



Our Savior Christian Academy

Curriculum Framework for:

Physical Education Early Childhood

Our Savior Christian Academy's "Curriculum Framework for Physical Education for Early Childhood" is designed as a tool that will follow the same format for all children ages 3-4. Our Savior Christian Academy's "Curriculum Framework for Physical Education" is offered to the glory of God that it may be a blessing among Lutheran school educators and their students.

✠ PHILOSOPHY ✠

God created man in His own image and as Christians our bodies should be regarded as temples of the Holy Spirit. Physical education equips us to use our bodies to glorify and serve God. Instilling positive attitudes towards exercise, teamwork, and competition increases physical, social, mental, and spiritual development.

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Broad Goals

Our Savior Christian Academy's Physical Education goals include:

- Incorporating Jesus Christ in all core areas of Physical Education and instilling the desire to care for God's powerful creation, our bodies.
- Promoting mental and physical health, well-being, improved work capacity, and intellectual performance.
- Developing of lesson plans to ensure that every child is active during class.
- Measuring fitness components based on the Presidential Physical Fitness Program.

Our Savior Christian Academy obtains this through:

- Keeping Our Savior, Jesus Christ, as the center focus on our campus and in our curriculum.
- Encouraging students to challenge their bodies to achieve a level of fitness that would be considered as outstanding in their individual capacity.
- Giving the students every opportunity to meet physical well-being in the process to improve and reach new levels of fitness to other core areas.
- Offering multiple electives to meet Physical Education standards so that students can select activities they enjoy while providing feedback on work completed.
- Introducing new and unique choices to the curriculum.
- Adapting other subjects to add valuable perspectives to the Physical Education curriculum.
- Differentiating instruction to meet all learning needs and abilities.
- Continuous assessment for analysis and planning in Physical Education.
 - Focuses on the identification of the children's existing knowledge and strategies.
 - Updating curriculum to meet changing state standards along with student needs.
 - Provides information that will enable the teacher to cater for individual differences in ability, previous learning and learning style, and to resist pressure to push the child to premature mastery.

- Work samples and results that are shared with the parents, congregants, and community.

Missouri Early Learning Standards for Physical Development, Health and Safety

I. Physical development and coordination – integrating faith by showing the value of bodily training as outlined throughout scripture. 1 Timothy 4:8, 1 Cor. 6:19-20

1. Uses gross motor skills with purpose and

Indicators	Examples The child ...
a. Moves from one point to another.	<ul style="list-style-type: none"> • walks, runs, jumps, gallops and hops on one foot.
b. Controls body movements.	<ul style="list-style-type: none"> • bends, stretches, turns and twists body parts. • balances on one foot (on a balance beam or variety of surfaces). • “stops” or “freezes” then changes directions while playing a game. • rolls body in one direction. (Fire Safty- Stop, Drop and Roll)
c. Uses large muscle movements to manipulate objects.	<ul style="list-style-type: none"> • bats at a ball or balloon with hands • throws, kicks, bounces and catches a ball.

2. Uses fine motor skills with purpose and control.

Indicators	Examples The child ...
a. Performs fine motor tasks.	<ul style="list-style-type: none"> • squeezes wet sponges • works with play dough • uses hands and fingers to open clothespins, uses a paper punch, etc.
b. Uses fingers and hands to accomplish fine motor tasks.	<ul style="list-style-type: none"> • fastens buttons, zips zippers, fastens fasteners or snaps snaps on clothing. • strings beads, macaroni or “O”-shaped cereal • builds with small connecting blocks. • laces shoes or lacing cards. • holds paper with one hand and cuts with the other.
c. Uses tools in a functional manner.	<ul style="list-style-type: none"> • uses paintbrushes, scissors and eating utensils • holds writing tools with fingers to draw or write. •
d. Exhibits coordination of facial muscles.	<ul style="list-style-type: none"> • attempts to wink an eye. • blows bubbles through a bubble wand or blows out devotion candle. • tries to whistle. • imitates or makes silly faces. • speaks clearly.

3. Responds to sensory input to function in the environment.

Indicators	Examples The child ...
<p>a. Exhibits sensory awareness. Touch</p>	<p>Touch:</p> <ul style="list-style-type: none"> identifies hidden objects in a “feely” bag by touch. participates in messy play activities (e.g., finger painting, working with clay or play dough). <p>Hearing:</p> <ul style="list-style-type: none"> follows verbal directions while playing games such as Simon Says. responds to environmental sounds (e.g., attends when name is called, investigates unusual noises such as a siren or breaking glass). <p>Sight:</p> <ul style="list-style-type: none"> finds details in illustrations in books (e.g., <i>I Spy</i>, <i>Each Peach Pear Plum</i>, <i>Where’s Waldo?</i>). arranges objects by color, size, texture and/or shape. aims a ball or beanbag at a target. follows a line with a finger or pencil. <p>Smell:</p> <ul style="list-style-type: none"> says, “I smell the popcorn.” Guess what is in the jar-(orange juice, cinnamon, lemon juice, pepper, mustard, ect.) <p>Taste:</p> <ul style="list-style-type: none"> remarks that a food tastes good. Sample which apple they like the best (red, green or yellow)
<p>b. Exhibits body awareness.</p>	<ul style="list-style-type: none"> identifies body parts through finger plays and songs (e.g., <i>Hokey Pokey</i>; <i>Head, Shoulders, Knees and Toes</i>; <i>Where Is Thumbkin?</i>). creates different shapes with his body (e.g., makes a circle with fingers, makes a bridge with another child). imitates animals with movement of body parts (e.g., uses arms for wings, slithers like a snake).
<p>c. Exhibits spatial awareness.</p>	<ul style="list-style-type: none"> moves body forward, backward, sideways, up, down. plays games involving movement and directions (e.g., Duck, Duck, Goose; Tag; Hide and Seek). negotiates an obstacle course. puts puzzles together or fits blocks into a defined space.
<p>d. Exhibits temporal awareness.</p>	<ul style="list-style-type: none"> moves his body to a rhythm (e.g., clapping, stomping, swaying, marching). adjusts body movements to the tempo (e.g., fast, slow, start, stop). kicks a rolling ball. catches a ball. follows a sequence or pattern in songs or finger plays (e.g., <i>B-I-N-G-O</i>; <i>The Itsy, Bitsy Spider</i>; <i>Where Is Thumbkin?</i>).

II. Health - integrating faith through understanding that strong, healthy bodies enable us to proclaim Jesus so that prayerfully, more will be in heaven on the last day.

1. Practices healthy behaviors.

Indicators	Examples The child ...
a. Shows independence in personal hygiene.	<ul style="list-style-type: none"> manages toileting. washes and dries hands. covers nose and mouth when sneezing uses a tissue.
b. Chooses to participate in daily physical activity.	<ul style="list-style-type: none"> plays on/with outdoor equipment (e.g., slides, balls). engages in active play (e.g., running, jumping, chasing, moving to music). goes on walks with friends during recess. joins in indoor or outdoor games (e.g., musical games, Tag, Drop the Handkerchief).
c. Exhibits body strength and endurance.	<ul style="list-style-type: none"> climbs a ladder on the slide. pours liquid from a small pitcher maintains her hold while hanging from a bar. engages in activities such as duck walks, crab walks, frog leaps, bear walks or wheelbarrow walks

III. Safety - integrating faith through a Biblical understanding that with God's help we have the power to change our behavior. Ephesians 3:14-20, having knowledge of healthy habits and having no need for anything out of balance. Matthew 10:6-8, 1 John 3:8

1. Practices safe behaviors.

Indicators	Examples The child ...
a. Listens to and follows adult directions during emergencies.	<ul style="list-style-type: none"> participates in emergency drills (e.g., fire, intruders, natural disasters) at school and home.
b. Follows vehicle, street and public safety.	<ul style="list-style-type: none"> practices bike safety (e.g., wears a helmet, rides in a safe place)(Trike-a-Thon). stays with an adult when crossing the street, in parking lots and/or in public places. uses appropriate car restraints.
c. Recognizes personal danger.	<ul style="list-style-type: none"> knows that objects such as weapons, syringes, matches, etc., can be dangerous and should not be touched. displays caution around water, fire, unsafe heights

	<p>and unfamiliar people or animals</p> <ul style="list-style-type: none">• knows not to eat unknown substances such as medicines, poisons, household cleaners, etc.
<p>d. Knows how and when to seek help.</p>	<ul style="list-style-type: none">• calls for help during emergencies (e.g., shouts for an adult, asks an adult for help in an emergency, calls 9-1-1).• asks an adult for help when made to feel uncomfortable or unsafe by another person.• recognizes trusted adults (e.g., police officers, firefighters).