

Concepts to be learned

The concepts to be learned category sets out the knowledge and concepts the students must learn. The skills category lists principals, movement skills and roles associated with certain strategies. It also includes elements specifically related to the development of healthy lifestyle habits.

These constitute the repertoire of resources indispensable for the development and exercise of the competency. This does not mean that students may not use other resources, but that they must master this knowledge in order to develop and exercise the competency.

TO PERFORM
Strategies
Motor and Psychomotor strategies
Discovering his/her sensory potential
Situating himself/herself in space and time and in relation to objects
Performing activities to strengthen muscle tone, improve flexibility and increase endurance
Using movement and rhythm to communicate
Using relaxation to reduce stress
Using objects, tools and materials properly
Learnings
Learnings related to sensory and motor development
The parts of the body (e.g. eyebrows, throat) and their characteristics (e.g. brown eyes, short hair), functions (e.g. breathing, walking) and reactions (e.g. skin becomes red when exposed to sun)
The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)
Gross motor movements (e.g. running, throwing, crawling, jumping, sliding, climbing)
Fine motor movements (e.g. cutting, tracing, gluing, folding, shaping, tearing)
Physical and sensory play (e.g. skipping rope, playing with a ball, texture discovery games)
Assembly games (e.g. puzzles, blocks, erector set)
Physical needs (e.g. food, rest, clothing)
Positions of a person or object in space (e.g. in front of, behind, facing, beside, at the front, under, between, left, right)
Various ways to relax (e.g. listening to soft music, taking time out, closing one's eyes)
Living habits and their effects on health (e.g. hygiene, physical activity, diet)