

### STUDENT LEARNING GOALS

Developing fundamental movement patterns is the primary focus of the kindergarten physical education curriculum. Children will be at various levels of maturity across all skills and should demonstrate continuous improvement in movement under very simple conditions. While developing fundamental skill patterns, the students will begin to learn key movement concepts that help them perform in a variety of educational games, educational dances, and educational gymnastics. They will learn how their bodies react to vigorous physical activity. Students will learn to use safe practices, cooperate with and respect others, and follow classroom rules. Experiences in physical education will help them develop a positive attitude for leading a healthy, active lifestyle.

**WEB LINKS:** <http://www.dole5aday.com>  
Safety City - <http://www.nhtsa.gov/kids/>

### SKILLED MOVEMENT

- Demonstrate a minimum of two critical elements (isolated, small parts of the whole skill or movement) for locomotor, non-manipulative, and manipulative skills.
- Demonstrate a minimum of two critical elements used in the locomotor skills of walking, running, hopping, jumping and landing, galloping, sliding, and skipping.
- Demonstrate a minimum of two critical elements used in the non-manipulative movements of bending, pushing, pulling, stretching, turning, twisting, swinging, swaying, rocking, balancing, and rolling.
- Demonstrate a minimum of two critical elements used in stationary manipulative skills (e.g., toss and throw to targets, bounce and catch, toss and catch, kick to target, strike with paddle, dribble, roll, trap, volley with hand).
- Demonstrate a minimum of two critical elements used in manipulative skills while moving.
- Demonstrate moving to a rhythm, using basic rhythmic patterns.

### MOVEMENT PRINCIPLES AND CONCEPTS

- Demonstrate use of the movement concepts of directions, levels, pathways, and effort while performing locomotor skills.

### PERSONAL FITNESS

- Participate for short periods of time in moderate-to-vigorous physical activities that cause increased heart rate, breathing rate, and perspiration.

### RESPONSIBLE BEHAVIORS

- Use appropriate behaviors and safe practices in physical activity settings.
- Demonstrate good listening skills when learning procedures and receiving instruction.
- Demonstrate ability to share, and be cooperative and safe with others.

### PHYSICALLY ACTIVE LIFESTYLE

- Participate in regular physical activity.
- Explain why physical activity is good for health.

# KINDERGARTEN

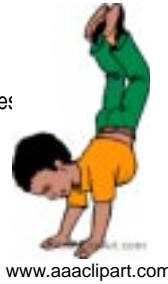
## INSTRUCTIONAL FOCUS

- Fitness Activities
- Locomotor/Non-Locomotor Skill Development
- Motor Learning Concepts
- Rhythmical Activities
  - Dance
  - Creative dramatics
  - Manipulative routines
- Gymnastics
- Manipulative Activities
  - Ropes
  - Bean Bags
  - Hoops
  - Parachute
  - Shuffleboard
  - Juggling
- Low Organized Activities
  - Soccer
  - Basketball
  - Volleyball
  - Bowling
  - Track and Field
  - Softball/T-Ball
- Integrated Content Activities/ Cross Curriculum
- Multicultural Activities
- Cooperative Activities
- Seasonal/Thematic Activities
- Adaptive Physical Education



## FAMILY FITNESS AND FUN

“PRAISE AND PLAY EVERY DAY”  
 Enjoy activity time together.  
 Practice P. E. skills together.  
 Walk/Exercise together.  
 Eat healthy to be healthy.  
 Turn chores into family fun activities:  
 Utilize community resources  
 School tracks/playgrounds  
 Local parks  
 Youth sports programs  
 Attend sporting events together:  
 Local middle/high school  
 College/Professional



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## BENEFITS OF EXERCISE/ACTIVITY

Physical activity performed with proper frequency, intensity and duration can:

- promote cognitive function and sensory stimulation for optimal growth and development
- improve the functions of the central nervous, skeletal, muscular, cardiovascular, and metabolic systems
- prevent the onset of some diseases and delay the negative effects of aging
- improve perceptual motor development
- enhance self concept, self esteem and social competence.

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“If you want to know what a child is like —  
 watch him play . . .  
 If you care about what he  
 becomes — guide his play.”  
 — Vannier

## ENRICHMENT PROGRAMS

### **Fitness Education**

“Star Track”  
 ACES (All Children Exercising Simultaneously) World-wide  
 Early Morning Workout  
 Fitness Fridays  
 Jogging Programs:  
 Read and Run  
 All Star (Walking with the Principal)  
 Jingle Bell Run

### **Heart Power (AHA)**

### **O.K. Kids Program**

### **Safety Awareness**

Playground Safety

### **Annual Programs**

Success Week  
 Family Fun/Fitness Night  
 Five A Day  
 County Events  
 Field Day  
 Tournaments (in school)

### **Community/Business Partnerships**

### **Activity Clubs**

Fitness  
 Dance  
 Sports



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## **Developmental Readiness**

### **Physical Development**

#### **Gross Motor**

Demonstrates basic locomotor skills (running, jumping, hopping, galloping)  
 Shows balance while moving  
 Climbs up and down  
 Pedals and steers a tricycle (or other wheeled vehicle)  
 Demonstrates throwing, kicking, and catching skills

#### **Fine Motor**

Controls small muscles in hands  
 Coordinates eye-hand movement  
 Uses tools for writing and drawing



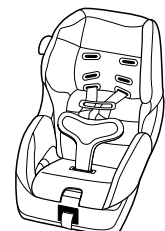
### **Locomotor Skills**

Walk  
 Gallop  
 Skip  
 Hop  
 Jump  
 Slide  
 Leap

## **Car Safety Seat**

Child Passenger Safety Check Forms:  
 Virginia Department of Health  
 Center for Injury and Violence Prevention  
 1500 East Main Street, Room 105  
 Richmond, VA 23219  
 Phone: 1-800-732-8333  
<http://www.safetysseatva.org/index.htm>

Child Passenger Safety Brochures:  
 National Highway Traffic Safety Administration  
 Office of Occupant Protection, NTS-12  
 400 Seventh Street, SW  
 Washington, DC 20590  
 Phone: 202-366-2708  
[www.nhtsa.dot.gov](http://www.nhtsa.dot.gov)



Source: Art Explosion