



Month: November Week: 2 Subject: Physical Health & Growth

| Day 1 | Topic(s) | Foundation(s) |
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| | Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle | PHG2.2 Demonstrate development of body awareness and physical activity PHG3.1 Demonstrate development of fine and gross motor coordination |
| Indicators | Younger Preschool | Older Preschool |
| | May copy one or two animal movements such as crawl like a cow or waddle like a duck. | May move with control, start and stop on a signal, and name body parts used for each movement. |

Activity: **Move Like Farm Animals**

Teachers will introduce a “Farmer Says” game where students listen for an animal and move like it across open space. Children will practice galloping like a horse, waddling like a duck, tiptoeing like a cat, and hopping like a bunny while keeping safe distances. On a stop signal, learners will freeze and tell which body parts they used. A quick reflection will ask which movement felt easiest and which was most challenging.

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| Resources/Materials <ul style="list-style-type: none"> • Open play space • Music player or clapping signal • Visual cards of farm animals | Key Vocabulary: Waddle, move, gallop | Support: |
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| Day 2 | Topic(s) | | Foundation(s) | |
| | Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle | | PHG2.2 Demonstrate development of body awareness and physical activity PHG3.1 Demonstrate development of fine and gross motor coordination | |
| Indicators | Younger Preschool | | Older Preschool | |
| | May walk or jog safely around the circle and return to a spot with reminders. | | May run, slow down, and tag with control while following rules and taking turns. | |

Activity: **Duck, Duck, Goose**

Teachers will model the rules and practice a slow round before adding speed. Students will sit in a circle, tap heads while saying “duck,” and select a friend for “goose,” then jog around the circle to return to the spot. Emphasis will be on safe feet, listening for turns, and quick water break signals as needed. At the end, children will help check hands washed and drinks put away to build independence.

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| Resources/Materials <ul style="list-style-type: none"> Floor spots or tape marks for the circle Water cups and hand-wipe station Music start/stop cue | Key Vocabulary: Circle, chase, tag | Support: |
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| Day 3 | Topic(s) | | Foundation(s) | |
| | Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle | | PHG2.2 Demonstrate development of body awareness and physical activity PHG3.1 Demonstrate development of fine and gross motor coordination | |
| Indicators | Younger Preschool | | Older Preschool | |
| | May throw a beanbag toward a large target with two-handed movement. | | May step with the opposite foot and aim for nearer or farther targets with improving accuracy. | |

Activity: “Hay Bale” Beanbag Toss

Teachers will set up large box “hay bales” or hoops as targets at two distances. Students will practice underhand toss, focusing on eyes on target, swing, and gentle release. Children will choose a near or far target, count attempts, and cheer for peers. A quick challenge round will have students try to toss three beanbags into different “bales” in a row.

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| Resources/Materials <ul style="list-style-type: none"> Large cardboard boxes or hoops as targets Beanbags | Key Vocabulary: Toss, aim, throw | Support: |
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| Day 4 | Topic(s) | Foundation(s) |
| | Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle | PHG1.2 Demonstrate development of safety practices PHG2.2 Demonstrate development of body awareness and physical activity |
| Indicators | Younger Preschool | Older Preschool |
| | May follow a simple path with adult models and complete basic actions such as crawl, step over, and balance. | May move through multiple stations safely, adjust speed, and repeat the course with improved control. |

Activity: **Farm Obstacle Course**

Teachers will introduce a loop course: step over “fence” rails, crawl through the “barn,” tiptoe past the “sleeping sheep,” and jump over “mud puddles.” Students will walk the course once to learn safety rules, then travel the loop at a comfortable pace. The second round invites children to choose a challenge level such as bigger jumps or slower tiptoe balance. A closing check asks each child to name one safety rule they used.

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| Resources/Materials <ul style="list-style-type: none"> Cones, pool noodles or low bars for fences Tunnel or table for “barn” crawl | Key Vocabulary: Climb, balance, jump | Support: |
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| Day 5 | Topic(s) | | Foundation(s) | |
| | Theme: Down on the Farm Number: 15 Letter: Kk Color: Brown Shape: Triangle | | PHG1.1 Demonstrate development of healthy practices PHG2.1 Demonstrate how the five senses support processing information | |
| Indicators | Younger Preschool | | Older Preschool | |
| | May copy simple poses with breathing reminders. | | May hold poses longer, use calm breathing, and describe how their body feels before and after. | |
| Activity: Animal Yoga | | | | |
| Teachers will guide a calm sequence of farm-inspired poses such as cow pose, cat stretch, horse stance, and chick egg curl. Students will pair each pose with slow inhales and exhales, noticing how their bodies feel and which muscles are working. The class will practice listening for quiet chime cues to change poses and finish with a brief rest. Children will share one healthy practice for calming down at school or home. | | | | |
| Resources/Materials <ul style="list-style-type: none">Yoga cards with animal posesSoft chime or music | | Key Vocabulary: Stretch, reach, breathe | | Support: |