

Year 1(5-6 years)

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Individual Pursuits	Movement composition	Games	Adventure challenges	Health Related Fitness
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.
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
<ol style="list-style-type: none"> To develop the basic skills of running, throwing and jumping through fun games. Children will discover and learn the basic skills in swimming. Children will continue to develop their knowledge in swimming through the programme which includes the following: swimming on prone and supine position, water entry, balance and equilibrium in the water and immersion. Acting safely and responsibly while playing during the different game situations. 	<p><i>FLOORWORK AND APPARATUS WORK</i></p> <ol style="list-style-type: none"> Learn and improve simple traditional gymnastic skills which include rolls, balances, and shapes. Learn safe ways to land, grip and travel. Practice, improve, memorize and be able to repeat the longer sequences individually. 	<ol style="list-style-type: none"> Children will learn to play simple competitive games in small groups. Learning to respect simple rules. To develop and practise elements of games that includes running, throwing, chasing, dodging, avoiding, awareness of space and other players. Learning the basic skills of striking and fielding game. 	<ol style="list-style-type: none"> Exploring the potential for physical activities within the immediate environment. Students will solve challenging problems individually or in small groups. Development of observational skills. 	Our principal aim is to generate enthusiasm and motivation for physical activities.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
<p>Active Living (Phase 2)</p> <ul style="list-style-type: none"> Growth can be measured through changes in capability as well as through physical changes. We can apply a range of 	<p>Active Living (Phase 2)</p> <ul style="list-style-type: none"> Movements can be used to convey feelings, attitudes, ideas or emotions. 	<p>Interactions (Phase 2)</p> <ul style="list-style-type: none"> Participation in a group can require group members to take on different roles and responsibilities. Accepting others in a group builds open mindedness. 	<p>Identity (Phase 2)</p> <ul style="list-style-type: none"> There are many factors that contribute to a person's individual identity. A positive attitude helps to overcome challenges 	<p>Active Living (Phase Two)</p> <ul style="list-style-type: none"> Regular exercise is part of a healthy lifestyle. Food choices can affect our health. Maintaining good hygiene can help to prevent illness.

<p>fundamental movement skills to a variety of activities.</p> <ul style="list-style-type: none"> The use of responsible practices in physical environments can contribute to our personal safety and the safety of others. 		<ul style="list-style-type: none"> Our actions towards others influence their actions towards us. 	<p>and approach problems.</p> <ul style="list-style-type: none"> Different challenges and situations require different strategies. 	
<p>Learner Outcomes</p> <ol style="list-style-type: none"> Explain how the body capacity for movement develops as it grows. Use and adapt basic movement skills (Gross and fine motor) in a variety of activities. Understand the need to act responsibly to ensure the safety of themselves and others. Reflect on the interaction between body systems during exercise. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Display creative movements in response to stimuli and express different feelings, emotions and ideas. Reflect upon the aesthetic value of movement and movement sequences. Explore different movements that can be linked to create sequences. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Value interacting, playing and learning with others. Discuss and set goals for group interaction. Cooperate with others. Recognize the different group roles and responsibilities. Understand the impact of their actions on each other and the environment. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Describe similarities and differences between themselves and others through the exploration of cultures, appearance, gender, ethnicity and personal preferences. Describe how personal growth has resulted in new skills and abilities. Solve problems and overcome difficulties with a sense of optimism. Examine possible strategies to deal with change, including thinking flexibly and reaching out to seek help. Demonstrate a positive belief in their abilities and believe they can reach their goals by persevering. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Recognize the importance of regular exercise in the development of well-being. Identify healthy food choices. Communicate their understanding of the need for good hygiene practices.
<p>Attitudes</p> <ol style="list-style-type: none"> Commitment in their learning of new skills in specific games. Curiosity in finding out what their body can do in the various game situations that they are going to learn and discover. 	<p>Attitudes</p> <ol style="list-style-type: none"> Children will express their creativity in performing unique sequences with controlled, aesthetical and challenging postures and gestures. Enthusiasm in the learning of new skills and to link them into a pattern. 	<p>Attitudes</p> <ol style="list-style-type: none"> Cooperation while playing group games. Tolerance in accepting others while playing and also understand that other people can also be right. Respecting themselves and others while playing the different games. 	<p>Attitudes</p> <ol style="list-style-type: none"> Appreciation of the immediate environment which the children will discover to play challenging games. Confidence which children will learn to build up through the various activities that they will go through. 	<p>Attitudes</p> <ol style="list-style-type: none"> Independence in taking their responsibility by practicing physical activities regularly and to keep a good hygiene routine.
<p>Athletics</p> <ol style="list-style-type: none"> Children will use different equipment to throw for distance, height and at a target. (Overhead, side throwing and underarm throwing skills will be used). 	<p>Gymnastics</p> <ol style="list-style-type: none"> Run, jump, roll and stop to make statues. Move using hands and feet in different directions. Practise the basic actions of 	<p>Games</p> <ol style="list-style-type: none"> Children will learn the basic skills of the striking and fielding game which involves the following skills: Throwing at target using overhead skill (bowler), underarm throwing 	<p>Challenging games</p> <ol style="list-style-type: none"> Mountain climbing where children will discover other challenging playing area at school. Park trail or scavenger hunt. The objects collected will be used to 	<p>Heath related activities</p> <ol style="list-style-type: none"> Mauritian Traditional Games will be used to promote enthusiasm for children to play and practice physical activities. Games are as follows:

<p>2. Learners will do various running activities, namely: running for speed, relay running, running around a track and obstacle course running.</p> <p>3. Children will go through different jumping activities: cross jumping, jumping for distance and height using the spring board, hopscotch and the bunny jump (2 feet to 2 feet).</p> <p>4. Discuss and sharing sessions about what are the different body systems and how they helps us to move and play in our daily life.</p> <p>-----</p> <p style="text-align: center;">Swimming</p> <p>Children will continue to broaden their knowledge and develop their confidence for swimming through different theme stations where they will be able to inquire and apply newly learnt skills. Stations are as follow: displacement using board or tubes in prone or supine position, immersion in shallow and deep water, make bubbles, water entry in deep and shallow water with or without an aid, equilibrium using spaghetti on front or back position.</p>	<p>rolling, climbing and balancing.</p> <p>4. Practise different ways of jumping and landing safely.</p> <p>5. Perform simple sequences aesthetically on readymade set-up with the following actions: walk, roll, make balances, jump and create shapes on mat or on big apparatus.</p>	<p>(fielders) and manipulating a racket to strike the ball for distance in order to make maximum runs.(Batsman)</p> <p>2. Children will be introduced to the basic rules of the game which they will have to follow or even improve.</p> <p>3. Children will learn to respect their roles and responsibilities within the game and wait for their turn.</p>	<p>produce textures on paper by rubbing. Tools used will be paint, was or pencils.</p> <p>3. Simple treasure hunt with hints and clues.</p> <p>4. Obstacle course.</p> <p>5. Blindfolded games and Trust game as individual or in pairs.</p>	<p>“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; “casse-cote”-modified dodge ball game; “cocom”-piggy in the middle game.</p> <p>2. Discuss and understand the importance of eating healthy foods. Ex: Fruits, vegetables and eating less junk food.</p> <p>3. Set hygiene routines like checking whether nails are clean, whether they wash their hands before and after eating, washing hands after going to toilets.</p> <p>4. Check whether the children are eating and finishing their food, if not, solutions will be found with the help of the parents also.</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
Athletics and swimming (Function)			<p>Challenging activities (Form)</p> <p>1. Children will discover how it is to play in the dark, as they will</p>		

<p>1. Children will find out the relationship of the different body parts which make them move, swim, and play and do every day life's activities.</p>			<p>be blindfolded. 2. Trust game (blindfolded). In pairs one player 1 will be the finder and the other player will have to guide his/ her friend with verbal communication to the object.</p>		
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