



COLEGIO  
LA COLINA

**iSP** International  
Schools  
Partnership

**PLAN DE ESTUDIOS  
SEGUNDO TRIMESTRE  
GRADO TR**



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
SEGUNDO TRIMESTRE



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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>                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Crear nuevos movimientos teniendo en cuenta nociones de espacio, tiempo y velocidades; explorando habilidades motrices básicas, incluyendo lanzamientos, golpes y recepciones de objetos que promuevan el desarrollo de la coordinación viso-manual y viso-pedal. Además</p> | <p>1. Expresa su noción de cuerpo en relación al objeto, espacio, tiempo y medida a través de experiencias corporales y habilidades motrices básicas.</p> | <p>1.4 Ejecuta movimientos donde combina la marcha con saltos, carreras y lanzamientos sin perder el equilibrio mientras se dirige a un objetivo previamente planificado.</p> <p>1.5 Realiza movimientos complejos en relación a la estructuración: cuerpo-objeto y cuerpo-objeto-objeto.</p> <p>1.6 Realiza movimientos más complejos en relación a la estructuración: cuerpo-objeto-objeto y cuerpo-objeto-objeto dinámico, ajustando su lógica estructural interna.</p> | <ul style="list-style-type: none"> <li>• Lanzamientos</li> <li>• Equilibrio en desplazamiento dirigido</li> <li>• Recorridos combinados</li> <li>• Motricidad con objetos</li> <li>• Precisión con varios elementos</li> <li>• Coordinación con objetos en movimiento</li> <li>• Juegos con estímulos cambiantes</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>ejecutar movimientos secuenciales de acuerdo con un ritmo determinado o una indicación sonora o visual. De igual manera, adoptarán actitudes colaborativas, solidarias y de autocuidado que fomenten una interacción saludable con sus compañeros, así como proponer soluciones a partir del movimiento a posibles situaciones que así lo requieran.</p> |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Adaptación corporal</li> <li>• Lógica motriz</li> </ul>                                                                  |
|                                                                                                                                                                                                                                                                                                                                                             | <p>2. Comprende su noción de cuerpo, habilidades motrices básicas, ubicación temporo espacial y posibilidades de interacción en relación al movimiento.</p>                  | <p>2.3 Reconoce que a través del movimiento puede descubrir muchos aspectos de su corporalidad lo que le permite adquirir aprendizajes de su entorno y de sí mismo.</p> <p>2.4 Crea movimientos en un juego o tarea motriz, teniendo en cuenta su creatividad, imaginación, memoria y ubicación espacio temporal.</p> | <ul style="list-style-type: none"> <li>• Reconocimiento corporal</li> <li>• Sensaciones en movimiento</li> <li>• Exploración del espacio con intención</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                             | <p>3. Fortalece su noción de autoconcepto, en relación con las normas y principios establecidos para la interacción social y la realización de las prácticas corporales.</p> | <p>3.2 Atiende las indicaciones del profesor sobre la forma correcta de realizar los ejercicios y asume actitudes colaborativas y solidarias en las actividades lúdicas en las que participa.</p>                                                                                                                     | <ul style="list-style-type: none"> <li>• Seguimiento de normas</li> <li>• Trabajo en colaborativo</li> </ul>                                                      |



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|            |                |
|------------|----------------|
| ÁREA       | English        |
| ASIGNATURA | <b>English</b> |

| STRAND         | SUB-STRANDS               | OBJETIVO DE APRENDIZAJE                                                                                                           | CONCEPTO ARTICULADOR               |
|----------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| Writing        | Content                   | 1Wc.01 Write, with support, words and short, simple phrases to give personal and factual information.                             | <b>Unit 1.3 My Family</b>          |
| Reading        | Reading for detail        | 1Rd.02 Recognise, identify and blend sounds in individual words.                                                                  |                                    |
| Writing        | Communicative Achievement | 1Wca.04 Write familiar words.                                                                                                     |                                    |
| Writing        | Communicative Achievement | 1Wca.03 Spell some high-frequency words accurately during writing activities                                                      |                                    |
| Speaking       | Communication             | 1Sc.02 Describe people, places and objects, and routine actions and events<br>1Sc.06 Use a range of simple grammatical structures |                                    |
| Use of english | Sentence structure        | 1Us.01 Use articles a, the to refer to familiar objects.                                                                          | <b>Unit 1.4 My favorite things</b> |
| Use of english | Vocabulary                | 1Uv.03 Use with to indicate accompaniment and                                                                                     |                                    |



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|                |                              |                                                                                                                                                        |                        |
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|                |                              | for to indicate recipient.                                                                                                                             |                        |
| Listening      | Listening for global meaning | 1Lm.01 Understand, with support, the main point of short talk.                                                                                         |                        |
| Reading        | Reading for detail           | 1Rd.04 Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.                            |                        |
| Listening      | Listening for detail         | 1Ld.02 Understand, with support, a limited range of short, simple instructions.<br>1Ld.04 Deduce meaning from context of a limited range of words      |                        |
| Writing        | Communicative Achievement    | 1Wca.01 Write letters and words in a straight line form left to right.                                                                                 |                        |
| Use of english | Grammatical forms            | 1Ug.01 Use question words<br>1Ug.05 Use common adjectives to say what someone/thing is or has<br>1Ug.06 Use possessive adjectives to describe objects. | <b>Unit 1.8 My Day</b> |
| Writing        | Communicative achievement    | 1Wca.05 Begin to use a limited range of simple grammatical structures                                                                                  |                        |
| Use of english | Grammatical Forms            | 1Ug.01 Use familiar question words                                                                                                                     |                        |
| Use of english | Vocabulary                   | 1Uv.02 Use ordinal numbers 1st - 10th<br>1Uv.06 Use common adverbs of place                                                                            |                        |



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|           |                      |                                                                                                                                        |  |
| Listening | Listening for detail | 1Ld.02 Understand a limited range of short, simple instructions                                                                        |  |
| Speaking  | Communication        | 1Sc.03 Ask simple questions about classroom routines and to find out a limited range of personal information, and respond accordingly. |  |
| Reading   | Reading for detail   | 1Rd.04 Begin to deduce the meaning of a limited range of simple, familiar words by linking them to pictures.                           |  |



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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. Ejecuta movimientos de coordinación a través de actividades rítmico-corporales. |                     | Completa tareas motrices básicas con precisión y coordinación teniendo en cuenta el conteo rítmico de tres cuartos. | Mi cuerpo            |
|                                                                                    |                     | Compara desplazamientos en línea recta y circulares teniendo en cuenta diferentes ritmos y velocidades.             | Juego y movimiento   |
|                                                                                    |                     | Muestra curiosidad y se integra a las danzas autóctonas y universales.                                              | Rondas               |



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| 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 |                     | 2.2 Elabora hipótesis predictivas acerca del contenido de los textos.<br>2.4 Analiza en un texto escrito información puntual sobre: ¿Qué pasa cuando?, ¿Qué diferencia hay entre?, ¿A qué se parece?, ¿Qué pasaría si...?                                                                                                                                      | <ul style="list-style-type: none"><li>• Análisis y comprensión de textos</li></ul>                        |
| 3. Produzco textos escritos que responden a diversas necesidades comunicativas                |                     | 3.3 Escribe letras y palabras atendiendo a criterios, direccionalidad, legibilidad y rasgos característicos<br>3.6 Toma diferentes dictados para adquirir velocidad en la escritura.<br>3.8 Escribe palabras con los grafemas (c-r- f- v-j- b- ñ- g-h- ch).<br>3.10 Reconoce entre diversos textos un texto de proceso para estimular la construcción textual. | <ul style="list-style-type: none"><li>• Escritura</li><li>• Dictado</li><li>• Textos de proceso</li></ul> |



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| 4. Produzco textos orales que responden a distintos propósitos comunicativos.            | 4.10 Identifica y construye fábulas a partir de diferentes tipos de elementos, imágenes, pinturas, juguetes, entre otros siguiendo la estructura del mismo.<br>4.15 Lee con los fonemas (r-f- v-j- b- ñ- g-h- ch). | <ul style="list-style-type: none"><li>• La fábula</li><li>• Lectura</li></ul> |
| 5. Comprende textos que atienden a diferentes formatos y finalidades                     | 5.2 Identifica la idea global de un texto.                                                                                                                                                                         | <ul style="list-style-type: none"><li>• Comprensión de textos</li></ul>       |
| 6. Reconozco los medios de comunicación masiva y caracterizo la información que difunden | 6.1 Caracteriza algunos medios de comunicación.                                                                                                                                                                    | <ul style="list-style-type: none"><li>• Medios de comunicación</li></ul>      |



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

| STRAND                                     | SUB-STRANDS                                    | OBJETIVO DE APRENDIZAJE                                                                                                                                   | CONCEPTO ARTICULADOR                                 |
|--------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Geometry and Measure<br><br><br><br>Number | Geometrical reasoning, shapes and measurements | 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. | Shapes, direction and movement                       |
|                                            | Time                                           | 1Gt.01 Use familiar language to describe units of time.                                                                                                   | Time                                                 |
|                                            | Time                                           | 1Gt.02 Know the days of the week and the months of the year.                                                                                              | Time                                                 |
|                                            | Integers and powers                            | 1Ni.02 Understand addition as: - counting on - combining two sets.                                                                                        | Understanding addition                               |
|                                            | Integers and powers                            | 1Ni.05 Estimate, add and subtract whole numbers (where the answer is from 0 to 20).                                                                       | Understanding addition                               |
|                                            | Integers and powers<br>Number                  | 1Ni.03 Understand subtraction as: - counting back - take away - difference.<br>1Ni.04 Recognise complements of 10.                                        | Understanding subtraction<br>Complements and doubles |



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|            |              |
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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 students identify properties of sound and musical events proper to their context and environment, particularly related to emotions, daily routines, family settings and customs, popular songs, etc. |                     | Use the media as a tool for the acquisition of musical notions that enrich their personal taste (radio, television, internet). | Emotional Expression      Musical  |
| 2. The student explores the notions of speed, tempo, rhythm and duration from concrete exercises linked to movement.                                                                                        |                     | Perform patterns of quarter notes and corresponding rests.                                                                     | Rhythmic Coordination      Body    |
| 3. The student sings in tune and plays melodic patterns along with musical accompaniment.                                                                                                                   |                     | Sing in pitch at least one Colombian song in Spanish.                                                                          | Vocal-Instrumental Performance     |
|                                                                                                                                                                                                             |                     | Play percussion instruments individually and as a band.                                                                        |                                    |
| 4. The student sings or plays simple songs with a drone or accompaniment that supports the melody.                                                                                                          |                     | With help from the teacher, identify and sing in proper tune the first three notes of the scale: DO, RE, MI, FA and SOL.       | Pitch Development      Recognition |

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

| STRAND    | SUB-STRANDS                   | OBJETIVO DE APRENDIZAJE                                                                                                                                                                                | CONCEPTO ARTICULADOR           |
|-----------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Chemistry | Materials and their structure | 1Cm.01 Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.<br>1Cm.02 Understand the difference between an object and a material. | Materials and their structure. |
|           | Properties of materials       | 1Cp.01 Understand that all materials have a variety of properties.                                                                                                                                     | Properties of materials        |
|           |                               | 1Cp.02 Describe common materials in terms of their properties.                                                                                                                                         | Properties of materials        |
| Physics   | Changes to materials          | 1Cc.01 Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.                                                                                   | Changes to materials           |
|           | Forces and energy             | 1Pf.03 Explore that some objects float and some sink.                                                                                                                                                  | Forces and energy              |



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|  | Electricity and magnetism | 1Pe.01 Identify things that require electricity to work. | Electricity and magnetism |
|--|---------------------------|----------------------------------------------------------|---------------------------|



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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL                           | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE (subproceso)                                                   | CONCEPTO ARTICULADOR   |
|---------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------|------------------------|
| To demonstrate a sense of self-identity within the community. |                     | Recognizes what a community is to understand his / her surroundings better.            | Community Surroundings |
|                                                               |                     | Recognize the importance of specific rules and their impact on daily school life.      | Rules in the school    |
|                                                               |                     | Understand the benefits of positive interactions and mutual respect                    | Respect                |
| To explain how goods and services meet people's needs.        |                     | How individual actions contribute to the overall well-being and unity of the community | Well-being<br>Unity    |
|                                                               |                     | Practice collaboration and teamwork in achieving common goals                          | Collaboration          |



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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                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4. The students get acquainted with vanguards and artistic movements, and relates it to experiences significant to them.          |                     | <p>4.1. Explore the works of influential artists within Vanguard, recognizing their techniques, themes, and purposes.</p> <p>4.2. Reflect on the meaning and significance of abstraction in art, particularly how it can represent internal or non-visible experiences.</p> <p>4.3. Connect themes and styles from these movements to personal experiences, emotions, or current events.</p> | <ul style="list-style-type: none"> <li>• Innovative and experimental styles</li> <li>• Influential vanguard artists &amp; movements</li> <li>• Focus areas</li> <li>• Shapes, colors, lines, and textures</li> <li>• Abstract art</li> <li>• Relating art to life</li> <li>• Expressive possibilities</li> <li>• Artistic reflection</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.                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Op Art (Optical Art) and abstract design.</li> <li>• Geometric Shapes</li> </ul>                                                                                                                                                                                                                       |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | 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>• Line variety</li> <li>• Vibration</li> <li>• 3D illusions</li> <li>• Movement or direction</li> <li>• Contrast, symmetry, and layering.</li> <li>• Non-realistic elements</li> </ul>                                                                                                                                                      |
| 7. The student creatively experiments with different materials and construction techniques in their artwork | <p>7.1. Explore different construction techniques through collage, assembling, cutting, folding (paper and cardboards) and recycled material crafting activities.</p> <p>7.2. Experiment with different materials to discover new drawing, painting and printing techniques as stamping, lithography, stencil, engraving, etc.</p> | <ul style="list-style-type: none"> <li>• Construction of 2D and 3D artworks</li> <li>• Volume, symmetry, or structure</li> <li>• Eco-friendly art.</li> <li>• Creativity, problem-solving, and spatial thinking</li> <li>• Exploring artistic media</li> <li>• Print an image</li> <li>• Different visual language.</li> <li>• Materials influence artistic expression.</li> </ul> |
| 8. The student explores and interacts with art elements as shapes (2D), forms (3D), color and textures.     | <p>8.1. Explore the concept of shape (3D).</p> <p>8.2. Recognize elements of the artistic compositions (form, color and texture).</p>                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Three-dimensional (3D) shapes</li> <li>• Cube, sphere, cone, cylinder, pyramid, prism, etc.</li> <li>• Space and volume.</li> <li>• Sculpture and installations</li> <li>• Shape and structure</li> </ul>                                                                                                                                 |



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|  |  | <ul style="list-style-type: none"><li>• Warm and cool colors</li><li>• Color combinations and contrasts</li><li>• Real texture vs. visual texture</li></ul> |
|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------|