

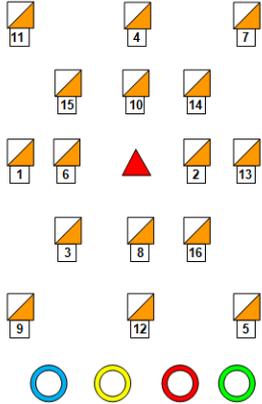
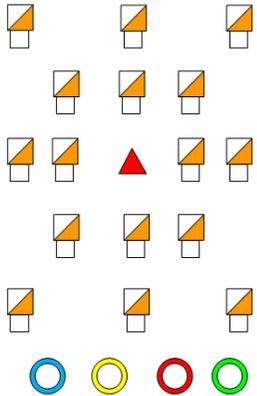
**Attendus de fin de maternelle :**  
**Construire sa latéralité et l'image orientée de son propre corps**  
**Mieux se situer dans l'espace**

**Objectifs :**  
**Se repérer dans l'espace**  
**Réagir à un signal**  
**Décider d'un itinéraire**

	DISPOSITIF	BUT	RELANCES
<p><b>LE BÉRET</b></p> <p><b>Cycle 1</b></p>	<p><b>Matériel :</b>            Voir les fiches des dispositifs ci-dessous            Jeu de 3 à 5 objets en double.            Photocopies des dispositifs / Photocopies des objets            Des cerceaux de départ            Un plot central.</p> <p><b>Déroulement :</b>            Constituer 2, 3 ou 4 équipes.            Equipe de 5 à 7 joueurs.            Le meneur de jeu appelle 2 élèves par leur prénom            Arrivés au plot central, les joueurs :            -découvrent au sol une photo d'un objet où ils doivent se rendre ou poser le plan avec toutes les photos.            -écoutent le meneur qui désigne pour chacun un objet où ils doivent se rendre.            Le meneur veillera à désigner 2 objets situés à la même distance du plot central.            Une fois tous les élèves placés, le meneur valide les choix.            Si plusieurs élèves arrivent au bon objet, on peut attribuer les points suivants :            Le 1<sup>er</sup> élève marque x points, le 2<sup>ème</sup> = x-1 points, le 3<sup>ème</sup> = x-2 points, le 4<sup>ème</sup> = x-3 points...</p>	<p><b>Arriver le plus rapidement au bon objet</b></p>	<p><b>Pour simplifier :</b></p> <ul style="list-style-type: none"> <li>○ Réduire le nombre d'objets</li> <li>○ Réduire les distances entre chaque objet</li> <li>○ Indiquer et matérialiser des repères extérieurs sur le terrain et sur le plan</li> </ul> <p><b>Pour complexifier :</b></p> <ul style="list-style-type: none"> <li>○ Augmenter le nombre d'objets</li> <li>○ Agrandir les distances entre chaque objet</li> <li>○ Changer de plan (avec d'autres objets)</li> <li>○ Placer le plan du dispositif près du plot central, l'enseignant indique sur le plan les objets où les élèves doivent se rendre</li> <li>○ Proposer des objets identiques comportant chacun un codage différent</li> <li>○ Proposer un plan avec des objets identiques (en double)</li> </ul>
	<p>Disposition des balises sur le terrain</p>	<p>Course d'Orientation Fédération Française</p>	<p><b>Critères de réussite</b>            J'arrive le plus rapidement à la bonne balise.</p> <p><b>Critères de réalisation</b>            Je me dirige vers le centre du dispositif            Je repère l'objet sur le terrain ou sur le plan            Je fais le bon choix et je l'assume sans tenir compte du choix des autres            Je rejoins l'objet le plus rapidement possible</p>
		<p><b>Équipe EPS1 72</b></p> <p><b>2018/2019</b></p>	

**Attendus de fin de cycle 2 :**  
**Réaliser un parcours en adaptant ses déplacements à un environnement inhabituel**  
**L'espace est aménagé et sécurisé**  
**Respecter les règles de sécurité qui s'appliquent**

**Objectifs :**  
**Apprendre à lire un plan rapidement dans un espace délimité au service d'une équipe**  
**Faire un choix et l'assumer sans tenir compte des autres**

	DISPOSITIF	BUT	RELANCES
<b>LE BÉRET</b>  <b>Cycle 2</b>	<p><b>Matériel :</b>            Voir les fiches annexes des dispositifs            Photocopies des dispositifs            Des cerceaux de départ            Un plot central avec le plan des plots numérotés            Balises (coupelles ou plots non numérotés)            Fiche de rappel sur la légende de cartographie</p> <p><b>Déroulement :</b>            Constituer 2, 3 ou 4 équipes de 5 à 7 joueurs            Appeler les élèves par une lettre (A, B, C...)            Un meneur de jeu annonce la lettre du joueur et la balise à trouver (objet ou numéro)            L'élève appelé doit se rendre au plot central pour identifier l'objet où se rendre ou lire la carte, repérer sur le plan la balise annoncée et s'y rendre le plus rapidement possible            Une fois tous les élèves placés à leur plot, le meneur valide les choix            Si plusieurs élèves arrivent au bon plot, on peut attribuer les points suivants :            Le 1<sup>er</sup> élève marque x points, le 2<sup>ème</sup> = x-1 points, le 3<sup>ème</sup> = x-2 points, le 4<sup>ème</sup> = x-3 points...</p>	<p><b>Arriver le plus rapidement à la bonne balise</b></p>  <p><b>Équipe EPS1 72</b></p> <p><b>2018/2019</b></p>	<p><b>Pour simplifier :</b></p> <ul style="list-style-type: none"> <li>○ Réduire le nombre d'objets ou de balises</li> <li>○ Réduire les distances entre chaque balise</li> <li>○ Mettre les numéros sur les balises</li> <li>○ Au plot central, disposer plusieurs plans qui peuvent être pris par les élèves</li> <li>○ Indiquer et matérialiser des repères extérieurs et sur le plan</li> </ul> <p><b>Pour complexifier :</b></p> <ul style="list-style-type: none"> <li>○ Augmenter le nombre de balises</li> <li>○ Agrandir les distances entre chaque balise</li> <li>○ Matérialiser une porte à franchir avant d'aller au plot de départ</li> <li>○ Matérialiser une porte à franchir après avoir repéré la balise</li> <li>○ Changer de plan (avec d'autres numéros de balise)</li> <li>○ Orienter différemment le plan au plot de départ</li> <li>○ Proposer des symboles de cartographie à la place des numéros (talus, rocher, borne, arbre...)</li> </ul>
	<p>Plan pour le meneur</p>  <p>Disposition des balises sur le terrain</p> 		<p><b>Critères de réussite</b>            J'arrive le plus rapidement à la bonne balise</p> <p><b>Critères de réalisation</b>            Je réagis à ma lettre            Je me dirige vers le plan            Je prends le temps de lire le plan            Je repère sur le plan le numéro de balise annoncé            Je fais le bon choix et je l'assume sans tenir compte du choix des autres            Je rejoins le plot le plus rapidement possible</p>

## Cycle 3

### Attendus de fin de cycle :

Réaliser, seul ou à plusieurs, un parcours dans plusieurs environnements inhabituels, en milieu naturel aménagé ou artificiel

Connaître et respecter les règles de sécurité qui s'appliquent à chaque environnement

### Objectifs :

Apprendre à lire un plan rapidement dans un espace délimité au service d'une équipe

Faire un choix et l'assumer sans tenir compte des autres

### DISPOSITIF

#### Matériel :

Voir les fiches annexes des dispositifs  
Photocopies des dispositifs  
Des cerceaux de départ  
Un plot central avec le plan des plots numérotés  
Balises (coupelles ou plots non numérotés)  
Fiche de rappel sur la légende de cartographie

#### Déroulement :

Constituer 2, 3 ou 4 équipes de 5 à 7 joueurs  
Appeler les élèves par une lettre (A, B, C...)  
Un meneur de jeu annonce la lettre du joueur et la balise à trouver (objet ou numéro).  
L'élève appelé doit se rendre au plot central pour identifier l'objet où se rendre ou lire la carte, repérer sur le plan la balise annoncée et s'y rendre le plus rapidement possible  
Une fois tous les élèves placés à leur plot, le meneur valide les choix.  
Si plusieurs élèves arrivent au bon plot, on peut attribuer les points suivants :  
Le 1<sup>er</sup> élève marque x points, le 2<sup>ème</sup> = x-1 points, le 3<sup>ème</sup> = x-2 points, le 4<sup>ème</sup> = x-3 points...

### BUT

**Arriver le plus rapidement à la bonne balise**



### RELANCES

#### Pour simplifier :

- Réduire le nombre d'objets ou de balises
- Réduire les distances entre chaque balise
- Mettre les numéros sur les balises
- Au plot central, disposer plusieurs plans qui peuvent être pris par les élèves
- Indiquer et matérialiser des repères extérieurs et sur le plan

#### Pour complexifier :

- Augmenter le nombre de balises
- Agrandir les distances entre chaque balise
- Matérialiser une porte à franchir avant d'aller au plot de départ
- Matérialiser une porte à franchir après avoir repéré la balise
- Changer de plan (avec d'autres numéros de balise)
- Orienter différemment le plan au plot de départ
- Proposer des symboles de cartographie à la place des numéros (talus, rocher, borne, arbre...)

**Équipe EPS1 72**

**2018/2019**

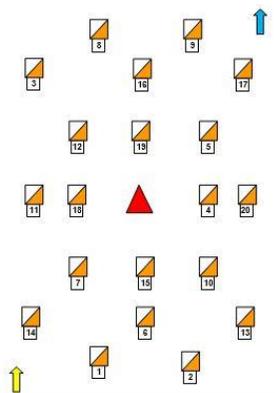
#### Critères de réussite

J'arrive le plus rapidement à la bonne balise

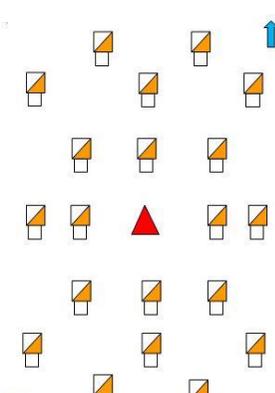
#### Critères de réalisation

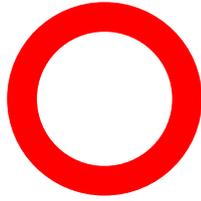
Je réagis à ma lettre  
Je me dirige vers le plan  
Je prends le temps de lire le plan  
Je repère sur le plan le numéro de balise annoncé  
Je fais le bon choix et je l'assume sans tenir compte du choix des autres  
Je rejoins le plot le plus rapidement possible

Plan pour le meneur

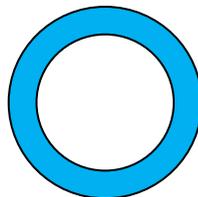
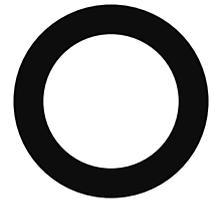


Disposition des balises sur le terrain

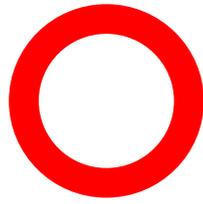




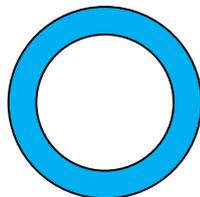
Équipe rouge



Équipe bleue

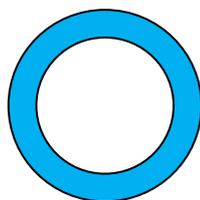
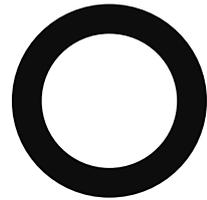
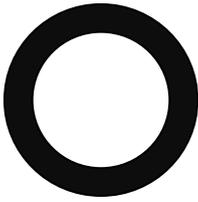
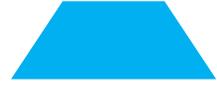
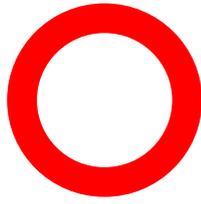


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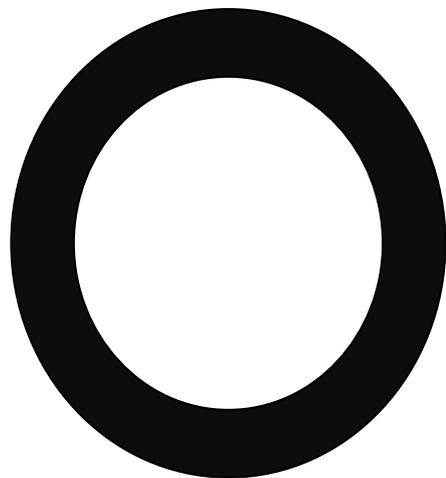


Équipe bleue

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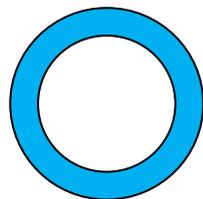
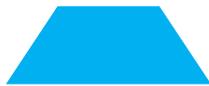
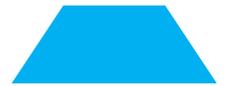
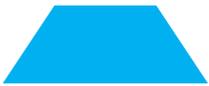
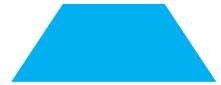
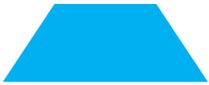
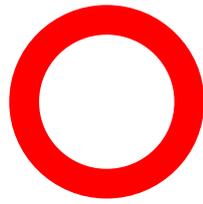


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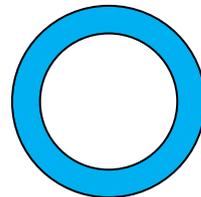
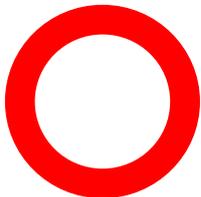
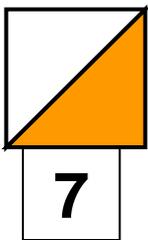
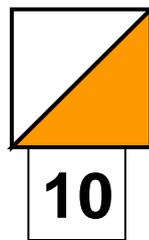
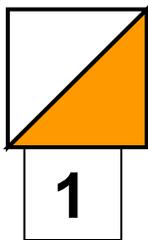
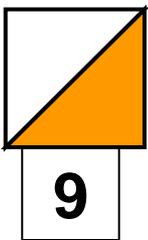
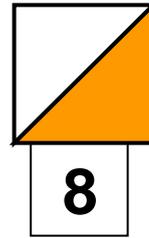
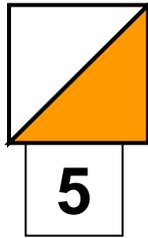
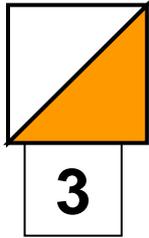
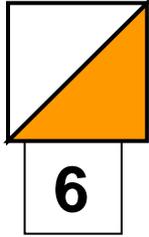
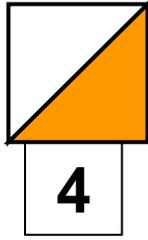


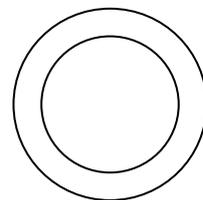
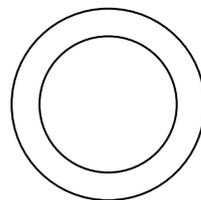
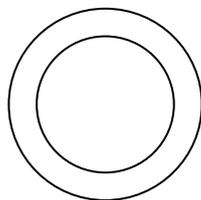
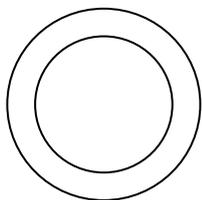
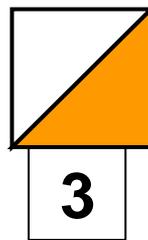
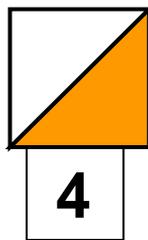
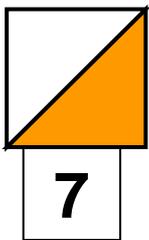
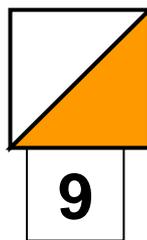
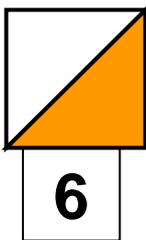
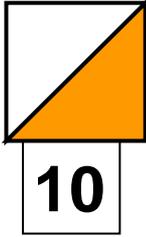
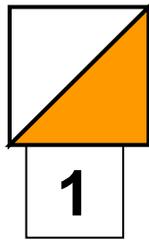


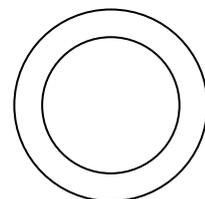
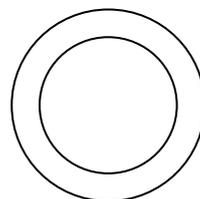
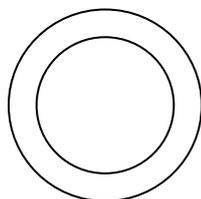
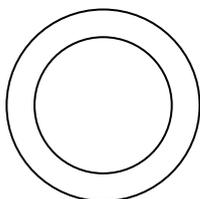
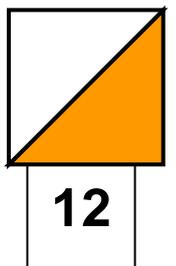
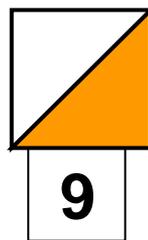
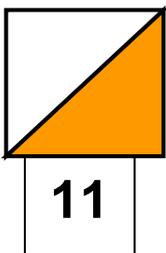
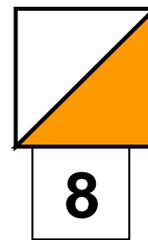
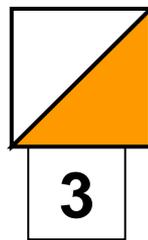
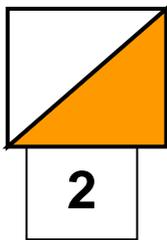
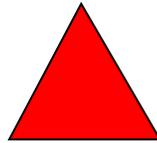
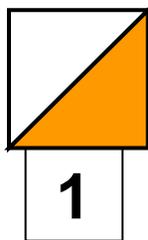
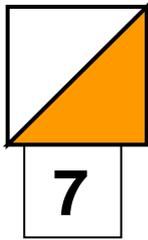
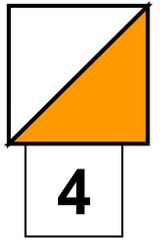
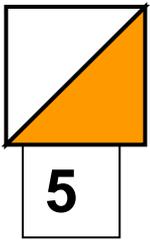
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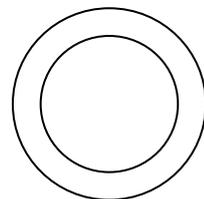
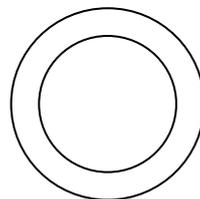
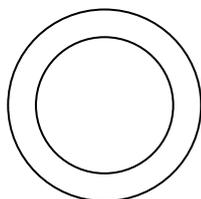
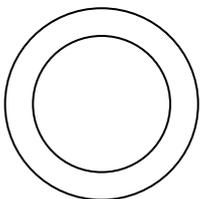
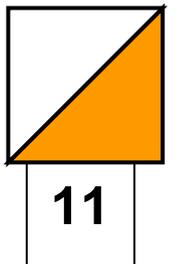
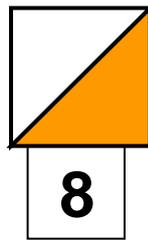
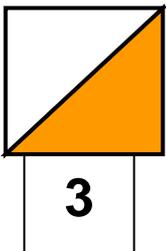
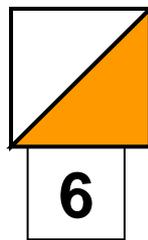
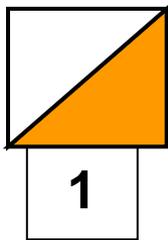
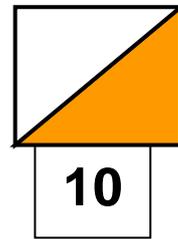
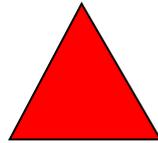
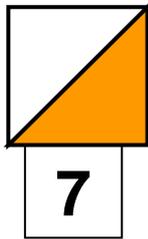
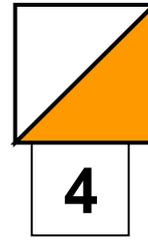
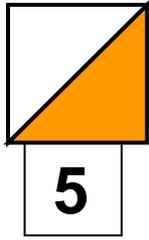
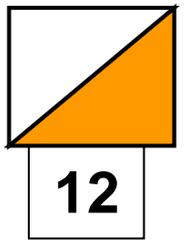
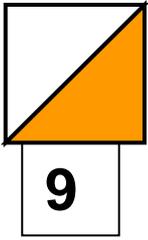


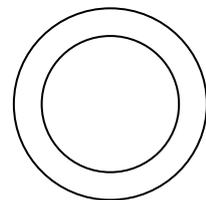
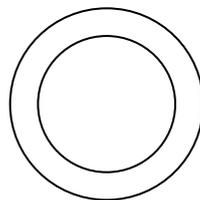
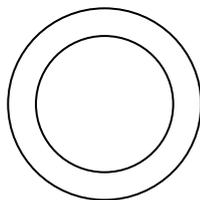
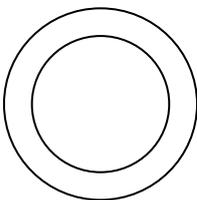
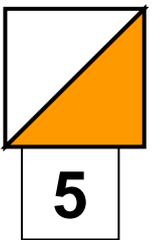
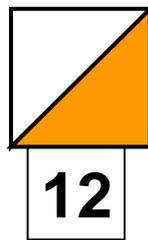
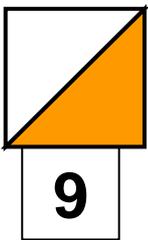
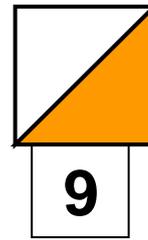
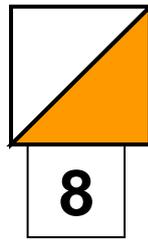
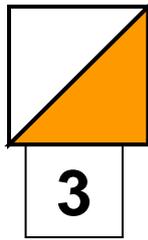
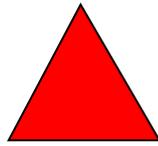
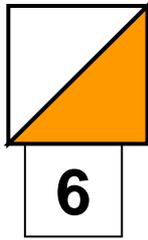
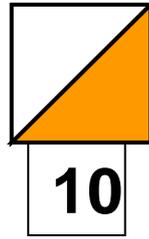
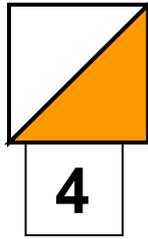
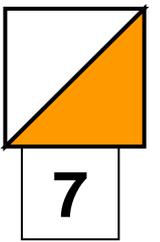
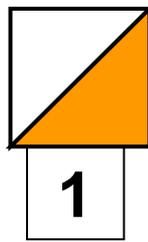
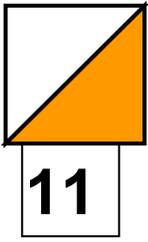
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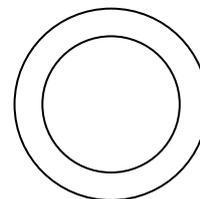
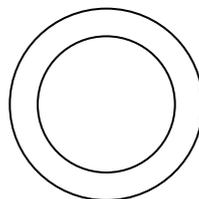
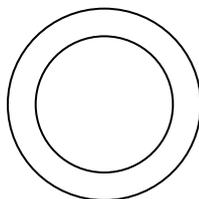
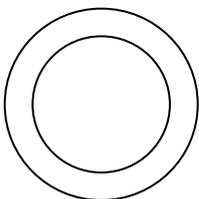
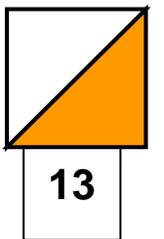
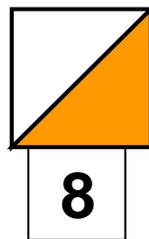
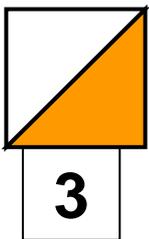
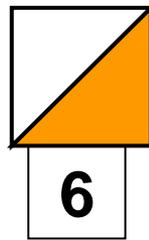
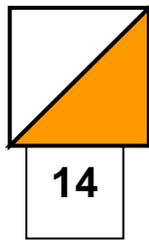
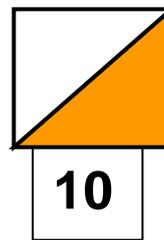
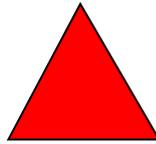
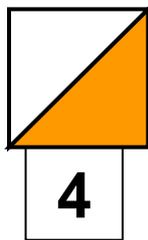
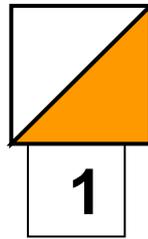
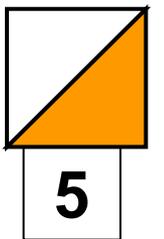
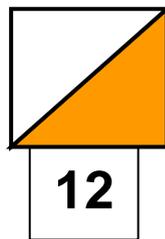
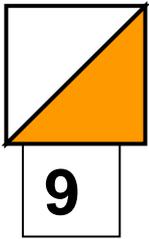


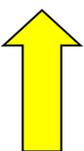
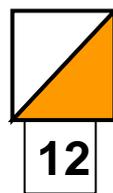
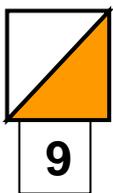
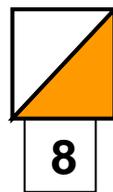
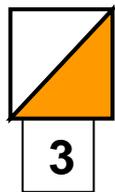
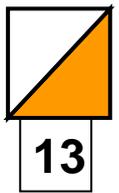
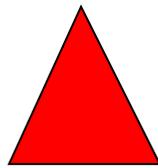
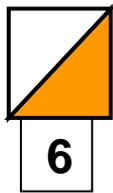
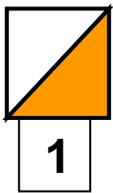
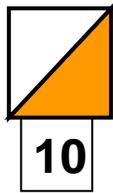
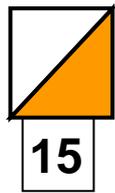
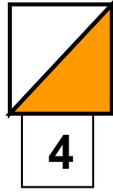


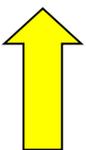
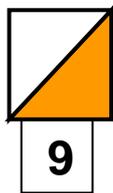
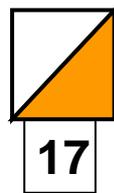
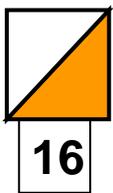
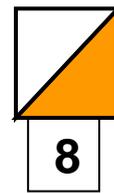
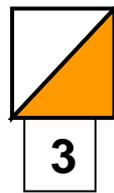
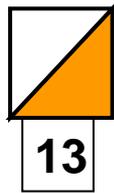
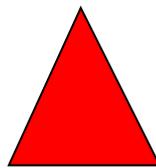
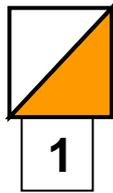
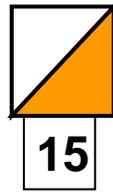
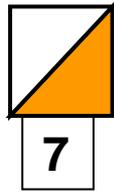
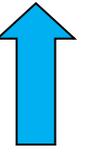


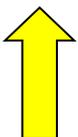
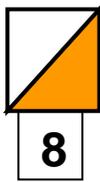
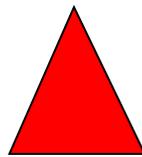
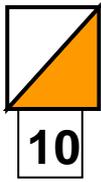


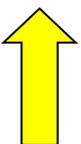
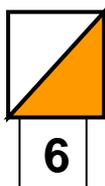
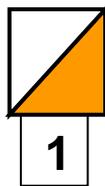
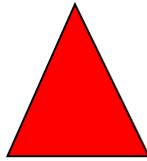
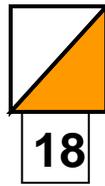
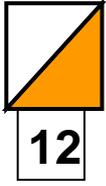
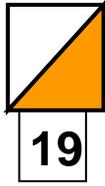
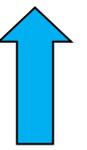


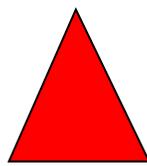
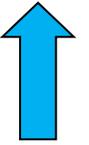


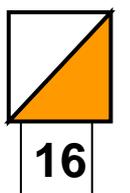
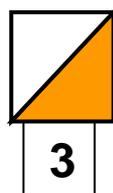
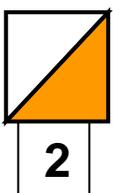
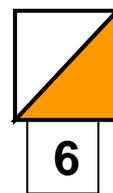
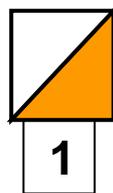
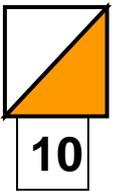
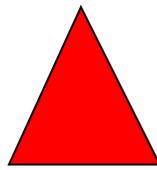
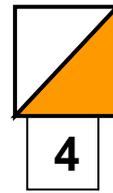
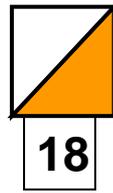
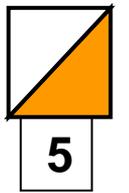
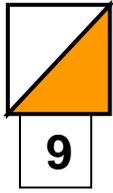


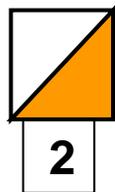
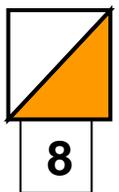
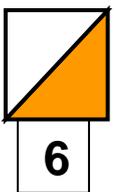
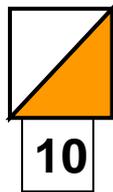
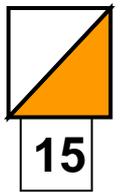
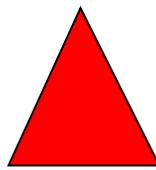
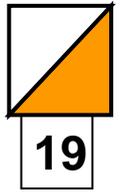
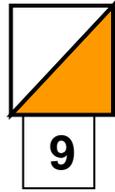
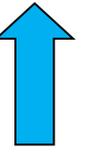


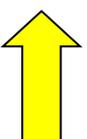
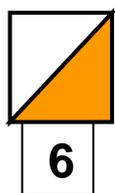
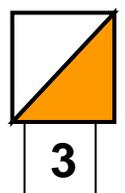
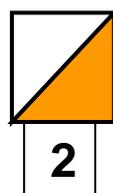
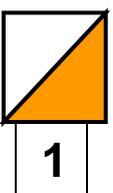
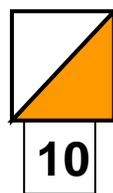
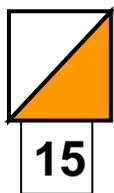
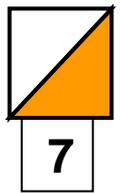
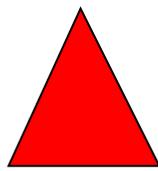
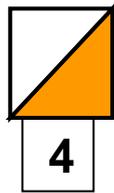
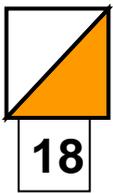
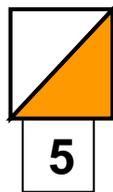
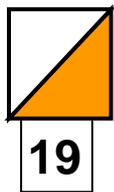
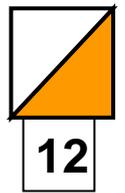
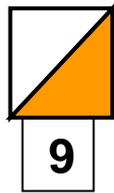
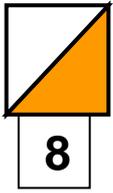
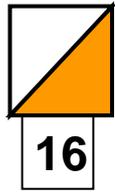
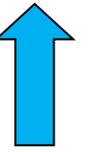


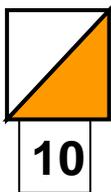
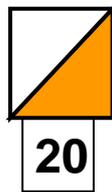
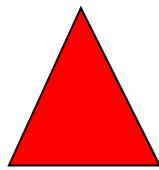
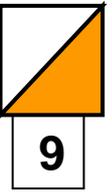
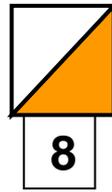
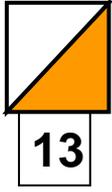
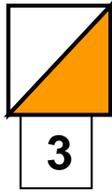
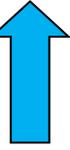


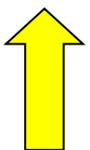
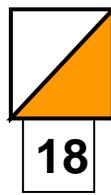
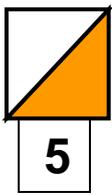
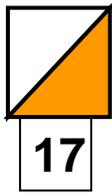
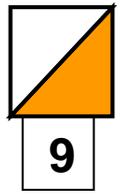
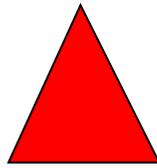
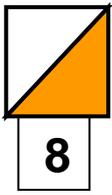
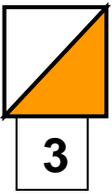
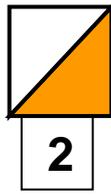
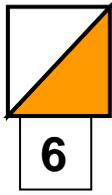
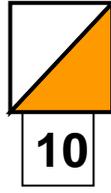
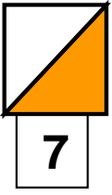
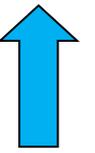


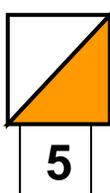
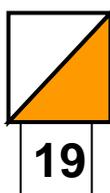
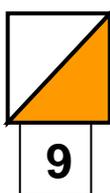
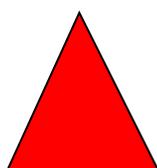
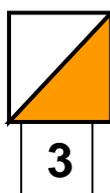
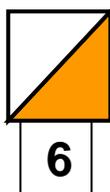
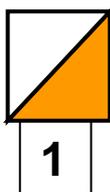
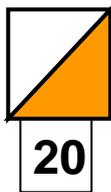
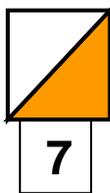


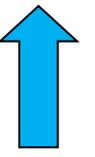












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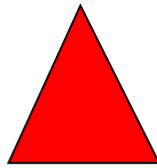
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