



COLEGIO  
LA COLINA

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Schools  
Partnership

**PLAN DE ESTUDIOS  
PRIMER TRIMESTRE  
GRADO TRA**



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<b>ÁREA</b>	Educación Física y Expresión Corporal
<b>ASIGNATURA</b>	<b>Educación Física</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
Exploro posibilidades de movimiento en mi cuerpo a nivel global y segmentario.	1. Expresar su noción de cuerpo en relación al objeto, espacio, grupos, tiempo y medidas de distancias y tiempo a través de experiencias corporales y habilidades motrices básicas.	1.1 Realiza movimientos y tareas motrices que involucra patrones básicos de movimiento y sus posibles combinaciones, siendo un poco más conscientes de la existencia de estos y del cuerpo. 1.2 Realiza movimientos a partir del conocimiento de su lateralidad y coordenadas espaciales, fortaleciendo su esquema corporal y sus habilidades perceptivo motrices. 1.3 Realiza pases y recepciones de objetos que permiten desarrollar la coordinación viso manual y viso pedal.	Habilidades motrices básicas Coordinación viso manual Coordinación viso pedal Saltos-desplazamientos Noción de cuerpo



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<p>Exploro manifestaciones expresivas para comunicar mis emociones (tristeza, alegría, ira, entre otras) en situaciones de juego y actividad física.</p>	<p>2. Comprender la noción de cuerpo, las habilidades motrices básicas, la ubicación temporo espacial y las posibilidades de interacción en relación al movimiento.</p>	<p>2.1 Comprende sus posibilidades y oportunidades de movimiento a partir de sus habilidades motrices básicas. 2.2 Construye nociones de espacio, tiempo y medida en relación con sus segmentos corporales a través de experiencias cotidianas.</p>	
<p>Aplico las recomendaciones sobre higiene corporal, antes, durante y después de la actividad física.</p>	<p>3. Fortalecer la noción de autoconcepto, en relación con las normas y principios establecidos para la interacción social y la realización de las prácticas corporales.</p>	<p>3.1 Respeto las normas y reglas preestablecidas en la clase y en sus actividades participó en los juegos individuales y colectivos propuestos en la clase.</p>	



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ÁREA	English
ASIGNATURA	<b>English</b>

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
Speaking	Communication	1Sc.01 Give basic information about themselves using simple words and phrases 1Sc.05 Produce short, isolated, rehearsed phrases using gestures and signaled requests for help when necessary. 1Sc.06 Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.	Me and my context
Listening	Listening for detail	1Ld.03 Understand, with support, a limited range of short, simple questions which ask for simple information. 1Ld.05 Understand, with support, some specific information and detail of short talk.	
Writing	Communicative achievement	1Wca.04 Write familiar words.	
Use of Grammar	Grammatical forms	1Ug.01 use familiar question words	

		<p>1Ug.02 uses common present simple forms to give basic personal and factual information.</p> <p>1Ug.03 Use common adjectives, including colors, to say what someone/something is or has.</p>	
Reading	Reading for detail	1Rd.03 Understand, with support, simple words and phrases in short, simple, illustrated texts.	
Reading	Reading for detail	1Rd.02 Recognise, identify and blend sounds in individual words.	Welcome to school
Writing	Content Communicative achievement	<p>1Wc.01 Write, with support, words and short, simple phrases to give personal and factual information.</p> <p>1Wca.03 Spell some simple, high frequency words accurately during guided writing activities.</p>	
Speaking	Communication	<p>1Sc.02 Describe people, places and objects, and routine actions and events, using simple words and phrases.</p> <p>1Sc.06 Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.</p>	
Listening	Listening for detail	1Ld.04 Deduce meaning from context, with support, of a limited range of simple words.	ALPHABET SHORT VOWELS A - E PHONICS: M, S, P, L, T, D
Use of Grammar	Grammatical forms Vocabulary	<p>1Ug.05 Use common adjectives, including colors, to say what someone/something is or has.</p> <p>1Ug.06 Use possessive adjectives to describe objects.</p> <p>1Uv.07 Use common singular nouns, plural nouns [plural 's'] and proper nouns to say what things are.</p>	



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ÁREA	Arts
ASIGNATURA	<b>Expresión Corporal</b>

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
1. Muestra armonía corporal en la ejecución de las formas básicas de movimiento y tareas motrices y las refleja en su participación dinámica en las actividades de grupo.		1.1 Realiza movimientos básicos como caminar o saltar con fluidez y control de su cuerpo asegurando una buena postura y alineación corporal. 1.2 Completa tareas motrices básicas con precisión y coordinación teniendo en cuenta el conteo rítmico de tres cuartos. 2.1 Identifica algunos ejercicios y nociones dancísticas teniendo en cuenta su memoria y su ubicación espacio temporal. 2.2 Reconoce algunos movimientos secuenciales de acuerdo a un ritmo determinado o una indicación sonora o visual. 3.1 Muestra una actitud de respeto frente al trabajo en grupo. 3.2 Disfruta de la danza como medio de expresión corporal.	<ul style="list-style-type: none"> <li>• Ejercicios Sensoriales</li> <li>• Sonidos musicales</li> <li>• Figuras geométricas</li> </ul>

ÁREA	Español y Literatura
ASIGNATURA	<b>Lengua Materna</b>

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
2. Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica.		2.1 Ubica en un texto escrito información puntual sobre: ¿Qué?, ¿Quiénes?, ¿Cuándo?, ¿Dónde?	<ul style="list-style-type: none"> <li>• Comprensión de lectura</li> </ul>
3. Produzco textos escritos que responden a diversas necesidades comunicativas		3.2 Escribe palabras con los grafemas (m-s-p-l-t-d) 3.8 Toma diferentes dictados para adquirir velocidad en la escritura.	<ul style="list-style-type: none"> <li>• Escritura de palabras (m-s-p-l-t-d)</li> <li>• Dictados</li> </ul>
4. Produzco textos orales que responden a distintos propósitos comunicativos		4.1 Discrimina los fonemas (m-s-p-l-t-d) 4.2 Identifica palabras que riman en juegos con la música, las rondas, la poesía, juegos corporales, entre otros. 4.3 Lee imágenes, hace preguntas y formula ideas. 4.4 Lee con los fonemas (m-s-p-l-t-d). 4.8 Describe con multiplicidad de detalles personas, animales y objetos dentro de un contexto y diferentes	<ul style="list-style-type: none"> <li>• Conciencia fonológica</li> <li>• Lectura de palabras (m-s-p-l-t-d)</li> <li>• Lectura de imágenes</li> <li>• Rimas</li> <li>• Descripción</li> </ul>





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	<p>situaciones.          4.9 Identifica y reconoce características generales de una fábula.</p>	<ul style="list-style-type: none"> <li>• Fábula (características)</li> </ul>
<p>8. Comprendo la información que circula a través de algunos sistemas de comunicación no verbal.</p>	<p>8.1 Realiza algunas señales que servirán en su entorno escolar para él y sus compañeros, estimulando el lenguaje icónico.</p>	<ul style="list-style-type: none"> <li>• Lectura de señales</li> </ul>



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ÁREA	Matemáticas
ASIGNATURA	<b>Logical Thinking</b>

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
NUMBER	Counting and sequences	1Nc.01 Count objects from 0 to 20, recognising conservation of number and one-to-one correspondence.	<ul style="list-style-type: none"> <li>Counting, estimating and recognising numbers</li> </ul>
	Counting and sequences	1Nc.02 Recognise the number of objects presented in familiar patterns up to 10, without counting.	
	Counting and sequences	1Nc.03 Estimate the number of objects or people (up to 20), and check by counting.	
	Integers and powers	1Ni.01 Recite, read and write number names and whole numbers (from 0 to 20).	
	Place value, ordering and rounding	1Np.01 Understand that zero represents none of something.	
	Place value, ordering and rounding	1Np.04 Recognise and use the ordinal numbers from 1st to 10th.	

	Counting and sequences	1Nc.04 Count on in ones, twos or tens, and count back in ones and tens, starting from any number (from 0 to 20). 1Nc.05 Understand even and odd numbers as 'every other number' when counting (from 0 to 20)	<ul style="list-style-type: none"> <li>• Number patterns</li> </ul>
	Counting and sequences	1Nc.06 Use familiar language to describe sequences of objects.	
	Place value, ordering and rounding	1Np.02 Compose, decompose and regroup numbers from 10 to 20. 1Np.03 Understand the relative size of quantities to compare and order numbers from 0 to 20.	<ul style="list-style-type: none"> <li>• Comparing numbers</li> </ul>
GEOMETRY AND MEASURE	Geometrical reasoning, shapes and measurements	1Gg.01 Identify, describe and sort 2D shapes by their characteristics or properties, including reference to number of sides and whether the sides are curved or straight. 1Gg.03 Identify, describe and sort 3D shapes by their properties, including reference to the number of faces, edges and whether faces are flat or curved.	<ul style="list-style-type: none"> <li>• Describing 2D and 3D shapes</li> </ul>
	Geometrical reasoning, shapes and measurements	1Gg.06 Differentiate between 2D and 3D shapes.	
	Geometrical reasoning,	1Gp.01 Use familiar language to describe position and direction.	<ul style="list-style-type: none"> <li>• Position, direction and movement</li> </ul>



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	shapes and measurements	1Gg.07 Identify when a shape looks identical as it rotates.	
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ÁREA	Arts
ASIGNATURA	<b>Music</b>

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
1. The student approaches and explores the sound environment in diverse spaces of their surroundings.		1.1 With substantial guidance from the teacher, identify the constituent elements of the sound world, the sounds of their body (breathing, heartbeat, etc.). 1.2 Describe the difference between noise and music. 1.3 Identify musical notes against other sounds (pitch and unpitched sounds). 1.4 Explore and perceive different timbres of sound objects with the body and senses.	<ul style="list-style-type: none"> <li>• Singing and playing musical games</li> <li>• Nursery rhymes</li> <li>• Playing percussion instruments</li> <li>• Playing xylophone</li> <li>• Vocal technique</li> </ul>
2. The student identifies and compares properties of sound and musical events in		<ul style="list-style-type: none"> <li>• With help from the teacher, derive and communicate their emotions from their daily sound routine (sounds from home, school, TV, etc.), by</li> </ul>	<ul style="list-style-type: none"> <li>• Playing musical games</li> <li>• Ritmograma</li> <li>• Listening</li> </ul>



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<p>contexts proper to their context and their environment.</p>	<p>means of corporal and vocal expression (e.g. joy, happiness, sadness, etc.).</p> <ul style="list-style-type: none"><li>• Use the media as a tool for the acquisition of musical notions that enrich their personal taste (radio, television, internet).</li><li>• Show appreciation for the sound recollections, perceptions and imaginary of oneself and of others.</li></ul>	<ul style="list-style-type: none"><li>• Music Platform</li></ul>
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ÁREA	Ciencias
ASIGNATURA	<b>Physical Thinking</b>

STRAND	SUB-STRANDS	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
BIOLOGY	Structure and function	1Bs.03 Recognise and name the major external parts of the human body.	COGNITIVA
	Life processes	1Bp.04 Describe how humans are similar to and different from each other.	
	Structure and function	1Bs.02 Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part.	
PHYSICS	Light and sound	1Ps.01 Identify different sources of sound.	CORPORAL
BIOLOGY	Structure and function	1Bs.02 Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part. (Note, for the suggested activity the focus is on hearing only)	
PHYSICS	Light and sound	1Ps.02 Explore that as sound travels from a source it becomes quieter.	COMUNICATIVA



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BIOLOGY	Structure and function	1Bs.01 Recognise and name the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).	
	Life processes	1Bp.03 Know that plants need light and water to survive.	COGNITIVA





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<b>ÁREA</b>	Humanities
<b>ASIGNATURA</b>	<b>Social Thinking</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
To understand time and historical events; with the community to practice responsible behaviour, to demonstrate a sense of self-identity and, to explain goods and services. Finally, to identify geographic terms	"To understand time and historical events"	Compares characteristics among urban, suburbs, and rural areas.	Urban and rural
		Acknowledges important events related to him/herself to understand the sequence of time. (yesterday, today, tomorrow)	Time
		Demonstrates respect for culture, traditions, and ethnicity of his/her community. Identifies Patriotic and La Colina's symbols (anthem and flag).	Culture and traditions
	"To practice responsible behavior essential for being a	Identifies different community helpers to recognize whom to ask for help and main community places (nurse, doorman, salesman,	Community helpers



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	good citizen / student."	baker, hairdresser, mechanic, secretary, dentist, pilot).	
		Participates in responsible, healthy, and coexistent actions and activities that contribute to the school (Good manners and school rules).	Good manners
		Communicates positive feelings and ideas of him/herself (e.g., positive self-image, good friend, helper, honest, confidence, enthusiasm, gratitude) and recognizes negative emotions (embarrassment, boring).	Feelings



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<b>ÁREA</b>	Arts
<b>ASIGNATURA</b>	<b>Visual Arts</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE</b>	<b>CONCEPTO ARTICULADOR</b>
3. The student approaches art through nature appreciation and reinterpretation, allowing their experiences of their immediate contexts (school, home, etc.) connect with visual artistic references.		3.1 Approach to image reproduction through different techniques as stamping, engraving and collagraph inspired by nature. 3.2 Create artworks inspired by nature and visual artistic references as Landscape, European cave paintings and Still life.	<ul style="list-style-type: none"> <li>• Art composition by nature in groups.</li> <li>• Rupestrian cave, the story behind</li> </ul>
5. The student gets acquainted with abstract art (geometric shapes and colors) and relates it to experiences significant to them.		5.1 Create optical illusions composed with regular and irregular geometric shapes and lines. 5.2 Recognize some artworks from abstract artists such as Alexander Calder, Wassily Kandinsky and Jackson Pollock to acquire knowledge to enhance their relationship with Abstract Art.	<ul style="list-style-type: none"> <li>• Optical illusion, shapes and forms</li> <li>• Abstract art, composition 3D and 2D</li> </ul>



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<p>9. The student explores concepts from color theory, following the color sphere, to create dichromatic and polychromatic compositions.</p>	<p>9.1 Create dichromatic compositions. 9.2 Approach the color sphere to create art compositions. 9.3 Explore, learn about and use secondary colors purposely.</p>	<ul style="list-style-type: none"><li>• Two-color character drawing and painting</li><li>• Charcoal composition</li><li>• Secondary composition of spaces</li></ul>
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