



**COLEGIO  
LA COLINA**

**iSP** International  
Schools  
Partnership

**PLAN DE ESTUDIOS  
PRIMER TRIMESTRE  
GRADO K5**



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



TABLA DE CONTENIDO

|                           |           |
|---------------------------|-----------|
| <u>Educación Física</u>   | <u>3</u>  |
| <u>English</u>            | <u>5</u>  |
| <u>Expresión Corporal</u> | <u>6</u>  |
| <u>Lengua Materna</u>     | <u>8</u>  |
| <u>Logical Thinking</u>   | <u>10</u> |
| <u>Music</u>              | <u>11</u> |
| <u>Physical Thinking</u>  | <u>12</u> |
| <u>Social Thinking</u>    | <u>13</u> |
| <u>Visual Arts</u>        | <u>14</u> |

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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE (estándar)                                                                                                                                               | OBJETIVO DE APRENDIZAJE (subproceso)                                                                                           | CONCEPTO ARTICULADOR         |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Moverse bien                        | 1. Reconoce y explora de manera activa las habilidades motrices básicas para descubrir y ampliar las posibilidades de movimiento de su cuerpo.                               | 1.1 Recognize and explore basic motor skills through activities that promote the discovery of their movement possibilities.    | Habilidades motrices básicas |
| Comprender el movimiento            | 2. Identificar y diferenciar las principales acciones motrices presentes en diversas actividades, reconociendo sus características esenciales y su función en el movimiento. | 2.1 Recognize and differentiate the main motor actions present in various activities, identifying their basic characteristics. | Confianza corporal           |
| Moverse creativamente               | 3. Explora las posibilidades corporales mediante la experimentación de diversas formas de movimiento básico en diferentes actividades motrices.                              | 3.1 Experience different forms of basic movement to become familiar with bodily movement possibilities in various activities.  | Secuencia motriz             |
| Participar                          | 4. Identifica su capacidad de                                                                                                                                                | 4.1 Participate actively and                                                                                                   | Trabajo en equipo            |

|                           |                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                      |                               |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
|                           | participar de manera activa, respetuosa y colaborativa en actividades individuales y grupales, reconociendo su rol dentro de cada tarea y contribuyendo al buen uso y convivencia en el espacio compartido.                             | respectfully in individual and group activities, recognizing the importance of collaborating and sharing space with others. 4.2 Identify their basic role within a task and understand the importance of collaborating with others.                                  | Roles y responsabilidades     |
| Asumir la responsabilidad | 5. Desarrolla comportamientos motrices que favorezcan la convivencia, participando en actividades de manera ordenada, respetando el espacio de los demás y siguiendo indicaciones básicas para interactuar de forma segura y armoniosa. | 5.1 Participate in simple motor activities while respecting others' personal space and following basic instructions to interact in an orderly manner.                                                                                                                | Normas básicas                |
| Cuerpos sanos             | 6. Reconocer cómo responde su cuerpo durante la actividad física, identificando cambios y sensaciones básicas, así como las principales partes del cuerpo y sus funciones elementales en el movimiento.                                 | 6.1 Simply recognize sensations and immediate changes that occur in the body when performing basic physical activities. 6.2 Recognize and point out the main body parts during simple activities and games, beginning to become familiar with their basic functions. | Energía<br>Cuidado del cuerpo |

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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE (subproceso)                                                                                                                                                                                                                                                     | CONCEPTO ARTICULADOR                              |
|-------------------------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| LISTENING                           |                     | <ul style="list-style-type: none"> <li>Listen to and follow one- or two-step instructions and focus on spoken information related to family members.</li> <li>Engage in group activities that require listening to others, such as following along with a group song or game.</li> </ul> | 1.2 Me<br>1.3 My Family<br>1.4 My Favorite Things |
| SPEAKING                            |                     | <ul style="list-style-type: none"> <li>Answer yes/no questions and wh questions (what - what is your name?)</li> <li>Use language patterns to express likes and dislikes. (I like/ I don't like) by singing songs, rhymes, chants or short poems.</li> </ul>                             |                                                   |
| READING                             |                     | <ul style="list-style-type: none"> <li>Understand that print carries meaning and recognizes common features of written language as well as reading from left to right and top to bottom.</li> <li>Make predictions about text based on illustrations and prior knowledge.</li> </ul>     |                                                   |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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| WRITING        | <ul style="list-style-type: none"><li>• Develop the fine motor skills needed for writing, such as holding a pencil correctly by using various writing tools (crayons, markers, pencils).</li><li>• Label their drawings with simple words or phrases to convey meaning and start connecting spoken language to written language.</li></ul> |  |
| USE OF GRAMMAR | <ul style="list-style-type: none"><li>• Use common present simple form (positive) to express ideas, and, use connective and to link words related to the unit.</li><li>• Use some common personal pronouns and adjectives to give simple personal information. (I, You, She, He). Use I can to describe familiar abilities.</li></ul>      |  |

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

| ESTÁNDAR NACIONAL<br>Y/O INTERNACIONAL                                                                                                                            | META DE<br>APRENDIZAJE | OBJETIVO DE APRENDIZAJE<br>(subproceso)                                                                                                                                                                                                                                                                                                                                                              | CONCEPTO<br>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>Reconoce y utiliza las partes de su cuerpo en la ejecución de movimientos básicos.</li> <li>Reconoce nociones básicas de movimiento (adelante-atrás, arriba-abajo, etc) y desplazamiento simples.</li> <li>Demuestra interés por la creación de composiciones corporales utilizando diferentes movimientos, desplazamientos y formas de expresión.</li> </ul> | <ul style="list-style-type: none"> <li>Mi cuerpo</li> <li>Juego y movimiento</li> <li>Rondas</li> </ul> |

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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL                                            | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE                                                                                                                                      | CONCEPTO ARTICULADOR                                        |
|--------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| 3. Produzco textos escritos que responden a diversas necesidades comunicativas |                     | 3.1 Escribe las vocales siguiendo la dirección correcta de las mismas                                                                                        | Escritura de vocales                                        |
| 3. Produzco textos escritos que responden a diversas necesidades comunicativas |                     | 3.3 Escribe palabras y frases con el grafema (s).                                                                                                            | Escritura letra s                                           |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos.  |                     | 4.1 Describe detalladamente lugares e imágenes de estos atendiendo a la ubicación espacial para reconocer un contexto (parque, colegio, ciudad, entre otros) | Descripción de lugares (atendiendo a la ubicación espacial) |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos.  |                     | 4.3 Lee e interpreta multiplicidad de imágenes y símbolos, atendiendo a mensajes transmitidos o no por éstas.                                                | Lectura de imágenes                                         |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos.  |                     | 4.4 Aprende y sistematiza canciones, rimas, poesías, adivinanzas y trabalenguas utilizando un lenguaje adecuado, estimulando así el ritmo, el                | Rimas                                                       |



|                                                                               |                                                                                                                                                                                                                           |                                                  |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
|                                                                               | compás y la conciencia fonológica.                                                                                                                                                                                        |                                                  |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos. | 4.6 Asocia sonidos de las letras con imágenes dadas, estimulando así el análisis fónico                                                                                                                                   | Conciencia fonológica (asociación sonido-imagen) |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos. | 4. 8 Lee las vocales en diferentes contextos.                                                                                                                                                                             | Lectura de vocales                               |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos. | 4.9 Identifica que el cuento es una narración y socializa algunas características generales (inicio, nudo, final, personajes y lugares).                                                                                  | Narración cuento (inicio-nudo-final)             |
| 4. Produzco textos orales que responden a distintos propósitos comunicativos. | 4. 20 Lee palabras con el fonema ( s ).                                                                                                                                                                                   | Lectura de palabras (letra s)                    |
| 5. Comprendo textos que atienden a diferentes formatos y finalidades          | 5.1 Interpreta textos con el propósito de desarrollar análisis y comprensión textual caracterizando roles y estados de los personajes. Ubica en un texto escrito información puntual sobre: ¿Quiénes?, ¿Cuándo? y ¿Dónde? | Comprensión lectora                              |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE (subproceso)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CONCEPTO ARTICULADOR                                                                                                                         |
|-------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Shapes, direction and movement   |                     | <ul style="list-style-type: none"><li>• Recognize and name the four basic plane shapes: Circle, triangle, rectangle and square.</li><li>• Use plane shapes to create a new shape, and items commonly found in the environment.</li><li>• Recognize and name basic solid shapes: sphere, cylinder, cone and cube.</li><li>• Describe, copy and extend AB, ABC and AAB shape sound in action patterns.</li><li>• Describe the location of plane and solid shapes using positional and directional words.</li><li>• Describe the attributes of solid shapes: Slide, stack and roll.</li><li>• Describe an objects using heavy and light.</li><li>• Measure using up to 10 nonstandard units (wool, popsicle sticks)</li></ul> | <ul style="list-style-type: none"><li>• Describing 2D and 3D shapes.</li><li>• Position, direction and movement.</li><li>• Measure</li></ul> |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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|------------|--------------|
| ÁREA       | Arts         |
| ASIGNATURA | <b>Music</b> |

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL                                                                                                                    | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE                                                                                                          | CONCEPTO ARTICULADOR                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| The student explores, recognizes, and expresses musical ideas through body sounds, singing, movement, and active participation in musical experiences. |                     | Explores and creates body sounds through games, rhymes, chants, and movement activities.                                         | Body, Sound and Movement                |
|                                                                                                                                                        |                     | Identifies and differentiates sounds according to their timbre, rhythm, melody, and source in everyday and musical contexts.     | Musical Listening and Sound Exploration |
|                                                                                                                                                        |                     | Sings, performs, and participates in individual and group musical activities, following basic musical cues and ensemble routines | Musical Expression and Participation    |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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

| ESTÁNDAR NACIONAL<br>Y/O INTERNACIONAL                                                                | META DE<br>APRENDIZAJE | OBJETIVO DE APRENDIZAJE<br>(subproceso)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | CONCEPTO<br>ARTICULADOR                                                                                                                        |
|-------------------------------------------------------------------------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Structure and function.</li><li>• Forces and energy</li></ul> |                        | <ul style="list-style-type: none"><li>• Identifies and names specific parts of the face, such as eyes, nose, mouth, ears, and cheeks.</li><li>• Identifies and name the senses (sight, hearing, touch, taste, smell)</li><li>• Recognizes and names major body parts, head, arms, legs, neck, chest and tummy.</li><li>• Engages in games and activities that involve distinguishing and using their own body in relation to right and left sides and such as following directions, and interacting with peers.</li></ul> | <ul style="list-style-type: none"><li>• My body, your body, everybody!</li><li>• My five senses.</li><li>• The science in   my body)</li></ul> |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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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 in relation to themselves, family and school. |                     | <ul style="list-style-type: none"><li>• Recognizes him/herself as a unique and special person, aware of their qualities, interests, and talents and uses a unique name.</li><li>• Names basic emotions such as grateful, sad, angry, and scared and understands or empathizes with the emotions of others, recognizing that different people may feel differently in the same situation.</li><li>• Recognizes and uses basic good manners such as saying "please" and "thank you," and using polite language.</li><li>• Understands that families provide emotional, physical, and social support to each other.</li><li>• Shares customs and traditions observed in their own families (e.g., holidays celebrated, special meals).</li><li>• Understands and discusses simple family rules and their importance for safety and harmony.</li></ul> | 1.2 Me<br>1.3 My Family |

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

| ESTÁNDAR NACIONAL Y/O INTERNACIONAL                                                                                                                                                           | META DE APRENDIZAJE | OBJETIVO DE APRENDIZAJE                                                                                                                                                                                                                                                                                                                                                                                                     | CONCEPTO ARTICULADOR                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. The student approaches art through the exploration and appreciation of nature in a variety of locations (forests, gardens, landscapes, home, school, etc.) and visual artistic references. |                     | 3.1. Create artworks inspired by nature and visual artistic references (impressionism, animation, botanical illustration, contemporary art); exploring and illustrating a variety of locations (forests, gardens, landscapes, home, school, etc.).                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Art through nature exploration.</li> <li>• The environment shapes artistic perception and ideas.</li> <li>• Use of visual references</li> </ul> |
| 2. The student gets ideas and makes art by using their imagination and drawing inspiration from their own experiences and the experiences of others.                                          |                     | 2.1. Get inspired by stories, poems, music, etc. to create their own illustrations and artworks (pre-schematic and schematic).<br>2.2. Recognize art as a free and personal form of expression by using their imagination, their own and others' experiences, and their bodies as tools for creation, while developing self-awareness through the exploration of personal characteristics, emotions, and physical features. | <ul style="list-style-type: none"> <li>• Imaginative thinking.</li> <li>• Storytelling through art.</li> <li>• Creative synthesis of ideas</li> </ul>                                    |
| 8. The student explores and interacts with art elements as shapes (2D), forms (3D),                                                                                                           |                     | 8.1. Explore the concepts of shapes (2D), forms (3D), size and background.                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Exploration of basic art elements.</li> </ul>                                                                                                   |



COLEGIO LA COLINA  
PLAN DE ESTUDIOS  
PRIMER TRIMESTRE



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| types of lines and textures. | 8.2. Recognize types of lines (straight, horizontal, vertical, curved, diagonal, wavy, zig zag, castle, spiral) as an element of art to trace forms | <ul style="list-style-type: none"><li>• Visual and tactile sensory experiences.</li><li>• 2D shapes vs. 3D forms.</li><li>• Variety of line types and their effects.</li><li>• Composition principles (balance, contrast, unity, and movement)</li></ul> |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|