



**COLEGIO  
LA COLINA**

**iSP** International  
Schools  
Partnership

**PLAN DE ESTUDIOS  
SEGUNDO TRIMESTRE  
GRADO K4**



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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 (estándar)</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
Explora formas básicas del movimiento y sus combinaciones en diferentes situaciones y contextos	Explorar su cuerpo, sus diferentes posibilidades de movimiento, agrupaciones, sensaciones, nociones de espacio-tiempo y percepción de figuras en tercera dimensión a través del juego y la interacción con el medio.	<p>1.4 Refleja en sus movimientos un reconocimiento de su cuerpo y mejoras constantes en su motricidad gruesa y/o motricidad fina.</p> <p>1.5 Realiza desplazamientos por el espacio teniendo en cuenta la ubicación de su cuerpo, los objetos y demás estímulos del entorno.</p> <p>1. 6 Explora movimientos donde combina la marcha con saltos, carreras y lanzamientos sin perder el equilibrio mientras se dirige a un objetivo previamente planificado.</p>	<p>CUERPO Y EXPLORACIÓN</p> <ul style="list-style-type: none"> <li>● Motricidad gruesa y fina</li> <li>● Ubicación corporal</li> <li>● Juego</li> <li>● Reconocimiento del cuerpo</li> <li>● Participación activa</li> </ul>



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<p>Explora e identifica emociones a través del movimiento corporal.</p>	<p>Identifica su cuerpo, las partes que lo componen y sus posibilidades de movimiento en relación con su entorno.</p>	<p>2.3 Encuentra en el espacio un escenario propicio para llevar a cabo desplazamientos con cambios de dirección permitiendo con ello continuar desarrollando su sentido de orientación y ubicación.</p> <p>2.4 Plantea cuestionamientos sobre su imagen corporal en relación con la de los otros (es alto, es gordo, es flaco) y la función corporal (¿qué hay debajo de la piel?, ¿cómo respiramos?)</p>	
<p>Identifica las normas y principios establecidos para la realización de las prácticas propias de la actividad física.</p>	<p>Muestra a través de sus acciones y decisiones un proceso de exploración de sus primeros hábitos de vida social.</p>	<p>3.2 Participa y se integra en juegos y actividades grupales que permiten reafirmar su yo.</p>	



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ÁREA	English
ASIGNATURA	<b>English</b>

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
<p>LISTENING</p> <p>1. Can recognize everyday, familiar words/signs, when they are delivered in a very clear, slow and defined way.</p>		<p>LISTENING</p> <p>1.3 Be able to recognize basic vocabulary words when they are spoken; listen to and follow simple audio instructions or TPR songs.</p> <p>1.4 Recognize and respond to familiar phrases or repeated patterns in spoken language.</p>	<p><b>OUR SCHOOL AND CLASSROOM:</b></p> <p>What is in my school bag? School supplies: Pen, glue, colors, sharpener, scissors. Prepositions: in, on, under.</p>
<p>SPEAKING</p> <p>2. Can produce very short phrases about general basic information (e.g. name, greetings and farewells, sensorial phonics, M).</p>		<p>SPEAKING</p> <p>2.3 Use short commands to express needs and use polite expressions such as “please” and “thank you” in their interactions.</p>	<p><b>PLACES AROUND ME:</b></p> <p>My house. Where do I live? House and apartment.</p> <p><b>PEOPLE AND ANIMALS:</b></p>



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	2.4 Pronounce common words and sounds accurately, expanding their vocabulary related to the unit.	Farm animals. Pets' needs. I can...
READING  3. Can understand very familiar words mostly accompanied by pictures using familiar vocabulary.	READING  3.3 Understand and recall details from stories or texts read aloud to them. 3.4 Identify and name some letters of the alphabet and develop the ability to identify and produce the initial sounds in familiar words.	<b>SENSORIAL PHONICS:</b>  Letter /m/ and the corresponding sound.  <b>READING PLAN:</b>
WRITING  4. Can express very basic personal information about him/herself.	WRITING  4.3 Encourage free drawing and scribbling and enhance fine motor skills through activities like copying, tracing and coloring. 4.4 Begin to use writing to represent words they know and start to build a small vocabulary of written words.	Dr. Seuss Discovers: Dinosaurs
USE OF GRAMMAR  5. Is capable to express in very simple terms.	USE OF GRAMMAR  5.3 Recognise basic prepositions of location and position (e.g. in, on, under) in school activities and daily routines.	



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	<p>5.4 Use some common personal pronouns to give simple personal information. (I and You) also, engage in activities where you can practice saying "I can" with different actions.</p>	
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ÁREA	Arts
ASIGNATURA	<b>Expresión Corporal</b>

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Reconoce armónicamente su cuerpo a través de experiencias motoras individuales y grupales percibiendo y expresando las sensaciones y emociones del propio cuerpo.		<ul style="list-style-type: none"> <li>• Realiza con su cuerpo movimientos de desplazamiento y mantiene su espacio corporal.</li> <li>• Ejecuta movimientos básicos con diferentes partes del cuerpo (brazos, piernas, cabeza, tronco) siguiendo el ritmo de la música.</li> <li>• Asocia diferentes posturas corporales a través de sonidos naturales y posturas animales en diferentes contextos.</li> <li>• Describe movimientos simples y los asocia con el cuerpo fomentando la creatividad y la exploración.</li> <li>• Expresa a través de sus acciones el reconocimiento de sus emociones y las comunica adecuadamente.</li> <li>• Discute sobre aspectos vivenciales en actividades de danza y expresión artística.</li> </ul>	<ul style="list-style-type: none"> <li>• Observación audiovisual</li> <li>• Ejercicios sensoriales</li> <li>• Historia y cuentos</li> </ul>



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

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
3. Produzco textos escritos que responden a diversas necesidades comunicativas.		3.3 Discrimina visualmente las vocales en diferentes contextos. 3.5 Identifica las vocales y su sonido inicial. 3.6 Reconoce los grafemas y fonemas de las vocales. 3.17 Escribe las vocales siguiendo la correcta direccionalidad. 3.19 Escribe las vocales en diferentes contextos. 3.20 Copia su nombre en diferentes contextos.	<ul style="list-style-type: none"> <li>• Discriminación de vocales.</li> <li>• Identificación de vocales</li> <li>• Reconocimiento de vocales.</li> <li>• Escritura de vocales con correcta direccionalidad.</li> <li>• Copia del nombre.</li> </ul>
4. Produzco textos orales que responden a distintos propósitos comunicativos		4.5 Describe verbalmente láminas y situaciones reales, atendiendo a las acciones que los personajes realizan, los lugares, animales y cosas, para reconocer	<ul style="list-style-type: none"> <li>• Descripción de láminas atendiendo a acciones.</li> </ul>



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	<p>características de cada uno dentro de un contexto (proyecto, revistas, imágenes, cuentos, láminas de buen comportamiento, parque, ludoteca).</p> <p>4.7 Asocia sonidos con imágenes dadas, estimulando el reconocimiento de las vocales dentro de las palabras (conciencia fonológica).</p>	<ul style="list-style-type: none"> <li>• Conciencia fonológica.</li> </ul>
5. Comprende textos que atienden a diferentes formatos y finalidades	5.3 Identifica los personajes de un texto y lo que realiza cada uno.	<ul style="list-style-type: none"> <li>• Comprensión de lectura</li> </ul>
7. Comprendo la información que circula a través de algunos sistemas de comunicación no verbal.	7.2 Interpreta y comprende pictogramas con distintos propósitos de acuerdo al contexto	<ul style="list-style-type: none"> <li>• Pictogramas</li> </ul>



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

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
<b>NUMBERS</b>		1.1 Read and write 0 to 10 the numeral and the corresponding number word. 1.2 Identify the last number counted as the number of objects in the group. 1.3 Count groups of up to 10 objects in different arrangements and compare them. 1.4 Brake apart 4 to 9 objects into two parts. 1.7 Rotate count within 10 by 1s. 1.8 Subitize up to 10. 1.2 Compose and decompose numbers to 9 as ones.	<b>Numbers 6 to 10:</b> <ul style="list-style-type: none"> <li>• Count and say the numbers from 6 to 10.</li> <li>• Count and match the numbers from 6 to 10.</li> <li>• Count, trace and write the numbers from 6 to 10.</li> <li>• One more and one fewer.</li> <li>• Counting on.</li> </ul>



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<p><b>GEOMETRY</b></p>	<p>2.1 Recognize and name three basic plane shapes: circle, square and triangle and sort and group according to the attributes: color, size or shape.</p> <p>2.2 Identify plane shapes on real -world objects.</p> <p>2.3 Describe, copy and extend AB and ABC shape, sound or action patterns.</p>	<p><b>2D Shapes:</b></p> <ul style="list-style-type: none"><li>• Hands-On Activities with concrete materials.</li><li>• Square, circle, triangle.</li><li>• AB and ABC shape, sound or action patterns.</li></ul>
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<b>ÁREA</b>	Arts
<b>ASIGNATURA</b>	<b>Music</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
The student develops musical skills by using their body.		<ul style="list-style-type: none"> <li>• With guidance from the teacher, explore the notion of beat and steady beat.</li> <li>• Identify, visually and through listening, the note C using colors, sound and other fixed labels and distinguish it from other sounds and musical notes.</li> <li>• With guidance, explores and demonstrates awareness of music contrasts (such as fast/slow, high/low, loud/soft, same/different) in a variety of music excerpts and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Beat</li> <li>• Listening</li> <li>• Singing</li> </ul>
The student explores the notions of speed, tempo, rhythm and duration from concrete exercises linked to movement.		<ul style="list-style-type: none"> <li>• Explore through experiencing rhythmic patterns of long and short durations and demonstrate long and short notes using their body.</li> <li>• Recognize and perform basic rhythm exercises through imitation and proposition while</li> </ul>	<ul style="list-style-type: none"> <li>• Body percussion</li> <li>• rhythm</li> <li>• musical notation</li> <li>•</li> </ul>



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	<p>approaching graphic notation (Graphic notation from the Music Prodigies program: Beat, cherry, etc.).</p> <ul style="list-style-type: none"> <li>• Explore simple beat patterns by means of body percussion.</li> </ul>	
<p>The student sings in tune and plays basic melodic patterns that children can easily remember.</p>	<ul style="list-style-type: none"> <li>• Sing in pitch at least one Colombian song in Spanish.</li> <li>• Sing in pitch nursery rhymes in English.</li> <li>• Play percussion instruments individually and as a band.</li> <li>• Play properly the notes DO,RE,MI on the xylophone.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal technique</li> <li>• Musical ensemble</li> <li>•</li> </ul>
<p>The student sings and/or plays simple songs with a drone or accompaniment that supports the melody.</p>	<ul style="list-style-type: none"> <li>• With help from the teacher, identify and sing in proper tune the first three notes of the scale: DO, RE, MI.</li> <li>• With help from the teacher, identify the correct musical Curwen hand signs for the first three notes of the musical scale: DO, RE, MI.</li> </ul>	<ul style="list-style-type: none"> <li>• Curwen hand signs</li> <li>• musical notation</li> <li>• Singing in tune</li> </ul>



<b>ÁREA</b>	Ciencias
<b>ASIGNATURA</b>	<b>Physical Thinking</b>

<b>ESTÁNDAR NACIONAL Y/O INTERNACIONAL</b>	<b>META DE APRENDIZAJE</b>	<b>OBJETIVO DE APRENDIZAJE (subproceso)</b>	<b>CONCEPTO ARTICULADOR</b>
2. To practice observing and identifying the physical characteristics of plants and will be able to recognize and name various common plants through interactive exploration and activities.		2.1 Be able to identify various common plants, including flowers, trees, and vegetables.	Plants.
		2.2 Identify and name their left and right hands and feet.	Plants.
3. To identify and name various farm animals and common pets, understand their basic characteristics, and recognize their sounds and behaviors through interactive activities.		3.1 Identify and name common farm animals such as cows, pigs, chickens, sheep, and horses.	Animals.
		3.2 Recognise and mimic the sounds that different farm animals make and enjoy movement activities that mimic farm animals, helping them understand animal behavior and develop coordination.	Animals.
		3.3 Recognize and name animals that are commonly kept as pets, such as dogs, cats, fish, birds, and rabbits and understand what makes an animal a pet and how	Animals.



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	pets differ from wild animals.	
	3.4 Understand that caring for a pet involves responsibility and attention to their needs, such as feeding, providing water, brushing, exercising, and maintaining their living environment, like cleaning a fish tank.	Animals.





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

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
2. To explore the importance of having a school and a house by exploring how each supports their daily life and learning.		2.1 Recognize and name the specific class rules, such as "Raise your hand," "Listen to the teacher," and "Use kind words."	<b>Community:</b> <ul style="list-style-type: none"> <li>• Today: morning and afternoon (daily activities, our personal schedule, school schedule)</li> <li>• Classroom rules</li> <li>• Where do I live? House and apartment</li> </ul>
		2.2 Recognize when they or others are not following the rules and understand how to correct misbehavior.	
		2.3 Understand that class rules help everyone stay safe, learn, and get along.	
		2.4 Understand that a home is a place where they live, sleep, and feel safe.	
		2.5 Recognise and differentiate between different types of homes, such as houses and apartments.	



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

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
2. The student uses their imagination and their own experiences as a source of inspiration to create works of art.		2.1 Get inspired by stories, poems, music, etc. to create their artworks (abstract and preschematic drawings) and recognize art as a free and personal expression. 2.2 Use his body as a tool of creation and expression of increasing self-awareness. 2.3 Use their imagination and their own experiences as a source of inspiration to create works of art. 2.4 Approach nature through senses as a source of inspiration to create artworks	<ul style="list-style-type: none"> <li>• Self-body creation</li> <li>• The book of my life (art based in their experiences)</li> </ul>
6. The student explores drawing and painting in a variety of ways as a means of artistic expression.		6.1 Create representations of fauna and flora using random pictures and scribbles, inspired by the exploration of nature in a variety of locations (forests, gardens, landscapes, home, school, etc.)	<ul style="list-style-type: none"> <li>• Art with nature (Legumes , grains)</li> <li>• Self-body creation</li> <li>• Watercolor</li> </ul>



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	<p>6.2 Explore and recognize their body through drawings and paintings, approaching large formats and murals.</p> <p>6.3 Recognize the principal characteristics of watercolor (e.g. color mixing, gradients, blowing painting, etc.)</p> <p>6.4 Experiment with different materials such as wool, jelly, soil, plasticine and others to discover new drawing techniques.</p>	<p>experience</p> <ul style="list-style-type: none"> <li>• Little city construction</li> </ul>
<p>8. The student explores and interacts with art elements as shapes (2D), types of lines and textures.</p>	<p>8.1 Explore the concepts of shapes (2D), size and background.</p> <p>8.2 Explore the concept of line to trace forms.</p> <p>8.3 Experience a variety of textures: rough, smooth, slippery, fuzzy, spongy, wooly.</p>	<ul style="list-style-type: none"> <li>• Little city construction</li> <li>• Landscape by lines.</li> <li>• Construction of sculpture with textures.</li> </ul>
<p>9. The student approaches concepts from color theory experimenting with primary and secondary colors.</p>	<p>9.1 Create monochromatic compositions.</p> <p>9.2 Create polychromatic compositions and use a variety of colors and creative color mixing in artworks.</p> <p>9.3 Recognize primary (red, blue and yellow) and secondary colors (purple, orange and green) and names them in English purposely.</p>	<ul style="list-style-type: none"> <li>• Mono and polychromatin works of art.</li> <li>• Chromatin circle in plasticine.</li> </ul>