



Course Title:	Physical Education
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Cycle/Division:	Kindergarten
Grade Level:	Kindergarten1
Credit Unit:	N.A
Duration:	One year / Two semesters
Course Prerequisites:	NA

<u>Department's Vision:</u>	Our vision in kindergarten is to motivate, inspire, encourage and support students by providing a safe and loving environment to educate them socially, emotionally, and cognitively so they can continue to build a foundation for a life- long learning.
<u>Department's Mission:</u>	An Eco-friendly student centric institution of excellence dedicated to creating future citizens equipped with knowledge, moral values, cultural understanding and tolerance who will lead at the national and international arenas

COURSE DESCRIPTION:
Our Physical Education Program allows opportunities for students to experience different exercises and activities that give them a well-balanced connection between fitness and health. The goal of this program is to encourage students to explore various methods to ensure lifetime fitness and health.

GENERAL COURSE LEARNING OBJECTIVES:

- Practice different movements
- Perform actions in games
- Show awareness of movements
- Perform actions in rhymes
- Practice eye hand coordination
- Play cooperate games
- Clap with word syllable
- Imitate actions
- Perform finger play
- Perform actions in a song
- Identify fundamental movement patterns
- Identify various body parts and their location
- Coordinate hands movements

I.

STANDARDS/BENCHMARKS:

PEKC18

Following directions and playing games.

PEKM11

Demonstrating balancing

PEKM10 AND PEKC11

Exploring manipulative objects and showing and awareness of moving through space.

PEKM18

Following a sequence of movements and performing actions and games.

PEKC15

Showing body awareness through coordinating hand movements and practicing different movements and playing cooperative games.

PEKR11

Moving body parts to practice different movements.

PEKL15 AND PEKC19

Showing body awareness and demonstrating coordination.

PEKM13 AND PEKM10

awareness of body parts.

PEK10 AND PEKL21

perform actions in games and showing spatial awareness.

PEK13

Explore manipulatives by showing coordination and balance.

PEKR22

Explore small objects and showing awareness of moving.

II.

RESOURCES:

- ✓ Parachute
- ✓ Balls
- ✓ Mats
- ✓ Rings
- ✓ Tape
- ✓ Jumping Ropes
- ✓ Blocks
- ✓ Dice
- ✓ Bats
- ✓ Cushions
- ✓ Tents
- ✓ Nets
- ✓ Balloons
- ✓ Music
- ✓ Cones
- ✓ Bean Bags
- ✓ Bouncing ball

III.

COURSE OUTLINE:

Semester 1:

<u>Theme's #</u>	<u>Objectives</u>	<u>Practice</u>
1	Enhance body awareness	- Play head shoulder knees and toes -Role of legs and feet (jumping, hopping..etc)
2	-Follow multi step directions -Play games	Practicing to run forward and backwards, right to left t:
3	Perform actions in games	-Create a start line by placing masking tape on the floor -Encourage children to jump as far as they can -Repeat it for the whole week to show them they can jump higher by practicing
3	Demonstrate coordination and balance	-Use pattern blocks on flat surface to create a design of a house or apartment buildings. -Shape game (related to math) -Place large squares and circles in different areas of the field. Call a name of a shape children will locate the shape on the floor and pointed with their toes -Give them actions related to shapes, children with circles can jump, children with square can march in place
4	Imitate actions Perform dance moves	Perform a dance, one dance and other will be the reflection
5	Imitate actions	-Make a race imitating sea animals movements Jump like a seahorse Waddle like a penguin Crawl like a crap

		Swim like fish Poke your head like a turtle Finally stretch your arm like a starfish
6	Perform actions in games	- Have children select partners. Invite partners to stand and face each other. Instruct them to take turns playing the lead monkey and copycat monkey. The lead monkey creates a monkey movement and the copycat one copy the movement - Provide suggestions (peeling banana, touching nose, scratching stomach, bouncing, dangling arms)
7	-Practice different movement -Hands coordination	(related to science insect theme) -Invite children to climb the itsy bitsy spider Make a giant spider with the parachute Have children demonstrate wiggling like a worm, rolling like a beetle, fluttering like butterfly, hopping like grasshopper and buzzing like bee
8	Play coordinate games	-Demonstrate horse movements such as (galloping, trotting, and loping) and cow movements such as sauntering -Have children play following the leader using these movements
9	Identify the basic functions of bones and muscles	-Knows that muscles in the legs help motor movements (e.g., kicking and running) Knows that muscles in the upper body (chest and arms) help moto skills (e.g., throwing, pushing, climbing)
10	Identify how the body feels during different kinds of physical activity.	-Explains why breathing faster provides more oxygen during exercise Explains why blood flows faster through the body when we work harder Explains why sweat occurs during exercise.
11	Share space and equipment with others.	-Uses general space safely while moving during activities Shares equipment during partner activities Uses equipment in designated space without interfering with others



12	Use equipment safely and responsibly.	-Follows teacher’s directions regarding appropriate equipment use during skill practice Jumps rope safely in general space. Choose an area with enough space to throw and catch with a partner
13	. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	-Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations.
14	Demonstrate motor patterns in simple combinations	-Pass and catch a ball with a partner using a variety of levels. Performs a simple tumbling routine by combining a roll, turn, and balance.

Semester 2:

<u>Theme’s #</u>	<u>Themes</u>	<u>Lesson(s)</u>
15	-perform simple rhythmical patterns	-Responds to simple square dance calls. Performs a simple dance to music. Interprets music with creative movements
16	-Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels: high, medium, and low).	-Recognizes curved, straight, and zigzag pathways. Recognizes high, medium, and low levels. Knows various speeds (e.g., slow = walk, medium = jog, and fast = run) Repeats cue words associated with movement skills (e.g., skip = step hop)
17	-Associate positive feelings with participation in physical activity.	-Participates and does not give up on the first attempt of an activity. Uses verbal and nonverbal emotions to show outward feelings (e.g., smile and words of encouragement) Ready to participate and engage at the beginning of class.
18	- Upper body and lower body awareness	-Clap your hands twice -Put your hand on your right toe -Put your feet together -Put your elbows together
19	-Balance and coordination	Different activities for the upper and lower body -Crap walk

		<ul style="list-style-type: none"> -Jump rope -jump from square to square on floor tiles -Play Simon says
20	<ul style="list-style-type: none"> - Follow sequences moves (yoga) - arise imagination skills 	<ul style="list-style-type: none"> - Imitate different poses: -Mermaid pose -Flower pose -Frog, lion poses
21	<ul style="list-style-type: none"> -perform actions on games -Show awareness of movement 	<ul style="list-style-type: none"> - Racing using different obstacles hoping with one leg, running holding hands, putting small ball between their knees..etc
22	<ul style="list-style-type: none"> -Demonstrate condition -Team building games 	<ul style="list-style-type: none"> - Build up different kind of games that require team work skills: Stick a rope on floor in different direction, children need to follow Children lay on their backs with their feet against the wall and pass to each other big exercise ball.
23	<p>Awareness of body parts, move body parts</p>	<ul style="list-style-type: none"> -Dance on head, shoulders knees and toes.
24	<p>Understanding directional words</p>	<p>Use different tools to help kids understanding</p>

	such as above, bellow, In ,out	different positions Put the red ball above your head, the green ball IN the box.. etc
25	Move in sequence	Put number on floor in mixed order Children need to jump following the right sequence of numbers
26	-Perform hand motions -Move in sequence	-Teaching line pairs with hand movements (parallel line, crossed line, angels ..etc
27	ready for graduation	Practice graduation dance
9	Getting ready for graduation	Practice graduation dance
9	Getting ready for graduation	Practice graduation dance

IV.

GRADING:

Grading Policy/ Assessment Tools:

- Observations
- Checklist
- Seesaw

<u>Assessment</u>	<u>Rubrics & evaluation</u>
Pre assessment: Skills	- Gross Motor skills
Summative	- End of semester report cards – based on rubrics (introduced, independent, with teacher support)
Ongoing	- Monthly checklist



Grade Rubrics: *KG does not follow a grade distribution but rather evaluation rubrics without assigning any weight for any of the criteria*

Cross-Curricular Project(s):

- Sports day
- Healthy breakfast day
- Brain Gym