	Units: I imagine it! / Nature´s wonders!	

OBJECTIVES	CONTENTS
<p>O.EF.1.1. Participate in body practices (games, dances, folklore, mimics among others) spontaneously, safely and pleasantly, individually or with others.</p> <p>O.EF.1.2. Recognize (all dimensions: motor, emotional, conceptual, among others), their chances of participation in body practices, individually and with others.</p> <p>O.EF.1.3. Execute body practices safely (ludic and communicative ones) that enhance the development of gross-motor and fine-motor, based on their collective needs that fit the body practices chosen.</p> <p>O.EF.1.4. Be aware of their corporeality and start building consciousness of their own body and how to take care of it.</p> <p>O.EF.1.5. Explore the benefits that come along with Physical education learning techniques for caretaking and health improvement, as well as wellbeing that fit their interests and needs.</p> <p>O.EF.1.6. Recognize their possibilities of action during their participation in different individual body practices.</p> <p>O.EF.1.7. Recognize individual and collective actions performed in different body practices collaborating with their peer´s welfare.</p>	<ul style="list-style-type: none"> ➤ Practice different types of displacement: run, jump, throw, push, turn, pull, clap, hop. ➤ Expressive and communicative body practices. ➤ Identify moods ➤ Messages about your moods through your body language ➤ Gestures that demonstrate moods. ➤ Games of production and interpretation of gestures and postures. ➤ Coordination of movements. ➤ Individual and group games. ➤ Rounds and traditional games. ➤ Movement of parts of the body. ➤ Throwing objects. ➤ Recognition of body image. <p>EF.1.2.4. Be able to improve themselves while practicing basic motor skills, acrobatics and abilities</p> <p>EF.1.2.5. Recognize the importance of self - care and others as an important requirement to develop the proposed exercises in a safe way.</p> <p>EF.1.2.6. Being willing to work with others and respect simple safety agreements (for example, location in space so as not to interfere with the</p>

<p>O.EF.1.8. Identify the senses and meanings of different body practices in their familiar and school environment.</p>	<p>actions of others), during the performance of all exercises and tasks in gymnastic practices.</p> <p>EF. 1.3.1. Recognize feelings, sensations and emotions (happiness, sadness, boring, madness, coldness, hottest, and others) to create, express and communicate corporal messages (gestures conventions and spontaneously).</p> <p>EF. 1.3.2. Use conventional gestures and/or spontaneously, basic motor skill, postures, rhythms and different kind of movements (slow, fast, continuously, discontinuously, hard, soft and others) as expressive resources to communicate the produced messages.</p> <p>EF.1.3.3. Be able to interpret corporal messages produced by others, respecting the different ways others express.</p> <p>EF.1.3.4. Translate from oral language and/or graphic the corporal messages produced</p> <p>EF.1.3.5. Create, express, communicate and interpret corporal messages individually and with others, in a spontaneously way.</p> <p>EF.1.3.6. Establish agreements, letting students to participate in corporal practice. expressive-communicative.</p> <p>EF.1.3.7. Establish agreements, letting students to participate in corporal practices. expressive-communicative.</p>
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OBSERVATIONS



<p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Anderson S, Houge M., Jago C., Palmer E., Templeton Sh., Valencia Sh. Vogt ME. (2017). Kindergarten Teacher's Edition (Unit 1 - 6). Journeys. U.S.A Houghton Mifflin Harcourt School Publishers.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Reader's Notebook Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Houghton Mifflin Harcourt School Publishers. Journeys Reading Book, Common Core Grade K (Vol. 1 and 2). Orlando, U.S.A.</i></p> <p><i>Ministerio de Educación del Ecuador. (2016). Guía de Implementación del Currículo Integrador Subnivel Preparatoria - Ecuador.</i></p> <p><i>Journeys' Platform: https://www-k6.thinkcentral.com/ePC/start.do?orgID=88196315</i></p>			<p>Suggestions can be adapted for the best fulfillment of what was planned.</p>		
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