



LEARNING PROGRAM FOR E-LEARNING CLASSES
ENGLISH AREA
SECOND TERM

TEACHER	Miss Estefanía Mendieta	
SUBJECT	Physical Education	
GRADE/CLASS	Initial 2 – 4 years	Class: A
BLOCK_1_	Units: Transportation / Farm and food sources	

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"> ➤ Walk like a bear (arms and feet on the same side) ➤ Make eye movements by verbalizing left-right-up-down ➤ Manipulate half of your body with your right hand ➤ Manipulate half of your body with your left hand ➤ Perform exercises to develop eye-hand coordination, visual and auditory laterality (tubes, monocular) (sounds with different objects) ➤ Walk on one side and the other ➤ Roll up one side and the other ➤ Give yourself springboards forward ➤ Jump backwards ➤ Form the arch with your body ➤ Swing ➤ Pedaling in the air ➤ Dance according to the music rhythm
	<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: Ball, toys, fruits, ribbons, cones ➤ Move each part of the body quickly and slowly: Head, arms, hands, legs, hips, feet ➤ Make imitations of animals, each one with its movement ➤ Identify parts of the body by demonstrating rhythmic and timing movements.

BIBLIOGRAPHY/WEBGRAPHY

OBSERVATIONS



Ready to advance (2018). Benchmark Universe

Ministerio de Educación del Ecuador. (2014). Curriculum Educacion Inicial

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

SECOND TERM

TEACHER	Miss Estefania Mendieta	
SUBJECT	Physical Education	
GRADE/CLASS	Initial 2 - 4 years	Class: A
BLOCK_2_	Unit: Insects and ecology	

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"> ➤ Dance according to the music rhythm ➤ Use your physical and motor skills ➤ Knowledge of body structure and function ➤ Use the expressive resources of the body and movement ➤ Continuity in regular progressive movement and ordered to produce movement ➤ Coordination between the elements in the arrangement, ordering and continuity in each situation ➤ Determine body location with respect to spatial references ➤ Establish the differences in space that exist between two or more objects or people ➤ Develop temporal factors in movement such as rhythm duration and ordering or sequence. ➤ Imitate slow, fast, strong, and smooth rhythms through clapping or musical instruments ➤ Directions paths and routes ➤ Locating moving objects ➤ Manipulate half of your body with your right hand ➤ Manipulate half of your body with your left hand ➤ Perform exercises to develop eye-hand coordination, visual and auditory laterality (tubes, monocular) (sounds with different objects) ➤ Model the stick figure



- Make imitations of animals, each one with its movement
- Identify parts of the body by demonstrating rhythmic and timing movements.
- Exercise in a circuit

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