



**COLEGIO
LA COLINA**

iSP International
Schools
Partnership

**PLAN DE ESTUDIOS
PRIMER TRIMESTRE
GRADO K4**



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PRIMER TRIMESTRE



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ÁREA	Educación Física y Expresión Corporal
ASIGNATURA	Educación Física

ESTÁNDAR NACIONAL	META DE APRENDIZAJE (estándar)	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
Moverse bien	1. Desarrolla las habilidades motrices básicas mediante la exploración de diferentes formas de desplazamiento y la manipulación de objetos livianos, siguiendo indicaciones simples para ampliar el reconocimiento y control de las posibilidades básicas de movimiento.	1.1 Explore different forms of locomotion and manipulation of light objects by following simple instructions, in order to recognize and expand basic movement possibilities.	Desplazamientos (caminar, correr, saltar) Exploración motriz
Comprender el movimiento	2. Desarrolla la capacidad de observar, identificar y clasificar acciones motrices básicas, reconociendo sus características visibles para diferenciar distintos tipos de movimiento durante la actividad física.	2.1 Identify and classify basic motor actions through direct observation, recognizing visible characteristics that allow differentiation of movements such as running, jumping, throwing, or catching.	Correr, saltar, lanzar, atrapar Acciones motrices
Moverse creativamente	3. Desarrolla la conciencia corporal mediante la exploración de movimientos básicos en actividades guiadas, identificando las partes del cuerpo involucradas y los cambios que se producen al variar el esfuerzo durante su ejecución.	3.1 Explore basic movements in guided activities and identify bodily changes associated with their execution, recognizing the body parts involved and variations in the level of effort applied.	Orden de ejecución
Participar	4. Desarrolla comportamientos de convivencia y responsabilidad en actividades motrices,	4.1 Participate in activities and games by respecting turns and using space appropriately, avoiding	Orden de ejecución

	participando en juegos y tareas respetando los turnos y el espacio de los demás, y reconociendo de manera sencilla su rol y responsabilidad dentro de las actividades grupales.	pushing or invading others' personal space. 4.2 Recognize the action to be performed in a motor task and simply state their responsibility within a group activity.	Participación activa Secuencia de acciones
Asumir la responsabilidad	5. Desarrolla actitudes de convivencia y autocontrol durante la actividad física, manteniendo una distancia adecuada con los compañeros y respetando los turnos de participación en los desplazamientos y juegos motrices.	5.1 Maintain an appropriate distance from peers during locomotor activities and games, respecting turns of participation in motor tasks.	Normas básicas
Cuerpos sanos	6. Desarrolla la conciencia corporal al participar en actividades físicas, identificando cambios simples como la aceleración de la respiración y el cansancio, y reconociendo y utilizando las principales partes del cuerpo durante el movimiento.	6.1 Identify and recognize when breathing becomes faster after running or jumping and when the body feels tired or needs a break. 6.2 Point to and move basic body parts (arms, legs, head, trunk) while performing physical activities when the teacher names them.	Respiración Partes del cuerpo

ÁREA	English
ASIGNATURA	English

ESTÁNDAR INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	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.
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...?	What's your favorite...? I like... SENSORIAL PHONICS: Letter /S/ and the corresponding sound.

	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.	READING PLAN Moo Dog book
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. 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 you 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	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE (subproceso)	CONCEPTO ARTICULADOR
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		3.6 Reconoce y visualiza su nombre.	Reconocimiento del nombre
3. Produzco textos escritos que responden a diversas necesidades comunicativas		3.7 Identifica dentro de un conjunto de nombres el suyo dentro de contextos significativos y documentos de identificación (registro civil, pasaporte, invitaciones de cumpleaños)	Identificación del nombre
3. Produzco textos escritos que responden a diversas necesidades comunicativas		3.11 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).	Secuencias temporales

4. Produzco textos orales que responden a distintos propósitos comunicativos.	4.1 Describe personas, objetos y lugares atendiendo algunas características.	Descripción
4. Produzco textos orales que responden a distintos propósitos 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	Onomatopeyas
4. Produzco textos orales que responden a distintos propósitos comunicativos.	4.8 Reconoce que el cuento es una narración e identifica algunas características generales (inicio, final y personajes	Narración cuento (inicio-final)
4. Produzco textos orales que responden a distintos propósitos comunicativos.	4.9 .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	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.	Lectura de 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.).	Identificación e interpretación de emociones

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.	Numbers 0 to 5: Counting small numbers.
NUMBERS	Counting and sequences	1.2 Identify the last number counted as the number of objects in the group.	Count and say the numbers from 1 to 5.
NUMBERS	Counting and sequences	1.3 Count groups of up to 10 objects in different arrangements and compare them.	Count and match the numbers from 1 to 5.
NUMBERS	Counting and sequences	1.4 Break apart 4 to 9 objects into two parts.	Count and write the numbers from 1 to 5.
NUMBERS	Counting and sequences	1.5 Write a number bond for 4 and 5.	Problem solving: Breaking apart and making 4.
NUMBERS	Counting and sequences	1.6 Recognise and use the ordinal numbers from 1st to 3rd.	Problem solving: Breaking apart and making 5.
NUMBERS	Counting and sequences	1.7 Rotate count within 10 by 1s.	



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NUMBERS	Counting and sequences	1.8 Subitize up to 10.	
NUMBERS	Counting and sequences	1.9 Compose and descompose numbers to 9 as ones.	Ordinal numbers: Ordinal numbers: 1st, 2nd, 3rd.



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ÁREA	Arts
ASIGNATURA	Music

ESTÁNDAR NACIONAL Y/O INTERNACIONAL	META DE APRENDIZAJE	OBJETIVO DE APRENDIZAJE	CONCEPTO ARTICULADOR
The student explores and responds to the sound world through listening, singing, movement, and sound exploration activities.		Explores different sound sources, timbres, and basic sound properties through active listening and sensory experiences.	Sound Exploration and Listening
The student expresses ideas, emotions, and musical understanding through voice, body movement, and creative participation in musical experiences.		Communicates emotions and responds to music through singing, movement, musical games, and corporal and vocal expression.	Musical Expression and Creativity
The student develops foundational musical skills through singing, beat keeping, and participation in individual and group music-making activities.		Maintains a steady beat, matches simple pitch patterns (Do, Re, Mi), and actively participates in vocal and instrumental musical experiences.	Foundational Music Skills



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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 Recognize and identify their own artistic creations, differentiating them from those of their peers, and will independently create artworks with teacher support when needed.	• Art as a powerful form of expression. • Collective creations.
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.), and recycled materials.	• 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, forms, shapes (2D), size and background. 8.2. 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 • Composition Awareness • Texture in art • Types of texture • Tactile exploration • Sensory learning