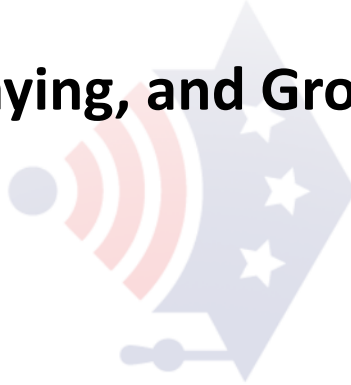


Kindergarten American Online School

PHYSICAL EDUCATION CURRICULUM

Moving, Playing, and Growing Strong



Version June/2025

1. Introduction

The Role of Physical Education in Kindergarten

In Kindergarten, Physical Education (PE) focuses on developing basic movement skills, coordination, and body awareness. Through fun activities like hopping, running, dancing, and playing ball, students engage in exercises that help build their physical strength, flexibility, and teamwork skills. PE also encourages self-expression through dance and creative movement.

By the end of this course, students will:

- ✓ Develop the ability to hop, run, and move with coordination.
- ✓ Participate in creative dance activities and understand body movement in space.
- ✓ Play simple ball games and practice sharing, turn-taking, and fair play.
- ✓ Understand the importance of physical activity for health and well-being.

2. Core Competence Areas

PE.1 Hopping, Running, and Basic Movement

Learning Outcomes

By the end of this course, students will be able to:

- ✓ Perform basic movements like hopping, skipping, and running with coordination.
- ✓ Understand the concepts of speed and space through simple movement games.
- ✓ Demonstrate control in running and hopping activities.

Competencies

PE.1.A.1 – Hopping and Running Skills

- Practice hopping on one foot and then both feet.
- Engage in simple races to improve speed and agility.

PE.1.A.2 – Speed and Coordination

- Participate in running games (e.g., relay races, "freeze" games) to improve coordination and balance.
 - Track their running progress (e.g., distance or time) with visual cues.
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PE.2 Coordination and Balance

By the end of this unit, students will be able to:

- ✓ Balance on one foot and in different poses.
- ✓ Demonstrate controlled movements during hopping and jumping activities.
- ✓ Improve their ability to coordinate different body parts while moving.

Competencies

PE.2.A.1 – Building balance skills

- Practice balancing while standing on one foot and walking along a line.
- Use balance beams or floor markers to enhance coordination.

PE.2.A.2 – Performing coordinated actions

- Play simple coordination games like "Simon Says" or "Follow the Leader."
 - Use large motor movements in a safe, controlled manner, such as jumping or hopping in a pattern.
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PE.3 Dance in Different Places – “Dance and Move”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Follow simple dance steps to music.
 - ✓ Understand the connection between movement and rhythm.
 - ✓ Express themselves through creative dance.
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Competencies

PE.3.A.1 – Movement to music

- Participate in dancing to songs with simple steps (e.g., "Shake It Off," "The Hokey Pokey").
- Use arms and legs to follow the rhythm of the music.

PE.3.A.2 – Dance in different spaces

- Dance in open space or along lines, adding movement and gestures.
 - Incorporate imagination by dancing like animals, seasons, or elements (e.g., "be a butterfly," "flow like water").
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PE.4 Playing Ball – “Ball Skills”

Learning Outcomes

By the end of this unit, students will be able to:

- ✓ Understand the basics of playing with a ball, including throwing, catching, and kicking.
- ✓ Practice rolling, bouncing, and passing the ball to a partner.
- ✓ Learn to take turns and play cooperatively in ball games.

Competencies

PE.4.A.1 – Ball handling skills

- Practice underhand and overhand throwing using soft balls.
- Engage in simple games where students pass the ball or roll it to a target.

PE.4.A.2 – Team play and sharing

- Play basic ball games that involve turn-taking and teamwork (e.g., “keep the ball moving” relay).
 - Learn the concept of “fair play” and how to share the ball during activities.
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3. Assessment and Evaluation

Formative Assessments – Daily Participation and Observation

- ✓ Ongoing observation during active play and movement games.
- ✓ Peer feedback during group dance or ball games.
- ✓ Teacher notes on balance, speed, and coordination development.

Summative Assessments – Skills Demonstration

- ✓ End-of-unit performance in a “movement show” or dance recital.
- ✓ Participation in ball games with an emphasis on skill application.
- ✓ Self-reflection on progress through a “Movement Journal.”

Authentic Assessment – Real-World Application

- ✓ “My Favorite Movement” poster, describing favorite activities and skills learned.
 - ✓ Group work on creating a class movement sequence or game.
 - ✓ Track and compare progress on basic physical skills (e.g., hopping, running speed).
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4. Instructional Strategies for Online Learning

Playful and Engaging

- ✓ Use playful games, songs, and stories to introduce new movements.
- ✓ Encourage imaginative play in dance and roleplay activities.

Structured and Supportive

- ✓ Use routines to help students understand how to move in space safely.
- ✓ Offer visual cues and body movement guides for complex tasks.

Inclusive and Encouraging

- ✓ Celebrate each student's progress, regardless of skill level.
- ✓ Provide plenty of opportunities for fun and social interaction during group activities.

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