

## Ressources pédagogiques EMILE EPS et anglais

Usages possibles des types de ressources :

- Capsules vidéos : renforcement linguistique du PE – visionnement avec les élèves (au début, au milieu et/ou en fin de module)
- Fiches de jeux, fiches de préparation : renforcement linguistique du PE – repérage des mots/phrases clés en anglais

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### ECHAUFFEMENT

Notions	Ressources	Éléments linguistiques
Apprendre à entretenir sa santé	Séquence <u><a href="#">« Warm up » cycle 2</a></u>	Walk! Run! Jump! Crouch! Move your head. Move your shoulders. Move your elbows. Move your wrists. Move your hips. Move your knees. Sit down and move your toes. How do you feel? Do you feel hot? Do you feel out of breath? A little out of breath, or very short of breath?
Tâche finale : animer en anglais la phase d'échauffement en séance d'EPS	Séquence « Warm up: une séquence sport et langues » <u><a href="#">partie 1</a></u> – <u><a href="#">partie 2</a></u>	Parties du corps – verbes de mouvement - impératif
Echauffement collectif	Fiche préparation <u><a href="#">Quelques situations d'échauffement</a></u> Action – The big boss – Simon says – Colour call – Fitness time – Waking the body – Moving like – The siamese twins	<u>Action</u> – <u>The big boss</u> : Run. Jump. Walk. Crawl. Skip... Run to the red cone. Crawl under the bench. Jump backwards... You are the boss. It's your turn. <u>Simon says</u> : Simon says jump!

		<p><u>Colour call</u> : Red! You're out! Blue! One point for team blue.</p> <p><u>Fitness time</u> : Up! Down! To the right! To the left! Turn around! Forwards! Backwards! On the floor! ...</p> <p><u>Waking the body</u> : Rub your neck. Rub your left shoulder...</p> <p><u>Moving like</u> : Let's walk like a ghost. Let's dance like a monkey. Let's walk like a duck. Let's leap like a frog...</p> <p><u>The siamese twins</u> : Back to back. Walk. Walk back to back. Shoulder to shoulder. Run. Run shoulder to shoulder. Foot to foot. Jump. Jump foot to foot...</p>
Echauffement collectif	Vidéo « <a href="#">DVD Game</a> »	<p>I've got some buttons. Tell me what that button does : play – fast-forward – stop – pause. Everybody show me « play » (walk around the space, making sure they don't bump into each other). The next one is « pause » (jump up and down on one spot). Stretch your arms up! « Fast-forward » is running on the spot. Ready? Go! 5, 4, 3, 2, 1. The signal « Stop » : get to the smallest shape that you can by crouching down.</p> <p>Skip – slow motion</p>
Ateliers	Fiche préparation « <a href="#">Séance Body composition circuit</a> » + <a href="#">fitness circuit skill cards</a> + <a href="#">fitness circuit skill cards in Spanish</a>	<p>When you arrive at the station, read the Body Composition Card first. Answer the question, and complete the task on the other card. When the music stops, rotate to the next station. Continue until you hear the stop signal.</p> <p>Jumping jacks. Skier. Walk. Jog. Tip-toe walk. March. Frog jump. Crab walk. Equipment helper: hand the equipment helper as many toys as he/she can hold. Knee tag: on signal try to catch each other's knees.</p>
Activité pour constituer des groupes ou des équipes	<p>Au signal, les participants doivent se regrouper par 2, puis par 3, 4 etc (two by two ; three by three)... L'activité est répétée. Puis dans chaque groupe, les participants s'attribuent, en anglais, un nombre de 1 à 3 (en fonction du nombre de participants)</p> <p>Le meneur du jeu rassemble alors tous les « Numbers 2 » puis les « Numbers 1 » etc... Les équipes sont constituées.</p> <p>En appelant chaque groupe, le meneur du jeu peut associer une couleur de foulard.</p> <p>Ex : « Numbers 2, yellow » ; « numbers 3, red » etc...</p>	<p>Two by two. Three by three. Four by four...  Number one, number two, number three, ...  Numbers one, come her. Numbers two, come here...  Numbers one, yellow/take a yellow chasuble.  Numbers two, red/take a red chasuble....</p>
Echauffement collectif et retour au calme	Vidéo de classe « <a href="#">Warming up cycle 2</a> »	<p>Stand up. Come here. Make two lines.</p> <p>Take off your jumpers. Put them on the bench. Put on your sports clothes and your trainers.</p> <p>OK, are you ready? Stand up on your feet. Make a circle. Then move on step backwards. Stretch out. Turn your head to the left, to the right, make circles very slowly. Shoulders / hands / wrist. Walk slowly / quickly. Stop. Hands up / down. Turn around. Jump. Crouch. 1, 2, 3, 4, 5, hands up.</p>

		Now calm down. Be quiet. Walk slowly, very slowly, like a little mouse. Now sit down, close your eyes, cross your legs and relax. Breathe slowly, deeply. Sit up, yawn, stretch your arms. Stand up slowly and go to the changing room.
Retour au calme	Activité « Ball massage » Masser le dos de son camarade en utilisant une balle de tennis à faire rouler dans la paume de la main, en suivant les consignes de l'enseignant puis du camarade (« up, down, to the right, to the left, in the middle »)	Up – down – to the right – to the left – in the middle.

## Cycle 1

Revue EPS & anglais : [Fiches élèves et documents pédagogiques](#)

### Agir dans l'espace, dans la durée et sur les objets

Notions	Ressources	Éléments linguistiques
Courir, sauter, lancer – enchaîner des actions	Séquence « <a href="#">Teddy Bear</a> »	Turn around! Touch the sky! Touch the ground! Sit down! Touch your knees! Touch your toes! Teddy Bears says: « Turn around! »
Agir sur et avec des sacs de graines, expérimenter l'équilibre	Fiche de préparation <a href="#">Séance Station Play</a> + <a href="#">Station cards</a>	While the music plays, do the activity at your station. When the music stops, freeze and point to the station next to you. Walk to the next station and when the music begins again, start the new activity. <ul style="list-style-type: none"> <li>• Balance a beanbag on your head/hand/shoulder/fingers while standing on one foot. Switch feet.</li> <li>• Throw your beanbag into a hoop while standing on a spot marker.</li> <li>• Balance a beanbag on your elbow and walk from spot to spot.</li> <li>• Balance a beanbag on your foot. Draw the shapes with your foot. Switch feet.</li> <li>• Safely play with a beanbag. Remember to keep it inside your bubble.</li> </ul>
Agir sur et avec un ballon, faire rebondir, lancer, attraper	Fiche de préparation « <a href="#">Bounce and Catch</a> »	<u>Ball Selection and Exploration</u> : <ul style="list-style-type: none"> <li>• When you hear the color of your home, walk to get a ball, then walk home.</li> <li>• When the music starts, play safely with your ball.</li> <li>• When it stops, hold your ball between your feet. Don't let it roll away!</li> </ul> <u>Bounce and Catch with a Hug</u> : <ul style="list-style-type: none"> <li>• When you hear, "Freeze," hold the ball between your feet.</li> <li>• Let's bounce and catch the ball.</li> <li>• Follow me! Push the ball down in front you with both hands. Let it bounce 1X before you catch it with a hug.</li> </ul> <u>Bounce and Catch with 2 Hands</u> <ul style="list-style-type: none"> <li>• Let's bounce and catch the ball with 2 hands.</li> <li>• Follow me! Push the ball down in front of you with both hands. Let it bounce 1X before you catch it with both hands. Pull the ball close to your body after you catch it.</li> </ul> <u>Catching Challenge – Can you...</u>

		<ul style="list-style-type: none"> <li>• Toss and catch the ball? Bounce and catch the ball?</li> <li>• First toss and catch, then bounce and catch?</li> </ul>
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### Adapter ses équilibres et ses déplacements à des environnements ou des contraintes variés

Notions	Ressources	Éléments linguistiques
Orientation	Séquence « <a href="#">Orientation en anglais</a> »	Lexique matériel, spatial, temps Where is.... ?

### Communiquer avec les autres au travers d'actions à visée expressive ou artistique

Notions	Ressources	Éléments linguistiques
Improviser, inventer et créer en utilisant son corps	Fiche de préparation <a href="#">Séance Starting and Stopping</a> + <a href="#">Assessment</a>	<p><u>Starting and Stopping on Cue</u></p> <ul style="list-style-type: none"> <li>• When you hear, "Go!" (or music starts) walk around your spot.</li> <li>• When you hear, "Freeze," (or music stops) show that you can stop quickly and freeze like a statue.</li> </ul> <p><u>Travel! Go Home!</u></p> <ul style="list-style-type: none"> <li>• The spot you're standing on is called your home. Your home is 1 of many in our neighborhood. On the count of 3, can you shout the color of your home?</li> <li>• The cones show the sides of our neighborhood. We are going to move within our neighborhood without popping our bubbles.</li> <li>• Turn and wave to a neighbor near you. Turn the other way and wave to a different neighbor.</li> <li>• When you hear, "Travel!" take your bubble with you and safely walk in our neighborhood.</li> <li>• When you hear, "Go Home!" walk back to your home.</li> <li>• Travel! Go Home!</li> <li>• Can you walk with your hands way up high stretched to the sky? Travel! Go Home!</li> <li>• Can you walk with your hands on your knees? Travel! Go Home!</li> </ul> <p><u>"Dance Freeze"</u></p>

### Collaborer, coopérer, s'opposer

Notions	Ressources	Éléments linguistiques
Jeu traditionnel Exercer des rôles différents, s'opposer	Vidéo de classe « <a href="#">What's the time Mr Wolf?</a> » <a href="#">MS-GS</a>	What's the time Mr Wolf? Four o'clock! One, two, three, four. Dinner time!
Jeux traditionnels	Dossier pédagogique « <a href="#">Playground games</a> »	Jeux : « Queenie », « Bulldog » (variante de l'épervier), « Game of the beret »
Jeu traditionnel	Fiche préparation EMILE « <a href="#">The wolf and the sheep</a> »	The wolf tries to catch the sheep by touching them. Bibs, cones, the playground Wolf and sheep Run – touch – out (of the game). How many times... ? A watcher for each sheep ; one for the wolf. Delimited area as prison - hoops as shelter - carpets as obstacles. The sheep can go to the shelter to rest. If the wolf touches you, go to prison. It's not allowed to go over the obstacle. The wolf : You have to catch

		<p>the scarf (scarves) hung in the sheep's back. You keep one hand behind your back. The sheep : You have to dodge. The watcher : you count how many times the wolf catches the scarf.</p> <p>Start area - Finish area.</p> <p>You have to carry your treasure : 3 Boxes (one for the start area, one for the finish area, one for the wolf). The wolves win if they have more balls than the sheep.</p>
Jeux traditionnels	Fiches de <a href="#">jeux traditionnels</a>	Jeux : « A wolf in the fold » (Minuit dans la bergerie), « The fisherman's net » (Le filet du pêcheur), « Red versus white » (Chameau/chamois), « Name ball » (Le ballon aux prénoms)

## Cycle 2

Revue EPS & anglais : [Fiches élèves et documents pédagogiques](#)

### Produire une performance optimale, mesurable à une échéance donnée

Notions	Ressources	Éléments linguistiques
Ateliers de lancers (et jonglage)	Fiche préparation <a href="#">Catching and throwing circuit</a> + <a href="#">skill cards</a>	<p>Back to back! While the music plays, be active at your station. When it stops, rotate to the next station (point). Continue until you hear my stop signal.</p> <p><b>Bowling</b> : Knock down the pins by rolling the ball from the starting line. How many can you score before the signal?</p> <p><b>Basketball</b> : Using an underhand toss, shoot yarnballs into the basket. How many can you score before the signal?</p> <p><b>Target tossing</b> : Stand on a spot marker and aim at the hoop. Throw 1 ball over the target. Throw 1 ball into the target. How many can you score before the signal?</p> <p><b>Self-toss and catch</b> : Toss the beanbag and catch it without leaving your spot. Toss with 1 hand and catch with 2 hands. Now try to catch with 1 hand. Can you alternate hands?</p> <p><b>Pancake flip</b> : Put the beanbag on the palm of your hand. Flip it like a pancake and catch it. Now try to catch it on the back of your hand.</p> <p><b>Toss, clap and catch</b> : Toss beanbag and clap your hands before you catch it. How many times can you clap before catching the beanbag? Try to stay on your spot.</p>

### Adapter ses déplacements à des environnements variés

### S'exprimer devant les autres par une prestation artistique et/ou acrobatique

Notions	Ressources	Éléments linguistiques
Reproduire une séquence simple d'actions apprises, synchroniser ses	Vidéo « <a href="#">How to play the Tic Tac Toe clapping game</a> »	<p>Step one – you will need two people to play – step two, rhyming and clapping</p> <p>The rhyme : tic tac toe, going high, going low, going criss cross, lollipop, catch a train, fly to spain, tic tac toe.</p>

actions avec celles de son partenaire		<p>Step three : rock, paper, scissors – rock beats scissors, paper beats rock, scissors beats paper</p> <p>Step four : pinch cheeks – the winner pinches the other player’s cheek. Play again and whoever wins a second time pinches their opponent over cheek – then they get to slap him on both cheeks, not too hard though. Done.</p>
Danse de création	Fiche préparation CP <a href="#">séance « La danse des salutations »</a>	En allemand : se saluer, poser des questions et y répondre (se présenter), décrire une action
Danse de création	Fiche de préparation <a href="#">« Starting and Stopping »</a> + <a href="#">Assessment</a>	<p><u>Starting and Stopping on Cue</u></p> <ul style="list-style-type: none"> <li>• When you hear, “Go!” (or music starts) walk around your spot.</li> <li>• When you hear, “Freeze,” (or music stops) show that you can stop quickly and freeze like a statue.</li> </ul> <p><u>Travel! Go Home!</u></p> <ul style="list-style-type: none"> <li>• The spot you’re standing on is called your home. Your home is 1 of many in our neighborhood. On the count of 3, can you shout the color of your home?</li> <li>• The cones show the sides of our neighborhood. We are going to move within our neighborhood without popping our bubbles.</li> <li>• Turn and wave to a neighbor near you. Turn the other way and wave to a different neighbor.</li> <li>• When you hear, “Travel!” take your bubble with you and safely walk in our neighborhood.</li> <li>• When you hear, “Go Home!” walk back to your home.</li> <li>• Travel! Go Home!</li> <li>• Can you walk with your hands way up high stretched to the sky? Travel! Go Home!</li> <li>• Can you walk with your hands on your knees? Travel! Go Home!</li> </ul> <p><u>“Dance Freeze”</u></p>
Danse de création	Vidéo <a href="#">« Stomp dance »</a> (dernière séquence vidéo)	<p>Stomp, stomp, stomp, stomp. Stomp low, stomp high. Your dance will need a clear starting and finishing pose. Carry out four moves. You have to follow the stomp style. We can spin ; and then we can end back to back ; and then we can go again. Lets’ try out.</p> <p>You will perform the series of movements you have created as a group. We’re going to do it once without the music, then once with the music.</p> <p>What was positive? Clear start, clear finish.</p>
Arts du cirque : ateliers de (lancers et) jonglage	Fiche préparation <a href="#">« Catching and throwing circuit »</a> + <a href="#">skill cards</a>	<p>Back to back! While the music plays, be active at your station. When it stops, rotate to the next station (point). Continue until you hear my stop signal.</p> <p><u>Bowling</u> : Knock down the pins by rolling the ball from the starting line. How many can you score before the signal?</p> <p><u>Basketball</u> : Using an underhand toss, shoot yarnballs into the basket. How many can you score before the signal?</p> <p><u>Target tossing</u> : Stand on a spot marker and aim at the hoop. Throw 1 ball over the target. Throw 1 ball into the target. How many can you score before the signal?</p> <p><u>Self-toss and catch</u> : Toss the beanbag and catch it without leaving your spot. Toss with 1 hand and catch</p>

		<p>with 2 hands. Now try to catch with 1 hand. Can you alternate hands?</p> <p><u>Pancake flip</u> : Put the beanbag on the palm of your hand. Flip it like a pancake and catch it. Now try to catch it on the back of your hand.</p> <p><u>Toss, clap and catch</u> : Toss beanbag and clap your hands before you catch it. How many times can you clap before catching the beanbag? Try to stay on your spot.</p>
Double Dutch (sauter à la corde artistique)	Fiche de préparation « <a href="#">Mirror Mirror</a> » + <a href="#">Jump rope assessment</a>	<p>The object is to mirror your partner's movement. If you are in the X line, choose a jump rope trick from those you know, and begin jumping. Your partner mirrors your movement. On signal (about every 20 seconds), switch leaders and followers. Now Z leads, and X follows. We'll rotate partners every other round. On my signal, all in the X line step 1 position to your L. The farthest on the L side runs behind all to the opposite end. Zs don't move. We'll continue until the signal.</p> <p>Jog and jump. Double/single bounce. Hop. Forward/backward. Straddle. Bell. Rocker. Hopscotch. Side swing. Skier. Heel Taps. Twister. The X. Hot Peppers. Crossovers. Double enders. Turner and Jumper. Front-to-Front. Front-to-Back. Back-to-Front. Back-to-Back. Turn While Jumping. Side-by-Side, Facing Same/Opposite. 2-Rope Exchange, Facing Same/Opposite. Partner Trick with Tossable. Create a routine.</p>

### Conduire et maîtriser un affrontement collectif ou interindividuel

Notions	Ressources	Éléments linguistiques
Jeu interindividuel avec ballon	Fiche de préparation « <a href="#">Marbles</a> »	The object is to kick your ball so it taps your partner's ball. To do that, Player 1 steps behind the ball, allowing Player 2 to make a kick (or roll) to try and tap it. Player 2 makes their 1st kick. If the ball hits Player 1's ball, great! If not, Player 1 will pass it back and Player 2 gets 2 more chances. After 3 attempts, players switch roles.
Jeu pour lancer et rattraper le ballon	Fiche de préparation « <a href="#">Piggy in the middle</a> »	Jeu à partir d'un dessin animé Peppa Pig. Throw the ball /catch the ball / intercept the ball / groups of three. Throw the ball against the wall / above your friend. Next one! My turn to play!
Jeu traditionnel	Vidéo « <a href="#">How to play Duck duck goose</a> »	<p>Step one : you will need lots of people to play.</p> <p>Step two : sit in a circle.</p> <p>Step three : « it ». One person is « it ». She walks around the outside of the circle.</p> <p>Step four : say « duck ». As she passes the rest of the players she taps each of their heads and says « duck ».</p> <p>Step five : call « goose ». When you choose someone say « goose ».</p> <p>The chosen person has to chase « it » as she runs back to his own place in the circle.</p> <p>Step six : a new « it ». if not caught, the chaser becomes « it ». The new « it » goes around the circle.</p> <p>Step seven : « it » again. Call someone « goose » and run. If tagged, he is still « it » and the person who chased it returns to his place in the circle. Done.</p>



Jeu traditionnel « What's the time Mr Wolf? »	<p>Fiche de préparation EMILE <a href="#">What's the time Mr Wolf?</a></p> <p>Vidéo <a href="#">Calpe School Year 1 (CP) jeu « What's the time Mr Wolf? »</a></p> <p>Vidéo <a href="#">How to play What's the time Mr Wolf?</a></p>	<p>Numbers from 1 to 12. What's the time? It's ... o'clock.</p> <p>Step one : for this game you will need a wall and some people to play.</p> <p>Step two : choose Mr Wolf. Choose by playing « Ip dip ». Mr Wolf faces the wall.</p> <p>Step five : repeat. They ask the wolf the same question again and the Wolf answers with a différent time, like « three o'clock ». The rest of the players step forward according to the time called out.</p> <p>Step six : dinner time. The closer you get, the more exciting it gets. If « dinner time » is called, the Wolf can chase the players. The person captured becomes the next Mr Wolf. Done.</p>
Jeu collectif	<p>Fiche de préparation <a href="#">« Snakes and Lizards »</a></p>	<p>Snakes, move in a circle around your snake. Lizards, on the start signal you will move around your Snake 3 times. Snakes, stay on your rock and perform a balance I call. Lizards, after moving around your Snake 3 times, stop in front of your partner. Snakes, put your hands behind your back and hide object in 1 hand. Bring your hands out in front. Lizards, guess which hand holds the object. If you guess correctly, switch roles with your Snake partner. If you guess incorrectly, you will again move 3 times around your Snake. We'll do this again, but this time, Lizards, you will move around the perimeter of the activity area until you hear the stop signal, then you will return to your Snake and guess which hand holds the object.</p> <p>(Sample locomotor skills and balances: skip/stand on 1 foot, side-slide/stand on the other foot, gallop/stand on tip-toes, jog/balance on 1 foot and 1 hand, fast walk/balance on 1 knee, etc.)</p>
Jeux collectifs : Mr Crocodile et jeu de l'horloge	<p>Vidéo de classe <a href="#">« De Mr Crocodile au jeu de l'horloge »</a></p>	<p>What colour is Mr Crocodile? Red! Green!</p> <p>How many crocodiles? (Nbs)</p> <p>Run – Pass the ball.</p> <p>What time is it? Four o'clock!</p>
Jeu traditionnel : Please Mr Crocodile	<p><a href="#">Règle du jeu + flashcards</a></p>	<p>Please, Mr Crocodile, can we cross your river? No, you can't. Unless you're wearing (blue/red/green/...).</p>
Jeux collectifs avec balle : It, Hot potato, Ten passes, Hunter's game, Burning balls	<p>Dossier pédagogique <a href="#">« Vers les jeux collectifs avec balle »</a></p>	
Jeux traditionnels	<p>Dossier pédagogique <a href="#">« Playground games »</a></p>	<p>Jeux : « Grandmother's footsteps » (variante de 1 2 3 soleil), « Fish in the sea », « Duck duck goose » (variante du jeu du mouchoir), « What's the time, Mr Wolf ? », « Lucy Locket » (variante du jeu du facteur), « Queenie », « Bulldog » (variante de l'épervier), « Game of the beret », « Mr Crocodile »</p>
Jeux traditionnels	<p>Fiches de <a href="#">jeux traditionnels</a></p>	<p>Jeux : « A wolf in the fold » (Minuit dans la bergerie), « The fisherman's net » (Le filet du pêcheur), « Red versus white » (Chameau/chamois), « Name ball » (Le ballon aux prénoms)</p>
Jeu collectif : End-ball	<p>Fiche de jeu <a href="#">« Endball »</a></p>	
Vers le Netball	<p>Dossier péda <a href="#">« Net set go !»</a></p>	
Jeu collectif et sciences	<p>Fiche de préparation <a href="#">« Balanced breakfast »</a></p>	<p>Today's game is Balanced Breakfast where you collect "proteins" (beanbags) and "healthy carbohydrates" (yarnballs) and try to get rid</p>



(équilibre alimentaire)		of “fats” (utility balls) on your “plate” (hoop) in order to balance the foods in your “breakfast.” The food you eat is divided into 3 major categories: Carbohydrates, found mostly in grains, fruits, and veggies; Proteins, found in meats, beans, and dairy products; and Fats, found in many meats, nuts, and oils. In our game, yarnballs represent carbohydrates, beanbags are proteins, and utility balls are fats. On signal, each player takes 1 fat from their plate and carries it to another group’s plate. While there, take home a protein or a carbohydrate. You may only carry 1 thing at a time. On the stop signal, we will see whose breakfast has the fewest fats and is the most balanced between carbohydrates and proteins.
Jeu collectif : parachute	Fiche de préparation « <a href="#">Parachute Switcheroo</a> »	The object of Chute Switcheroo is to move from 1 parachute to another when your color is called. We will move in this direction from chute to chute. The color you are holding on the parachute is your color. What color are you? On the start signal, shake your chute up and down. On the stop signal, stop shaking the chute. When your color is called, let go of the parachute, move to the next parachute, find your color, and hold on. Watch for others when moving from chute to chute! Can you move to the next parachute before I count down from 5?
Jeu collectif : Captain’s Ball (sorte de joueur but ou balle au capitaine)	<a href="#">Fiche de préparation séance 1</a> + <a href="#">fiche de jeu Captain’s Ball</a> + <a href="#">flashcards captain - ball</a> + <a href="#">situations d’apprentissage autour de Captain’s Ball</a> + <a href="#">vidéo What is Captain’s Ball and how to play it</a>	Stand on the chair /in the hoop. Pass the ball. How many points? Three (points). Lexique : a field, a ball, a chair/a hoop, a captain, a blocker, a team, players, a referee, the winner, pass, stand on/in Lexique : couleurs et nombres
Jeu pré-sportif vers le Basket Ball	Fiche de préparation « <a href="#">3-Catch Basketball</a> » + <a href="#">Basketball assessment</a>	The object is for your group to complete 3 passes in a row, each to a different member of your group. Offense players do this by pivoting, passing and moving to an open space. Dribbling is not allowed. Defenders guard a member of the opposing team. After 3 consecutive catches, the offense earns 1 point, and the ball is given to the other group. If a turnover occurs (incomplete pass, ball out of bounds, defense intercepts), group roles are reversed. The offense becomes defense, and defense becomes offense.
Vers le football (ateliers)	Fiche « <a href="#">Soccer HomePlay</a> »	Dribbling – passing – trapping – shooting Is it football or soccer?

### Cycle 3

Revue EPS & anglais : [Fiches élèves et documents pédagogiques](#)

#### Produire une performance optimale, mesurable à une échéance donnée

Notions	Ressources	Eléments linguistiques
Ateliers athlétiques (course de vitesse, saut, lancer)	Fiche préparation « <a href="#">Sprints and Jumps Circuit</a> » + <a href="#">skill cards</a> (English and Spanish) + <a href="#">task cards</a> (English and Spanish)	Today you will move through a Sprints and Jumps Circuit where you participate in 5 stations to practice track and field skills at your own pace and at your own level. On signal, practice the skill shown on the skill card at your station. Follow the directions on your Task Card, practice the activity, and check

		your cues at each station. On signal, rotate clockwise to the next station and repeat (3-5 minutes per station). Sprint start. Sprint. Hurdle. Long jump. Triple jump. Shot put.
Echauffement puis ateliers athlétiques	<a href="#">Vidéo séance EMILE EPS, école des grands chênes</a>	Line up here. One team here ; another team. The vortex – the skipping rope – triple jump. Three, two, one, go! Three twenty-nine. Eight seconds forty-five. Good job!
Course longue	Dossier séquence « <a href="#">Course longue en anglais</a> »	Lexique du corps. How are you feeling between 0 and 10? Are you tired/sweating/short of breath? What is your heart rate? Does it hurt? Where?

### Adapter ses déplacements à des environnements variés

Notions	Ressources	Éléments linguistiques
Orientation	Séquence « <a href="#">Orientation en anglais</a> »	Lexique matériel, spatial, temps Where is.... ?
Orientation	Séquence EMILE « <a href="#">Orientation</a> »	Turn left/turn right/go straight on/stop. Go to the North/Go to the Northwest... 15 meters.

### S'exprimer devant les autres par une prestation artistique et/ou acrobatique

Notions	Ressources	Éléments linguistiques
Double Dutch (sauter à la corde artistique)	Fiche de préparation « <a href="#">Mirror Mirror</a> » + <a href="#">Jump rope assessment</a>	The object is to mirror your partner's movement. If you are in the X line, choose a jump rope trick from those you know, and begin jumping. Your partner mirrors your movement. On signal (about every 20 seconds), switch leaders and followers. Now Z leads, and X follows. We'll rotate partners every other round. On my signal, all in the X line step 1 position to your L. The farthest on the L side runs behind all to the opposite end. Zs don't move. We'll continue until the signal. Jog and jump. Double/single bounce. Hop. Forward/backward. Straddle. Bell. Rocker. Hopscotch. Side swing. Skier. Heel Taps. Twister. The X. Hot Peppers. Crossovers. Double ends. Turner and Jumper. Front-to-Front. Front-to-Back. Back-to-Front. Back-to-Back. Turn While Jumping. Side-by-Side, Facing Same/Opposite. 2-Rope Exchange, Facing Same/Opposite. Partner Trick with Tossable. Create a routine.
Danse de création	Fiche de préparation d'une formation « <a href="#">Danser l'album We're going on a bear hunt</a> »	Parties du corps – directions (right/left – up/down – forward/backward – on the side) Lexique de l'album : <ul style="list-style-type: none"> <li>- a bear, grass, a river, mud, a forest, snow, storm, a cave.</li> <li>- gestes : hunt, catch, scared, long, wavy, over, under, through, deep, cold, thick, oosy, big, dark, swirling/whirling, narrow, gloomy</li> <li>- swishy swashy / splash splosh / squelch squerch / stumble trip / hoooo woوو / tiptoe</li> <li>- under, through, over</li> </ul> Phrases refrain de l'album.

Danse de création	Vidéo « <a href="#">Stomp dance</a> » (dernière séquence vidéo)	Stomp, stomp, stomp, stomp. Stomp low, stomp high. Your dance will need a clear starting and finishing pose. Carry out four moves. You have to follow the stomp style. We can spin ; and then we can end back to back ; and then we can go again. Lets' try out. You will perform the series of movements you have created as a group. We're going to do it once without the music, then once with the music. What was positive? Clear start, clear finish.
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### Conduire et maîtriser un affrontement collectif ou interindividuel

Notions	Ressources	Éléments linguistiques
Jeu traditionnel « What's the time Mr Wolf? »	Vidéo <a href="#">How to play What's the time Mr Wolf?</a>  Vidéo <a href="#">Calpe School Year 1 (CP) jeu « What's the time Mr Wolf? »</a>	Numbers from 1 to 12. What's the time? It's ... o'clock. Step one : for this game you will need a wall and some people to play. Step two : choose Mr Wolf. Choose by playing « Ip dip ». Mr Wolf faces the wall. Step five : repeat. They ask the wolf the same question again and the Wolf answers with a différent time, like « three o'clock ». The rest of the players step forward according to the time called out. Step six : dinner time. The closer you get, the more exciting it gets. If « dinner time » is called, the Wolf can chase the players. The person captured becomes the next Mr Wolf. Done.
Jeu traditionnel : Please Mr Crocodile	<a href="#">Règle du jeu</a> + <a href="#">flashcards</a>	Please, Mr Crocodile, can we cross your river? No, you can't. Unless you're wearing (blue/red/green/...).
Jeux traditionnels	Dossier pédagogique « <a href="#">Playground games</a> »	Jeux : « Grandmother's footsteps » (variante de 1 2 3 soleil), « Fish in the sea », « Duck duck goose » (variante du jeu du mouchoir), « Mother, may I? » (variante de Jacques a dit), « What's the time, Mr Wolf ? », « Lucy Locket » (variante du jeu du facteur), « Queenie », « Bulldog » (variante de l'épervier), « Game of the beret », « Mr Crocodile »
Jeux traditionnels avec balle	Dossier pédagogique « <a href="#">Vers les jeux collectifs avec balle</a> »	Jeux : « It », « Hot potato », « Ten passes », « Hunter's game », « Burning balls »
Jeu collectif : End-ball	Fiche de jeu « <a href="#">Endball</a> »	
Jeu collectif : Captain's Ball (sorte de joueur but ou balle au capitaine)	<a href="#">Fiche de préparation séance 1</a> + <a href="#">fiche de jeu Captain's Ball</a> + <a href="#">flashcards captain - ball</a> + <a href="#">situations d'apprentissage autour de Captain's Ball</a> + <a href="#">vidéo What is Captain's Ball and how to play it</a>	Stand on the chair /in the hoop. Pass the ball. How many points? Three (points). Lexique : a field, a ball, a chair/a hoop, a captain, a blocker, a team, players, a referee, the winner, pass, stand on/in Lexique : couleurs et nombres
Vers le Netball	Dossier péda « <a href="#">Net set go !</a> »	
Jeu pré-sportif et sciences (équilibre alimentaire)	Fiche de préparation « <a href="#">Balanced breakfast</a> »	Today's game is Balanced Breakfast where you collect "proteins" (beanbags) and "healthy carbohydrates" (yarnballs) and try to get rid of "fats" (utility balls) on your "plate" (hoop) in order to balance the foods in your "breakfast." The food you

		eat is divided into 3 major categories: Carbohydrates, found mostly in grains, fruits, and veggies; Proteins, found in meats, beans, and dairy products; and Fats, found in many meats, nuts, and oils. In our game, yarnballs represent carbohydrates, beanbags are proteins, and utility balls are fats. On signal, each player takes 1 fat from their plate and carries it to another group's plate. While there, take home a protein or a carbohydrate. You may only carry 1 thing at a time. On the stop signal, we will see whose breakfast has the fewest fats and is the most balanced between carbohydrates and proteins.
Vers le Basket Ball	Fiche de préparation « <a href="#">3-Catch Basketball</a> » + <a href="#">Basketball assessment</a>	The object is for your group to complete 3 passes in a row, each to a different member of your group. Offense players do this by pivoting, passing and moving to an open space. Dribbling is not allowed. Defenders guard a member of the opposing team. After 3 consecutive catches, the offense earns 1 point, and the ball is given to the other group. If a turnover occurs (incomplete pass, ball out of bounds, defense intercepts), group roles are reversed. The offense becomes defense, and defense becomes offense.
Vers le football (ateliers)	Fiche « <a href="#">Soccer HomePlay</a> »	Dribbling – passing – trapping – shooting Is it football or soccer?
Football	Fiche préparation « <a href="#">Mini Soccer</a> » + <a href="#">Mini Soccer Assessment</a>	In Mini-Soccer you will combine the soccer skills of dribbling, passing, defending, and shooting to play a mini-game. Each group has 2 Forwards (Offense), and 2 Fullbacks (Defense). No Goalie. Play begins with pinnies on Offense at midfield. Rules: <ul style="list-style-type: none"> <li>• To score a goal, the ball must go between and no higher than the tall cones.</li> <li>• Balls above cone-height are out-of-bounds and are awarded to the Defense.</li> <li>• Balls kicked out-of-bounds on sidelines are thrown in by the other team; balls out-of-bounds on endlines are kicked back into play by the other team.</li> <li>• After a score, non-scoring group restarts as Offense at mid-field.</li> <li>• Rotate positions (Forwards/Fullbacks) on signal (every 3-5 minutes).</li> </ul>
Activité pour football	Vidéo « <a href="#">Traffic lights</a> » (deuxième séquence)	
Jeu sportif proche de l'Ultimate	Fiche préparation « <a href="#">Durango Boot</a> »	Durango Boot is a cross between Ultimate Flying Disc and Disc Golf. The object is to score points by knocking over a target cone. The Rules: <ul style="list-style-type: none"> <li>• Teams may knock over any target cones.</li> <li>• One group starts with the disc in the middle of the Take-Back Zone (the rectangular area created by the 4 cones in the middle).</li> <li>• The disc must always be thrown at least 3' (same as Ultimate). Pass from player to player until a player is close to a Target Cone and can take a shot at knocking it over.</li> <li>• The player with the disc may not run, but may pivot on 1 foot (same as Ultimate).</li> <li>• Body contact is not allowed and Defenders may not be closer than 3'. If the disc is not thrown by the count of 10 then it is a turnover (same as Ultimate).</li> </ul>

		<ul style="list-style-type: none"> <li>• A turnover also occurs when the disc is intercepted, dropped or touches the ground after a missed throw. At this time the defense takes over no matter which team touched it last (same as Ultimate). The group must now get the disc back to the Take-Back Zone before taking another shot (like in half-court basketball).</li> <li>• Score 1 point if the disc knocks over the target cone by either throwing the disc and knocking over the cone or tipping it over with the disc in the player's hand.</li> <li>• After a score, re-set target cone, then Defense becomes Offense. Offense must pass disc back to the Take-Back Zone before attempting to knock over any target cone to score.</li> </ul>
Vers l'Ultimate (plan de travail)	Fiche de préparation <a href="#">« Flying Disc Group Challenge »</a> + <a href="#">Task card</a> + <a href="#">Task card in Spanish</a>	<p>The object is for your group to complete challenges on your Flying Disc Group Challenge Task Card.</p> <ul style="list-style-type: none"> <li>• While moving around the perimeter clockwise 1X; pass the disc back and forth with your group.</li> <li>• Face a partner with about 10 paces between you. Complete 10 catches with this partner.</li> <li>• Put your discs on the ground in a circle about 10 paces in diameter. All run around the circle 1X clockwise. All jump over each disc 1X clockwise. All run a slalom course through the discs 1X clockwise (weave in and out).</li> <li>• All start at 1 endline. Stay in a line and toss the disc down the line and back as you move to the opposite endline. Use only Backhand Passes. When you get there, turn around and come back.</li> <li>• Complete a total of 60 Curl-ups (your choice of style) with your group.</li> <li>• Complete a total of 80 catches. (Your group may use all your discs.) Catches must include at least 10 2-Hand Catches, 10 Clap Catches and 5 1-Hand Catches total.</li> <li>• While moving around the perimeter counterclockwise 1X, pass the disc back and forth with your group.</li> <li>• All stand on the perimeter. On signal, all throw your discs out and away from the center of the activity area as far as you can. After all have thrown, retrieve your disc and return to the perimeter. Play 3 rounds and see if you can better your distance each round.</li> </ul>
Ultimate	Règles et fiche de préparation <a href="#">« Ultimate en anglais »</a>	Lexique spécifique à l'Ultimate. Comptage des points. Are you ready ? Yes. Pull. Substitution. (Firstname) out, (firstname) in. Time out.
Rounders (sorte de baseball britannique)	Règle et fiche de préparation <a href="#">« To play rounders »</a>	Lexique spécifique au rounders.
Jeux de balles, jeux de renvoi : Foursquare, Wallball, Australia Handball	Fiches de préparation et capsules vidéos <a href="#">« Jeux de balles en anglais »</a>	<p>Wall ball: the object of the game is to eliminate other players and score as many points as possible.</p> <p>Australia handball: the object of the game is to win the game by scoring as many points as possible.</p> <p>Foursquare: the object of the game of is to eliminate players in higher squares so that you can advance to the highest square yourself.</p> <p>bounce, hit, no catch, square, in, out, fault</p>
Kinball	Séquence EMILE <a href="#">« Kinball »</a>	<p>Objectif : réaliser un écrit en anglais en vue de présenter notre travail sur le kinball lors de la rencontre.</p> <ul style="list-style-type: none"> <li>· Ecrire la règle du jeu</li> <li>· Fabriquer une affiche utilisant le lexique du kinball</li> </ul>

		one knee on the floor – insults - a square pitch - to hit the ball - to catch the ball - a vest - a red team - a kinball - a player - an orange team - 3 teams - a referee - coloured vests - physical contact with opponents
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