

## Year Pre-Reception (3-4 years)

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
<b>Individual Pursuits</b>	<b>Movement composition</b>	<b>Games</b>	<b>Adventure challenges</b>	<b>Health Related Fitness</b>
The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or field, swimming); recognizing a high level of achievement and how to improve a performance	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork	A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.	Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.
<b>Overall Expectations</b>	<b>Overall Expectations</b>	<b>Overall Expectations</b>	<b>Overall Expectations</b>	<b>Overall Expectations</b>
Children will be introduced to different ways of using their body parts while playing running, jumping and throwing games.	<i>FLOORWORK AND APPARATUS WORK</i> 1. Learn and improve simple traditional gymnastic skills including rolls, balances, and shapes. 2. Learn safe ways to grip and travel. 3. Memorize and be able to repeat the simple sequences on ready-made set-up.	1. Simple competitive games including how to play in pairs and in small groups  2. To develop and practise elements of games that include running, throwing, chasing, dodging, avoiding, striking, awareness of space and other players.	Children will explore the potential for physical activities within their immediate environment.	Our principal aim is to generate enthusiasm and motivation for physical activities.
<b>Conceptual understandings</b>	<b>Conceptual understandings</b>	<b>Conceptual understandings</b>	<b>Conceptual understandings</b>	<b>Conceptual understandings</b>
Identity (Phase one) <ul style="list-style-type: none"> <li>Each person is an individual.</li> <li>As people grow and change they develop new skills, understandings and abilities.</li> <li>Developing independence build self-worth and personal responsibility.</li> </ul>	Active Living (Phase One) <ul style="list-style-type: none"> <li>We can explore our body's capacity for movement.</li> <li>Our bodies can move creatively in response to different stimuli.</li> </ul>	Interactions (Phase One) <ul style="list-style-type: none"> <li>Interacting with others can be fun.</li> <li>Our behaviour affects others.</li> </ul>	Interactions (Phase One) <ul style="list-style-type: none"> <li>Caring for local environments fosters appreciation.</li> </ul>	Active living (Phase one) <ul style="list-style-type: none"> <li>Our daily practices can have an impact on our well-being.</li> </ul>
<b>Learner Outcomes</b>	<b>Learner Outcomes</b>	<b>Learner Outcomes</b>	<b>Learner Outcomes</b>	<b>Learner Outcomes</b>
1. Describe how they have grown and changed.	1. Develop a range of fine and motor skills.	1. Learners enjoy interacting, playing and engaging with others.	1. Reach out for help when it is needed for	1. Engage in a variety of different physical activities.

<p>2. Describe some physical and personal characteristics and personal preferences.</p> <p>3. Talk about similarities and differences between themselves and others.</p> <p>4. Willingly approach and persevere with new situations.</p> <p>5. Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.</p>	<p>2. Explore creative movements in response to different stimuli.</p>	<p>2. Take turns.</p> <p>3. Listen respectfully to others.</p>	<p>themselves and others.</p> <p>2. Talk about their interactions with the environment.</p> <p>3. Ask questions.</p>	<p>2. Demonstrate an awareness of basic hygiene in their daily routines.</p> <p>3. Identify some of the effects of different physical activity on the body.</p>
<p><b>Attitudes</b></p> <p>1. Curiosity in how they can use their body parts to play, run, jump and throw.</p> <p>2. Enthusiasm while playing with their friends.</p>	<p><b>Attitudes</b></p> <p>1. Confidence while making challenging postures or movement during gymnastics.</p> <p>2. Creativity while performing their different sequences.</p>	<p><b>Attitudes</b></p> <p>1. Cooperation with their team mates in order to play the game effectively.</p> <p>2. Respect the rules of the game; themselves and others playing the same game.</p>	<p><b>Attitudes</b></p> <p>1. Appreciation of the immediate environment which will be used to play the challenging games.</p> <p>2. Cooperation while playing group games which will help in problem-solving situations.</p>	<p><b>Attitudes</b></p> <p>1. Commitment in playing during each P.E class; persevere in improving their skills; showing self-discipline and responsibility.</p> <p>2. Enthusiasm in doing physical activities.</p>
<p><b>Athletics</b></p> <p>1. Children will discover different ways of throwing, namely underarm throw, overhead throw, and throwing at a target using a variety of equipment.</p> <p>2. Students will run for speed, participate in relay running, play chasing and dodging games.</p> <p>3. Children will inquire how they can jump by using 1 foot or 2 feet within different game situations.</p>	<p><b>Gymnastics</b></p> <p>Children will learn simple rolls (forward and pencil roll), simple individual shapes by using small and large parts of the body, use the thumb to secure the grip while climbing or balancing on big apparatus, move and link smoothly a series of actions.</p>	<p><b>Games</b></p> <p>1. Striking and fielding game. <i>Break the Castle game.</i></p> <ul style="list-style-type: none"> <li>• Children will act as a giant who will learn to throw the ball overhead in order to knock down the cone which is the castle.</li> <li>• Learners will act as fielders who will use the underarm throwing skill to pass the ball.</li> <li>• Understand how to manipulate a racket in order to hit the ball for distance.</li> </ul> <p>2. Mauritian Traditional Games: "lastik"- throwing at target game using elastic bands (fine motor skills); "canettes"-marbles; "police-voler"-tag game (running and chasing; "la marelle"-hopscotch; "cook-cachiette"-hide and seek; "laryaz"- running and rolling hoops;</p>	<p><b>Challenging games</b></p> <p>1. Children will develop their risk taking skills and build up their confidence; learners will also co-operate in problem-solving situation games and improve their space management skills.</p> <p>Example of games: Learning to play in the jungle gym, Park Trail, climbing using ropes, mountain climbing, parachute game, tail game, blind fold game and hide and seek</p>	<p><b>Health Related Activities</b></p> <p>1. Children will be involved in fun and challenging games which will involve using different parts of the body.</p> <p>2. Introducing routines like washing hands before eating and after going to toilets.</p> <p>3. Children will play games which will help them to understand how their body parts work and how important they are.</p> <p>Co-operative and challenging games. Cat and mouse, cleaning the house, bring objects back to house; build up the tower, obstacle course.</p>

		<p>"casse-cote"-modified dodge ball game; "cocom"-piggy in the middle game.</p>		
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### Overview of where PE integrates with the Units of Inquiry

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p><b>(Athletics)</b>  <b>Concept: FUNCTION</b>            Children will discover how they can use their different body parts to play new games.            (Running, throwing and jumping games).</p>		<p><b>(Gymnastics)</b>  <b>Concept: FORM</b>            Children will learn how express themselves through movement, i.e. with rolls, shapes and balances in gymnastics.</p>	<p><b>(Adventure Challenges)</b>  <b>Concept: FORM</b>            Learners will observe and discover the different playing areas that we have around the school for further challenging games.</p>	<p><b>(Games)</b>  <b>Concept: FUNCTION</b>            Learner will learn to adapt to different roles during the different group games in which they are going to participate.</p>	