



LEARNING PROGRAM FOR E-LEARNING CLASSES
ENGLISH AREA
FIRST TERM

TEACHER	Miss Estefanía Mendieta	
SUBJECT	Physical Education	
GRADE/CLASS	Initial 2 – 4 years	Class: A
BLOCK_1_	Units: Welcome to kindergarten / All About Me	

OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> ➤ <i>Achieve global dynamic coordination in the different forms of locomotion to move safely.</i> ➤ <i>Control muscle strength and tone in the execution of activities that allow you to carry out coordinated movements.</i> ➤ <i>Develop postural control in static and dynamic balance activities, strengthening the control of your body movements.</i> ➤ <i>Achieve coordination in performing segmental movements by identifying the dissociation between the thick and thin parts of the body</i> ➤ <i>Develop eye-hand-foot and eye-motor coordination skills to have an adequate motor response in their movements and fine motor skills</i> ➤ <i>Structure your body schema through sensory exploration to achieve the internalization of an adequate body image.</i> ➤ <i>Employ your dominant side in most hand, eye, and foot activities.</i> ➤ <i>Develop the temporal-spatial structuring through the management of basic notions for a better orientation of oneself in relation to space and time.</i> ➤ <i>Internalize your own body symmetry becoming aware of the equality of both sides and coordinating the mobility of the two longitudinal areas (sides of the body) (one side, other side).</i> 	<ul style="list-style-type: none"> ➤ Inhibitory brake ➤ Fast and slow movements ➤ Short circuits ➤ Walk freely ➤ Walking with long steps ➤ Walking with inhibitory brake ➤ Walk in four in a smooth area ➤ Walk on a line ➤ Walk in a circle ➤ Walk backwards ➤ Get on your knees and walk ➤ March alternating legs ➤ Marching up the legs in an exaggerated way ➤ Run freely until you reach a limit and return ➤ Running by changing direction ➤ Run and hold the brake ➤ Jump feet together ➤ Jump in zig zag ➤ Hop ➤ Jump, stop, walk ➤ Jump forward once with both feet ➤ Jump back once with both feet ➤ Up and down the stairs alternating two feet ➤ Creep down and up ➤ Perform circuits ➤ Dancing according to the music



	<ul style="list-style-type: none">➤ Develop spatial notion by practicing gross motor skills exercises➤ Identify parts of the body through the different exercises and circuits proposed➤ Identify parts of the body demonstrating rhythmic and time movements➤ Coordinate movements when jumping, walking, avoiding obstacles and using objects➤ Experimenting with exercises using objects➤ Move each part of the body quickly and slowly➤ Make imitations of animals, each one with its movement➤ Identify parts of the body by demonstrating rhythmic and timing movements.
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BIBLIOGRAPHY/WEBGRAPHY		OBSERVATIONS
<i>Ready to advance (2018). Benchmark Universe</i> <i>Ministerio de Educación del Ecuador. (2014). Curriculum Educacion Inicial</i>		Suggestions can be adapted for the best fulfillment of what was planned.
DONE BY	REVIEWED BY	APPROVED BY
Miss Estefanía Mendieta	Lcda. Ingrid Quinto	Mgs. Guisella Zevallos



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ENGLISH AREA
FIRST TERM

TEACHER	Miss Estefania Mendieta	
SUBJECT	Physical Education	
GRADE/CLASS	Initial 2 - 4 years	Class: A
BLOCK_2_	Units: Communities and health - Celebrations Animals	

OBJECTIVES	CONTENTS
<ul style="list-style-type: none"> ➤ <i>Achieve global dynamic coordination in the different forms of locomotion to move safely.</i> ➤ <i>Control muscle strength and tone in the execution of activities that allow you to carry out coordinated movements.</i> ➤ <i>Develop postural control in static and dynamic balance activities, strengthening the control of your body movements.</i> ➤ <i>Achieve coordination in performing segmental movements by identifying the dissociation between the thick and thin parts of the body</i> ➤ <i>Develop eye-hand-foot and eye-motor coordination skills to have an adequate motor response in their movements and fine motor skills</i> ➤ <i>Structure your body schema through sensory exploration to achieve the internalization of an adequate body image.</i> ➤ <i>Employ your dominant side in most hand, eye, and foot activities.</i> ➤ <i>Develop the temporal-spatial structuring through the management of basic notions for a better orientation of oneself in relation to space and time.</i> ➤ <i>Internalize your own body symmetry becoming aware of the equality of both sides and coordinating the mobility of the two longitudinal areas (sides of the body) (one side, other side).</i> 	<ul style="list-style-type: none"> ➤ Roll the ball to another person ➤ Sitting, throwing the ball by raising it ➤ Standing throw the ball with your hands ➤ Push the ball with your foot while walking ➤ Throwing a large ball 1m away ➤ Catch a ball with arms outstretched 1m away ➤ Throw a small ball with one hand at 1m distance ➤ Kick the ball ➤ Kick a ball 1m away ➤ Kick a ball 3m away ➤ Stand on one foot with the other knee bent ➤ Walk on a wide circular path (tire) ➤ Walk on a surface 20cm wide and 30cm from the ground ➤ Walking with an object / ball at knee height ➤ Walk on some spaced surfaces to maintain balance ➤ Walking with objects on your head ➤ Walk on a line (horizontal, vertical, curved, inclined) ➤ Walk in a circle ➤ Doing vestibular activities (jumping on the trampoline, rocking, turning, rolling, pressing a ball) ➤ Fill a container with both hands ➤ Fill a container with one hand ➤ Walk with a container without pouring the contents ➤ Transfer from one side to the other using one hand ➤ Dancing according to the music
	<ul style="list-style-type: none"> ➤ Develop spatial notion by practicing gross motor skills exercises

	<ul style="list-style-type: none"> ➤ Identify parts of the body through the different exercises and circuits proposed ➤ Identify parts of the body demonstrating rhythmic and time movements ➤ Coordinate movements when jumping, walking, avoiding obstacles and using objects ➤ Experimenting with exercises using objects ➤ Move each part of the body quickly and slowly ➤ Make imitations of animals, each one with its movement ➤ Identify parts of the body by demonstrating rhythmic and timing movements.
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