



**LEARNING PROGRAM FOR E-LEARNING CLASSES**  
**ENGLISH AREA**  
**FIRST TERM**

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

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



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

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

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

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