

## Reception (4-5 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>
<ol style="list-style-type: none"> <li>Children will improve the basic skills involved in running, throwing and jumping.</li> <li>Children will discover and learn the basic skills in swimming.</li> <li>Playing safely and responsibly during the different game situation.</li> </ol>	<p><i>FLOORWORK AND APPARATUS WORK</i></p> <ol style="list-style-type: none"> <li>Improve simple traditional gymnastic skills including rolls, balances and shapes.</li> <li>Learn safe ways to jump, land, grip and travel.</li> <li>Memorize and be able to repeat the simple sequences on ready-made set-up.</li> </ol>	<ol style="list-style-type: none"> <li>Children will learn to play simple competitive games in small groups.</li> <li>Learning to respect simple rules.</li> <li>To develop and practise elements of games that include running, throwing, chasing, dodging, avoiding, striking, awareness of space and other players.</li> </ol>	Children will play challenging games as individuals or in small groups 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>
<p>Identity (Phase one)- Athletics</p> <ul style="list-style-type: none"> <li>As people grow and change they develop new skills, understandings and abilities.</li> <li>Developing independence build self-worth and personal responsibility.</li> <li>Reflecting on our experiences helps us to understand ourselves better.</li> </ul>	<p>Active living (Phase one)</p> <ul style="list-style-type: none"> <li>Our bodies can move creatively in response to different stimuli.</li> </ul>	<p>Interactions (phase one)</p> <ul style="list-style-type: none"> <li>Group experiences depend on cooperation of group members.</li> <li>Ideas and feelings can be communicated with others in a variety of modes.</li> <li>Our behaviour affects others.</li> </ul>	<p>Interactions (phase one)</p> <ul style="list-style-type: none"> <li>Caring for local environments fosters appreciation.</li> </ul>	<p>Active Living (Phase one)</p> <ul style="list-style-type: none"> <li>Our daily practices can have an impact on our well-being.</li> <li>We can observe changes in our bodies when we exercise</li> </ul>

<ul style="list-style-type: none"> <li>Positive thoughts help to develop a positive attitude.</li> </ul> <p>-----</p> <p>Active Living(Phase One) - swimming</p> <ul style="list-style-type: none"> <li>Our bodies change as we grow.</li> <li>We can explore our body's capacity for movement.</li> <li>Safe participation requires sharing space and following rules.</li> </ul>				
<ol style="list-style-type: none"> <li>Describe some physical and personal characteristics and personal preferences.</li> <li>Identify and explore strategies that help them to cope with changes.</li> <li>Identify positive thoughts and attitudes in themselves and others.</li> <li>Reflect on their experiences in order to build a deeper understanding of self.</li> <li>Demonstrate a sense of competence with developmentally appropriate daily tasks and seek support to develop independence.</li> </ol> <p>-----</p> <ol style="list-style-type: none"> <li>Identify some of the effects of different physical activity on the body.</li> <li>Develop a range of fine and gross motor skills.</li> <li>Recognize that acting upon instructions and being aware of others helps to ensure safety.</li> </ol>	<ol style="list-style-type: none"> <li>Explore creative movement in response to different stimuli.</li> </ol>	<ol style="list-style-type: none"> <li>Take turns.</li> <li>Listen respectfully to others.</li> <li>Share their relevant ideas and feelings in an appropriate manner.</li> <li>Identify when their actions have impacted on others.</li> </ol>	<ol style="list-style-type: none"> <li>Reach out for help when it is needed for themselves and others.</li> <li>Talk about their interactions with the environment.</li> <li>Ask questions.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate an awareness of how being active contributes to good health.</li> <li>Explore and reflect on the changing capabilities of the human body.</li> </ol>
<p><b><u>Attitudes</u></b></p> <ol style="list-style-type: none"> <li>Curiosity in discovering how they can move in water.</li> <li>Enthusiasm in playing and doing physical activities.</li> </ol>	<p><b><u>Attitudes</u></b></p> <ol style="list-style-type: none"> <li>Learners will demonstrate their creativity while performing new postures and gestures in the class.</li> <li>Commitment of the children in their quest of learning new</li> </ol>	<p><b><u>Attitudes</u></b></p> <ol style="list-style-type: none"> <li>Respect other members of the team or rules governing the games.</li> <li>Being tolerant with other people playing with them.</li> <li>Showing integrity and fairness</li> </ol>	<p><b><u>Attitudes</u></b></p> <ol style="list-style-type: none"> <li>Confidence in order to tackle new situations.</li> <li>Independence in the way the children will approach challenging situations.</li> </ol>	<p><b><u>Attitudes</u></b></p> <ol style="list-style-type: none"> <li>Commitment of the learners to maintain the daily routines which will help them to maintain a healthy lifestyle.</li> </ol>

<p style="text-align: center;"><b>Athletics</b></p> <p>1. Children will improve their different throwing skills, 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 activities, and play chasing games.</p> <p>3. Children will inquire about how they can jump by using 1 foot or 2 feet within different game situations.</p> <p>Ex: Forward squat jump – 2 feet to 2 feet jump and cross hopping.</p> <p style="text-align: center;"><b>SWIMMING</b></p> <p>1. Children will be introduced to move in water on prone or supine position mainly by using equipment.</p> <p>2. Learning to float with or without equipment.</p> <p>3. Fun games like legs kicking, making bubbles, use the ladder to get in and out of the pool; moving like a crocodile in the adapted pool; trying different ways for the water entry, e.g. jumping.</p>	<p style="text-align: center;"><b>Gymnastics</b></p> <p>1. Perform a series of locomotor skills: walk, run, jump, skip, and hop in an aesthetical way.</p> <p>2. Create shapes</p> <p>3. Link a series of actions</p> <p>4. Travel and link gymnastic action on mats or big apparatus.</p>	<p style="text-align: center;"><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 a 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; “casse-cote” -modified dodge ball game; “cocom”- piggy in the middle game.</p>	<p style="text-align: center;"><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 style="text-align: center;"><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 and after eating, washing hands after going to toilets. Introducing personal hygiene routines e.g. clean nails, use of handkerchief or tissue paper when having flu.</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>4. Identifying changes happening with the body while playing, E.g. heartbeat, sweating and quick breathing.</p> <p>Co-operative and challenging games.</p> <ul style="list-style-type: none"> <li>• Cat and mouse, cleaning the house, bring objects back to house; build up the tower, obstacle course.</li> </ul>
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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
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<p><b>(Athletics)</b>  <b>Concept: FUNCTION</b>  1. Children will discover what they can do with their body. Gross motor skills like running, throwing and jumping.  2. Children will find out the changes happening with their body. (Strength, height, speed, weight).</p>		<p><b>(Gymnastics)</b>  <b>Concept: FORM</b>  Children will observe short sequences from the previous year and they will have to develop and create their own simple gymnastic pattern with the ready-made set-up.</p>		<p><b>(Games)</b>  <b>Concept: FUNCTION</b>  1. Learner will learn to adapt to different roles during the different group games in which they are going to participate.  2. Children will have to sort out equipment according to different criteria, ex. Shapes, colours, size after each session.</p>	<p><b>(Adventure Challenges)</b>  <b>Concept: FORM</b>  Learners will observe and discover our immediate environment for other challenging activities. E.g. mountain climbing, park trail and scavenger hunt.</p>
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