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](http://www.dole5aday.com)

### STUDENT LEARNING GOALS

#### 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.
### Instructional Focus
- Fitness Activities
- Locomotor/Non-Locomotor
- Skill Development
- Motor Learning Concepts
- Rhythmic 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

“I 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

### 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.

### 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

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**Locomotor Skills**
- Walk
- Gallop
- Skip
- Hop
- Jump
- Slide
- Leap

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**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.safetyseatva.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

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Source: Art Explosion