

Year 2 (6-7 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"> This strand involves the experience of running, jumping and throwing and will be reinforced through specific activities and content areas. Children will continue to develop their knowledge in swimming through the programme which includes the following: introduction of the front swim and the back swim, knee down diving or proper diving, balance and equilibrium in the water, immersion, submerge and see or collect objects. (All will be done with or without equipment) Acting safely and responsibly while playing during the different game situation. 	<ol style="list-style-type: none"> Show good space awareness. Travelling and flight (use of arms) Transfer of body weight. Include firm balances within sequences. Be body shape aware. Link movements with control. Cooperate with a partner. Safety conscious while using or without using apparatus. 	<ol style="list-style-type: none"> Experience a variety of game equipment (manipulative activities). Experience the elements of play that include chasing, dodging, avoiding and awareness of space and other players. (Spatial and locomotor activities). Be given opportunities to make up and play games with simple rules and objectives that involved one person and a limited amount of equipment, extended to working with a partner when ready. 	<ol style="list-style-type: none"> Exploring the potential for physical activities within the immediate environment. Students will solve challenging problems individually or in groups. Development of observational skills. 	<ol style="list-style-type: none"> Our principal aim is to generate enthusiasm and motivation for physical activities. Promote personal hygiene.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
Active Living (Phase Two) <ul style="list-style-type: none"> We can apply a range of fundamental movement skills to a variety of activities. 	Interactions (Phase Two) <ul style="list-style-type: none"> There are norms of behaviour that guide the interactions within different groups and people adapt to 	Interactions (Phase Two) <ul style="list-style-type: none"> Participation in a group can require group members to take different roles and 	Identity (Phase Two) <ul style="list-style-type: none"> Using self-knowledge allow us to embrace new situations with confidence. 	Active Living (Phase Two) <ul style="list-style-type: none"> Regular exercise is part of a healthy lifestyle. Maintaining good hygiene can help to

<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. Growth can be measured through changes in capability as well as through physical changes. 	<p>theses norms.</p> <ul style="list-style-type: none"> Relationships require nurturing. Our actions towards other influence their actions towards us. 	<p>responsibilities.</p> <ul style="list-style-type: none"> Accepting others into a group builds open-mindedness. 	<ul style="list-style-type: none"> Different challenges and situations require different strategies. Understanding and respecting other people's perspective helps us to develop empathy. Identifying and understanding our emotions helps us to regulate our behaviour. 	<p>prevent illness.</p> <ul style="list-style-type: none"> Food choices can affect our health.
<p>Learner Outcomes</p> <ol style="list-style-type: none"> Explain how the body's capacity for movement develops as it grows. Use and adapt basic movement skills (Gross and fine motor) in a variety of activities. Reflect on the interactions between body systems during exercise. Understand the need to act responsibly to help ensure the safety of themselves and others. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Recognize the different group roles and responsibilities. Assume responsibility for a role in a group. Celebrate the accomplishment of the group. Share ideas clearly and confidently. Seek adult support in situations of conflict. Reflect on the process of achievement and value the achievement of others. Understand the impact of their actions on each other and the environment. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Value interacting, playing and learning with others. Cooperate with others. Ask questions and express wonderings. Recognize the different group roles and responsibilities. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Express hopes, goals and aspirations. Identify and understand the consequences of actions. Explain how different experiences can result in different emotions. Identify feelings and begin to understand how these are related to behaviour. Recognize others perspectives and accommodate these to shape a broader view of the world. Reflect on inner thoughts and self-talk. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Recognize the importance of regular exercise in the development of well-being. Communicate their understanding of the need for good hygiene practices.
<p>Attitudes</p> <ol style="list-style-type: none"> Commitment while learning new skills within the different game situations. Independence in thinking and acting to make their own judgements during the activities. 	<p>Attitudes</p> <ol style="list-style-type: none"> Respecting the different roles and responsibility within the group. Appreciation of the work being done by the partners. 	<p>Attitudes</p> <ol style="list-style-type: none"> Cooperation and work collaboratively in between the members of the partnership. Empathy in order to be open-minded and reflective about the perspective of others. 	<p>Attitudes</p> <ol style="list-style-type: none"> Tolerance in being sensitive to our differences and others. 	<p>Attitudes</p> <ol style="list-style-type: none"> Independence in making their own judgements based on facts.
<p>Athletics</p> <ol style="list-style-type: none"> Children will improve their different throwing skills, namely throwing sideways, throwing for distance, height and throwing at a target using a variety of equipment. (Bean bag throwing, vortex throwing and hoops). Students will run for speed, 	<p>Gymnastics</p> <ol style="list-style-type: none"> Children will use flash cards to improve their balances and shapes on the floor or on big apparatus. Rolls: Forward, pencil and egg roll. Work in pairs to balance 	<p>Games</p> <ol style="list-style-type: none"> Striking and fielding game. <ul style="list-style-type: none"> Children will learn to throw at target. (Overhead throwing). (Bowler) Learners will act as fielders who will use the underarm throwing skills 	<p>Challenging games</p> <ol style="list-style-type: none"> Walk around the school environment and reproduce textures from natural materials on paper. Ex: Tracing leaves or other natural object found by using paint/wax crayons/ pencils. Complete an obstacle course where they have to go over, under 	<p>Health Related Activities</p> <ol style="list-style-type: none"> Children will be involved in fun and challenging games Introducing routines like washing hands before and after eating, washing hands after going to toilets. Checking personal hygiene routines, e.g.

<p>participate in relay running, chasing games. (E.g. Spoon relay; bring objects back to the house.)</p> <p>3. Children will improve their jumping skills within different game situations.</p> <p>Ex: Forward squat jump – 2 feet to 2 feet jump, sac race and cross jumping.</p> <p style="text-align: center;">SWIMMING</p> <p>1. Learners will learn the front swim and the back swim with the proper arm and leg actions, submerge and see or catch objects in shallow or deep water, equilibrium on prone or supine position with or without aid, water entry by sitting, jumping or diving.</p>	<p>and create shapes.</p> <p>4. Create a sequence in pairs which includes travelling, balancing, rolling, jumping on mats or on big apparatus.</p>	<p>to pass the ball.</p> <ul style="list-style-type: none"> Understand how to manipulate a racket to hit the ball for distance.(Batsman) Rondo game to improve the throwing and catching skills of the children. <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; “casse-cote”-modified dodge ball game; “cocom”-piggy in the middle game.</p>	<p>and through various objects.</p> <p>3. Blindfold and trust games.</p>	<p>nails, use of handkerchief 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 style="text-align: center;">Games</p> <ul style="list-style-type: none"> Cat and mouse, cleaning the house, bring objects back to house; build up the tower, obstacle course.
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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 style="text-align: center;">(Games)</p> <p style="text-align: center;">Concept: FUNCTION</p> <p>1. Children will learn the different routines taking place during the P.E session.</p> <p>2. Roles and responsibilities of each other while playing.</p> <p>3. Children will inquire on how we organise and play a game.</p>					

Attention will be laid on teams, space, equipment, rules and scoring system.					
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