



**COLEGIO
LA COLINA**



**International
Schools
Partnership**

**PLAN DE ESTUDIOS
PRIMER TRIMESTRE
GRADO K4**



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ÁREA	Educación Física y Expresión Corporal
ASIGNATURA	Educación Física

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE (estándar)	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
CORPORAL	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	1.1 Explora posibilidades de movimiento en el cuerpo a nivel global y segmentario. 1.2 Explora y desarrolla movimientos intencionados que responden a las dinámicas de un juego, ritmo o situación determinada. 1.3 Experimenta cambios de velocidad al desplazarse libremente en un espacio vacío o con obstáculos, identificando de esta manera las mejores opciones de desplazamiento que le ofrece su cuerpo.	1.1 Reconocimiento corporal global y segmentario 1.2 Movimiento intencionado y dirigido 1.3 Juegos y exploración del medio 1.3 Cambios de velocidad en desplazamientos 2.1 relación con objetos y entorno

	interacción con el medio.		2.1 Expresión corporal y percepción sensorial 3.1 normas y convivencia de clase
COGNITIVO	Identificar su cuerpo, las partes que lo componen y sus posibilidades de movimiento en relación con su entorno.	2.1 Reconoce el cuerpo como instrumento de exploración, expresión y de relación con el medio que lo rodea. 2.2 Desarrolla la imaginación y la creatividad por medio de la exploración de movimientos.	
AXIOLÓGICO	Mostrar a través de sus acciones y decisiones un proceso de exploración de sus primeros hábitos de vida social	3.1 Sigue las instrucciones y normas para la convivencia dadas por el docente en las dinámicas de la clase de educación física.	



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ÁREA	English
ASIGNATURA	English

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
LISTENING		1.1 Be able to listen attentively and focus on spoken information for short periods and recognize basic vocabulary words when they are spoken. 1.2 Be able to follow simple, one-step instructions given verbally. 1.3 Be able to recognize basic vocabulary words when they are spoken; listen to and follow simple audio instructions or TPR songs. 1.4 Recognize and respond to familiar phrases or repeated patterns in spoken language. 1.5 Take turns speaking and listening during conversations, learning to wait their turn and respond to others. 1.6 Be able to distinguish between two different sounds and related to the ones learned through phonics.	ME: Name: What is your name? My name is... Emotions: Joy, sadness, anger, gratitude. FAMILY: Family members: Dad, mom, brother, sister. MY FAVORITE THINGS: Park and activities. What's your favorite...? I like... SENSORIAL PHONICS:



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SPEAKING	2.1 Answer some yes/no questions and simple wh questions (what - what is your name?) 2.2 Use simple language patterns to answer Wh questions like: What's your favorite...? 2.3 Use short commands to express needs and use polite expressions such as "please" and "thank you" in their interactions. 2.4 Pronounce common words and sounds accurately, expanding their vocabulary related to the unit. 2.5 Participate in short dialogues about everyday topics by practicing turn-taking and nonverbal communication. 2.6 Engage in team activities by adhering to TPR instructions.	Letter /S/ and the corresponding sound. READING PLAN
READING	3.1 Distinguish between different shapes, letters, and symbols. Also, develop an interest and enjoyment in books and reading activities. 3.2 Name simple familiar words based on illustrations and prior knowledge. 3.1 Understand and recall details from stories or texts read aloud to them.	



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	3.4 Identify and name some letters of the alphabet and develop the ability to identify and produce the initial sounds in familiar words. 3.5 Grasp that words are made up of letters and represent spoken language. 3.6 Relate words and images.	
WRITING	4.1 Strengthen hand-eye coordination and finger dexterity through activities like coloring, drawing, and using playdough and show interest in writing their names as it is a personal and significant word for them. 4.2 Practice using pre-writing tools such as crayon, markers, or pencils to experiment with shapes, lines and scribbles as a precursor to writing letters. And, create drawings that represent their ideas, using pictures as a way to express their thoughts before 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.	

	4.5 Follow and copy strokes and patterns that form the basis of letters. 4.6 Strengthen the connection between letters and their corresponding graphic representation.	
USE OF GRAMMAR	5.1 Use some common adjectives, including colours, sizes and emotions. 5.2 Understand familiar question words and structures related to the unit, and use I like to express likes. 5.3 Recognise basic prepositions of location and position (e.g. in, on, under) in school activities and daily routines. 5.4 Use some common personal pronouns to give simple personal information. (I and You) also, engage in activities where can practice saying "I can" with different actions. 5.5 Use common present simple form (positive) to express basic ideas, and, use connective and to link words related to the unit.	

ÁREA	Arts
ASIGNATURA	Expresión Corporal

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
1. Ejecuta movimientos haciendo uso de las diferentes partes de su cuerpo y realiza actividades que implican coordinación motriz fina y gruesa a través de la música.		- Reconoce su cuerpo y lo utiliza para participar activamente en juegos y actividades que implican movimiento. - Identifica las partes de su cuerpo en la ejecución de algunos movimientos y mantiene su espacio corporal. - Participa activamente en experiencias de danza y expresión corporal como medio para explorar, interactuar y comprender su entorno.	- Mi cuerpo - Juego y movimiento - Rondas

ÁREA	Español y Literatura
ASIGNATURA	Lengua Materna

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
2.Comprendo textos literarios para propiciar el desarrollo de mi capacidad creativa y lúdica.		2.2 Elabora sencillas hipótesis acerca del sentido global de los textos, antes y durante el proceso de lectura; para el afecto se apoya en los conocimientos previos, las imágenes y los títulos.	Comprensión lectora
3.Produzco textos escritos que responden a diversas necesidades comunicativas.		3.7 Reconoce y visualiza su nombre. 3.8 Identifica dentro de un conjunto de nombres el suyo dentro de contextos significativos y documentos de identificación (registro civil, pasaporte, invitaciones de cumpleaños). 3.12 Ordena secuencias temporales de forma que pueda reconocer el antes y el después de un evento y crea a partir de estas, historias, teniendo en cuenta contextos cercanos cotidianos (clase, descanso, entre otros).	Reconocimiento del nombre Identificación del nombre Secuencias temporales
4. Produzco textos orales que responden a distintos propósitos		4.1 Describe personas, objetos y lugares atendiendo algunas características.	Descripción de personas, lugares y

comunicativos	4.4 Identifica las relaciones sonoras en el lenguaje oral mediante la asociación entre los sonidos onomatopéyicos del entorno y los elementos que simbolizan. 4.9 Reconoce que el cuento es una narración e identifica algunas características generales (inicio, final y personajes) 4.10 Lee símbolos, señales e imágenes que están en libros, en la calle o en la escuela y expresa de manera escrita y oral lo que comprende de estas.	objetos Onomatopeyas Narración - cuento (inicio - final) Lectura de símbolos e imágenes
6. Interpreta textos orales que responden a distintos propósitos comunicativos.	6.1 Lee, interpreta e identifica las emociones en sí mismo y en los demás desde situaciones cotidianas desarrollando respeto por las ideas ajenas para enriquecer su habilidad comunicativa.	Identificación e interpretación de emociones
7. Comprendo la información que circula a través de algunos sistemas de comunicación no verbal.	7.1 Lee e interpreta diferentes signos gestuales (alegría, tristeza, enojo, entre otros), desde juegos colaborativos y en equipo para enriquecer su habilidad comunicativa (parque, banco, etc.).	Interpretación y lectura de signos gestuales

ÁREA	Matemáticas
ASIGNATURA	Logical Thinking

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
NUMBERS	Counting and sequences	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 Break apart 4 to 9 objects into two parts. 1.5 Write a number bond for 4 and 5. 1.6 Recognise and use the ordinal numbers from 1st to 3rd. 1.7 Rotate count within 10 by 1s. 1.8 Subitize up to 10. 1.9 Compose and decompose numbers to 9 as ones.	Numbers 0 to 5: Counting small numbers. Count and say the numbers from 1 to 5. Count and match the numbers from 1 to 5. Count and write the numbers from 1 to 5. Problem solving: Breaking apart and making 4. Breaking apart and making 5. Ordinal numbers: Ordinal numbers: 1st, 2nd, 3rd.

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
1.The student explores the sound world through their body by listening, playing games, singing rhymes and chants, playing body sounds, etc.		1.1 With substantial help from the teacher, imagine and explore the origin and production process of sound through their own body. 1.2 With substantial guidance from the teacher, talk about the music and the sounds they hear at home (voice timbre, rhythm, and melodies of popular songs, instruments used, etc.).	Nursery rhymes Playing instruments
3. The student develops musical skills by using their body.		3.1 With guidance from the teacher, explore the notion of beat and steady beat.	Playing musical games Listening
4. The student explores the notions of speed, tempo, rhythm and duration from concrete exercises linked to movement.		4.1 Explore through experience rhythmic patterns of long and short durations and demonstrate long and short notes using their body.	Rhythmic Coordination



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6. The student sings or play simple songs with a drone or accompaniment that supports the melody.	6.1 With help from the teacher, identify and sing in proper tune the first three notes of the scale: DO, RE, MI.	Pitch Recognition Development
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ÁREA	Ciencias
ASIGNATURA	Physical Thinking

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE (estándar)	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
BIOLOGY	1. To identify and name various body parts, learn essential strategies for maintaining health and safety, and demonstrate increasing independence in personal hygiene practices.	1.1 Recognize different body parts and identify various strategies to maintain health and safety.	My body parts: Head, arms, legs, hands, feet.
		1.2 Demonstrates growing independence in personal hygiene practices, including washing hands and cleaning the face.	



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ÁREA	Humanities
ASIGNATURA	Social Thinking

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
SOCIO - AFFECTIVE	1.To recognize their own identity and the significance of having a family.	1.1 Say their own name clearly when asked. 1.2 Recognize and identify their own name when written in different contexts, such as on name tags, personal belongings, or classroom labels. 1.3 Recognize and name the emotions joy, sadness, anger, and gratitude, and relate them to the appropriate ways to express each one. 1,4Name different family members, such as mother, father, siblings, and grandparents. 1.5 Understand that a family is a group of people who live together and care for each other.	Community: Emotions (Joy, sadness, anger, gratitude) Family My favorite activities

ÁREA	Arts
ASIGNATURA	Visual Arts

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
3. The student gets acquainted with Rupestrian art and relates it to experiences significant to theirs.		3.1. Approach the principal characteristics of the Rupestrian Art style (cave painting, hand and finger painting, animals and hunting scenes) through artistic creations.	• Ancient rock art/cave painting • Parallels between ancient and modern expressions. • Universal human concerns (e.g., nature, identity, survival, community).
1.The student participates in a variety of meaningful artistic experiences and approaches art as a human expression that relates to him/her and to others.		1.1 Identify their own artwork and differentiate it from the work of others. 1.2. Be able to create artworks individually with the help of the teacher 1.3. Showcase his/her own artistic work, and	• Art as a powerful form of expression. • Collective creations.

	participate in art groups activities	
7. The student explores a variety of materials in several ways in their artwork.	7.1. Explore the purposes of different materials (emphasizing the use of natural materials: leaves, branches, soil, rocks, stones, flowers, petals, etc.). 7.2. Explore different construction techniques such as modeling, collage and recycled material crafting activities	• Exploration of diverse materials. • Properties, textures, and expressive potential of materials. • Eco-conscious creativity • Feel, form, and interaction with space. • 3D and mixed media techniques • Multimodal artistic thinking
8. The student explores and interacts with art elements as shapes (2D), types of lines and textures.	8.1. Explore the concept of line to trace forms. 8.2. Explore the concepts of shapes (2D), size and background. 8.3. Experience a variety of textures: rough, smooth, slippery, fuzzy, spongy, wooly.	• Types of lines • Trace, outline, and build forms • Straight, curved, zigzag, wavy, dotted, thick/thin lines. • Flat geometric shapes • Foreground vs. background



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		• Composition Awareness • Texture in art • Types of texture • Tactile exploration • Sensory learning
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