|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **P.E** | **Pedagogical Knowledge**  Definition – teachers’ knowledge of how to teach P.E well.  • Children learn best in P.E where instruction by more knowledgeable peers and teachers is the main vehicle for the transmission of skills and knowledge.  • Children also learn observationally through modelling and observing others.  Bandura (1977) argues that:  1. Attention – children must pay sufficient attention  2. Retention – children must store this information so that it may be used at a later date  3. Reproduction – children must reproduce the observed behaviours, actions or skills. Practise assists with the improvement of skills.  4. Motivation – children must be motivated to repeat the learned behaviour, action or skills.    What should we see children being taught?  • Competence in a broad range of physical activities  • Physically active for sustained periods of time  • Engage in competitive sports and activities  • Lead healthy active live | | | | | | | | | | | |
| Y1&2  Cycle A | **Autumn**  **Movers and Shakers** | | | | **Spring**  **Coastline** | | | | **Summer**  **Magnificent Monarchs** | | | |
| + Unit | Gymnastics | | Exploring Movement | Ball Skills (hands 1) | Dance | Rackets, Bats and Balls | Ball Skills  (Feet) | Ball Skills  (Hands 2) | Games for Understanding | Health and Wellbeing | Athletics | Team Building |
| Significant Person | Amy Tinkler | | Usain Bolt | | Jamie Bell | Serena Williams | Lee Cattermole (Former Pupil) | Ben Stokes | Ben Stevenson (Former Pupil) | | Brian Clough | |
| Local Heritage | Janet Dickinson School of Dance | Middlesbrough Sports Village | | | Karen Heritage School of Dance | David Lloyds | Goals | Durham County Cricket Club | Teesside Lions (Durham University) | | | |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y1 | Demonstrate agility, balance control and coordination when moving, or balancing, performing basic sequences that use space safely.  **To know how to create ‘Wide’, ‘Narrow’ and ‘Curled’ movements on the floor and on apparatus, using a variety of body parts.** | | | Demonstrate an ability to run at different speeds with control.  **To know when and why we need to change speed when we are running in a game situation.** | | Demonstrate the ability to send and receive a ball using hands with control.  **Why we need to be accurate when passing the ball.** | Demonstrate the ability to complete a simple sequence of movements.  **How to add movements together to create simple movement sequences.** | | | Demonstrate the ability to hit the ball towards a target.  **How to hit a ball (with a racket) with accuracy and power.** | Demonstrate the ability to send and receive a ball using feet with control.  **How we pass the ball using the inside of our foot.**  **How to control a ball that is passed to us using our feet.** | Demonstrate the ability to throw underarm accurately towards a target.  **How to throw underarm. Stepping forwards with one foot, releasing the ball from low to high using our opposite hand.** | | Demonstrate the ability to understand attack vs defence principles  **When, where and why we move into space in order to avoid a defender.** | Demonstrate agility, balance and coordination.  **To be able to use different parts of the body together efficiently and to move quickly and easily.** | Demonstrate an understanding of how to apply fundamental movement in a game situation.  **To know when and why we need to change speed when we are running in a game situation.** | | | Demonstrate an ability to cooperate and communicate with others  **Start to learn and understand what makes an effective team.** |
| Y1  Cumulative skill | Say what they like about other children’s performances. | | | | | | | | | | | | | | | | | | |
| Greater Depth Y1 | * Create and perform a movement phrase with a beginning, middle and end. * Show good awareness of space, apparatus and the actions of others. * Know running, jumping and throwing is good for them and describe what if feels like * Carry and set up equipment safely with help. * Apply skills in a variety of situations * Differentiates between healthy and unhealthy foods. | | | | | | | | | | | | | | | | | | |
| Y2 | Demonstrate agility, balance control and coordination when moving, or balancing and complete sequences and performances.  **To know how to link movements and balances together.** | | Demonstrate an ability to run at different speeds and dodge with control.  **To know when and where we dodge, applying this into games.** | | Demonstrate the ability to combine dribbling and passing.  **What the consequences could be in a game if we do not run and avoid the defender.** | | Demonstrate the ability to create contrasting movement sequences as a group.  **How to apply ‘flow’ to our movements, understanding that ‘flow’ means moving from one action to another without stopping.** | | | Demonstrate the ability to hit a ball with accuracy and power to beat an opponent.  **To know to hit a ball into space with intent.** | Demonstrate the ability to dribble and pass the ball with control and accuracy.  **When to dribble or when to pass in order to keep possession of the ball.** | Demonstrate the ability to throw a ball using both underarm and overarm techniques with accuracy.  **How and why to throw a ball overarm with power and distance.** | | Demonstrate the ability to apply attack vs defence principles  **What the consequences are in a game if our passes are inaccurate, intercepted by a defender or we lose possession of the ball.** | Demonstrate agility, balance and coordination using apparatus.  **To know how to balance by having an even distribution of weight.** | Demonstrate an understanding of how to apply fundamental movement and throwing techniques in a game situation. | | | Demonstrate an ability to cooperate and communicate with others to solve problems.  **Understand why it is important to include everyone when working as a team and how it feels to be left out** |
| Y2  Cumulative skill | Evaluate the performances of themself and others, saying what they think is good and what could be improved. | | | | | | | | | | | | | | | | | | |
| Greater Depth Y2 | * Repeat a sequence of gymnastic actions incorporating smooth transitions and stillness. * Know the difference between tension and relaxation in their body. * Know flexibility, strength and body control is good for them and describe what if feels like. * Use appropriate language to accurately describe a gymnastic sequence, choosing one aspect and say how to improve it. * Know and describe the effects of different exercise activities on the body * Throw a variety of objects with accuracy | | | | | | | | | | | | | | | | | | |
| Y3&4  Cycle A | **Autumn**  **Invasion** | | | | | | **Spring**  **Mysty Mountain, Winding River** | | | | | | | **Summer**  **Ancient Civilisation** | | | | | |
| + Unit | Gymnastics | Rugby | Dance | | Netball | | Football | Basketball | | | Hockey | | Dodgeball | Tennis | OAA | | Athletics | | Rounders |
| Significant Person | Simone Biles | Jonah Lomu | Ashley/Jordan Banjo | | Gretel Tippet | | Alex Scott | Michael Jordan | | | Will Ferguson(Former Pupil) | | **Justin Payan** | Roger Federer | Indre Valait | | Richard Kielty |  | |
| Local Heritage | Stockton Rugby Club | |  | | | | Power League (Soccer Sensations) | |  | |  | | | Tennis World |  | | Middlesbrough Sports Village |  | |
| Y3 | Develop a sequence which incorporates symmetry and asymmetry  **To know what Symmetry and Asymmetry means and how to use our body to show this.** | Combine passing/moving to create attacking opportunities  **Where to stand when receiving the ball from a pass from our partner or team mate** | Extending sequences with a partner in character.  **How to develop sequences with our partner in character that show relationships and interlinking dance moves.** | | To be able to pass and shoot the ball in a game situation.  **How we can combine passing and moving to create space and keep possession.** | | To pass, receive and dribble the ball in a game situation.  **How to dribble the ball keeping possession to beat an opponent.**  **How we can combine passing and dribbling to create space** | Pass and dribble the ball with control in a game situation.  **When, where and why we should pass / dribble** | | | To pass, dribble and receive the ball in a game situation.  **To know how to keep the ball under control when we are dribbling.** | | Demonstrate agility, balance control and coordination when moving and throw with accuracy.  **Why we need to throw with power, aiming low when throwing. We should aim low when throwing to avoid the defender catching the ball.** | Use a forehand stroke to hit the ball.  **To know why you need to control the ball when playing a shot.** | Collaborate effectively as a team.  **What makes an effective team; include everyone, encourage, try our best etc.** | | To be able to pass the baton; throw with accuracy and distance; and do a standing long jump.  **To know how to run for speed in a team**. | | To be able to stop the ball in a game.  **How to catch a ball, adjusting the body and hand position when catching a high ball compared to a low ball.** |
| Y3 | Swimming   * To be able to swim 25m unaided * To Swim/tread water for 45 to 90 seconds * To control their breathing in water * To recognise their body and pace their efforts to meet different challenges * Suggest ways to improve their own performance?   Children not meeting these standards will be given further opportunity to achieve these in Y5/6 | | | | | | | | | | | | | | | | | | |
| Y3  Cumulative skill | Make suggestions for ways to adapt and improve their performances. | | | | | | | | | | | | | | | | | | |
| Greater Depth Y3 | * Throw a variety of object, changing their action for accuracy and distance. * Perform combinations of gymnastic actions using floor, mats and apparatus. * Know and describe the effects of different exercise activities on the body and how to improve stamina. * Use ideas they have learned in one task and apply them in another. * Choose and use a range of simple tactics for defending and challenging their opponent for striking fielding, team and net games. * Describes the concept of fitness and provides examples of physical activity to enhance fitness. * Identifies foods that are beneficial for before and after physical activity. * Swim further than 100 metres * Swim fluently and confidently for over 90 seconds * Use all 3 swimming strokes with control * Swim short distances using butterfly * Perform a wide range of person survival techniques confidently? | | | | | | | | | | | | | | | | | | |

When to shoot and where to shoot from.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Y4 | Develop a sequence which incorporates bridges.  **To know how to create a ‘bridge balance’ with a partner using different levels and different connection points.** | Be able to defend in game situations  **Where to stand when we are defending to prevent the attackers from scoring a try.** | | Exploring two contrasting Relationships and interlinking dance moves.  **How to create sequences in pairs, applying flow and challenging their creativity** | | To create space and develop footwork.  **To know a player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously.** | | To create space and shoot the ball with control.  **How we can combine passing and dribbling to create space.**  **When to shoot and where to shoot from.**  **How to shoot using the correct technique.** | Combine dribbling and passing to create space.  Shoot with accuracy.  **When to shoot, where to shoot from and why.** | | | Creating space for attacking opportunities  **To know to lower the stick parallel to the ground to create a barrier to control the ball with greater accuracy.** | | Demonstrate agility, balance control and coordination when moving, throw with accuracy and develop simple tactics.  **When to catch the ball or when to avoid the ball.**  **Why we retreat towards the back of the court once we have thrown our ball.** | | To use the backhand stroke to hit the ball.  **To know how and why we execute a basic backhand shot in a mini game.** | | To use leadership and communication skills.  **How to communicate effectively, listening when others are speaking and using a clear voice when communicating our own ideas.** | | Run with an effective stride pattern; throw a javelin using the correct technique; and do the standing triple jump.  **To know how to pace yourself. To use your body to throw with greater distance.** | | To be able to hit the ball with control.  **Where to strike the ball when we are batting depending on where the fielders are standing in order to score runs.** |
| Y4  Cumulative skill | Give constructive feedback to others about ways to improve their performance. | | | | | | | | | | | | | | | | | | | | | |
| Greater Depth Y4 | * Choose and use a range of ball skills with a good degree of accuracy. * Use a variety of techniques and tactics to attack, keep possession and score. * Lead activities and teach to other children. Relate different athletic activities to changes in heart rate, breathing and temperature. * Choose and use a range of simple tactics for defending and challenging their opponent for striking fielding, team and net games. * Develop calming techniques and self-regulate emotions. * Discuss the importance of hydration and hydration choices relative to physical activities. | | | | | | | | | | | | | | | | | | | | | |
| Y5&6  Cycle A | **Autumn**  **Maafa** | | | | | | | **Spring**  **Frozen Kingdom** | | | | | | | | **Summer**  **Britain at War** | | | | | | |
| + Unit | Gymnastics | | Rugby | | Dance | | Netball | Football | | Basketball | | | Hockey | | Dodgeball | Tennis | Rounders | | Athletics | | Cricket | |
| Significant Person | Max Whitlock | | Doddie Weir | | Perri Kiely | | Irene Van Dyck | Cristiano Ronaldo | | Lebron James | | | Sam Quek | |  | Serena Williams |  | | Kelly Holmes | | Liam Plunkett | |
| Local Heritage |  | | Stockton Rugby Club | |  | |  | Middlesbrough Football Club | | |  | |  | | |  | | |  | | Stockton Cricket Club | |
| Y5 | Develop a sequence which incorporates counter balancing and tension.  **To know what ‘Counter Balance’ and ‘Counter Tension’ means, understanding the difference between them.** | | Use a variety of passes to outwit defenders.  **When, where and why we apply a miss pass in a game situation.**  **When, where and why we apply a loop pass in a game situation.** | | Create movement using improvisation.  **How to create a sequence, by accurately combining movements with flow and accurate timings.** | | Apply passing, footwork and shooting into mini games.  Begin officiating.  **To know when, where and why we use different passes in a game; chest, bounce and shoulder passes, in order to keep possession.** | Dribble and pass the ball to maintain possession.  **How to move the ball up the pitch, creating an attack that results in a successful shooting opportunity.** | | To be able to mark opponent.  **How ’marking,’ is used during a game and when this is applied.** | | | To be able to attack and defend.  **To combine passing and dribbling to create an attack that results in a successful shooting opportunity** | | To be able to attack and defend and understand and apply more complex tactics.  **How to create and apply defensive tactics during a game to prevent our team being hit by the ball.** | To be able to serve and volley the ball.  **To know where to stand on the court when applying a volley shot in a mini game.** | To apply fielding tactics to get the ball.  **To know how the fielding team can stop the batter scoring if they hit or miss the ball.** | | To be able to do relay change overs and throw a shot put using the correct technique.  **To know when and where the changeovers take place on a curved track** | | To use batting, bowling, catching and throwing tactics effectively.  **How to create and apply simple fielding and batting tactics in order for their team to be successful.** | |
| Y5  Cumulative skill | Compare and comment on the skills, tactics and performance of their own and others. | | | | | | | | | | | | | | | | | | | | | |
| Greater Depth Y5 | * Develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control. * Perform actions, shapes and balances with good body tension and extension. * Design and lead activities and teach to other children. * With help, devise warm up and cool down activities and justify their choices. * Know and apply the strategic and tactical principles of various games and adapt them to different situations. | | | | | | | | | | | | | | | | | | | | | |
| Y6 | Develop a sequence which incorporates matching and mirroring.  **To know that matching -pupils perform exactly the same movements at the same time. ‘Mirroring’ -pupils perform their movements creating a mirror image of each other**. | | Create, understand and apply attacking/defending tactics in game situations  **When and why to apply different attacking tactics in game situations.**  **Why we need to reduce the space when we are defending and to apply pressure to the attackers to prevent them from scoring.** | | Choreograph  elements including still imagery into their dance.  **Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer** | | Create, understand and apply attacking/defending tactics in game situations.  Officiate games.  **To know how to organise our team, selecting who to play in each position and understanding why.** | Organise formations and officiate games.  **How to manage our team selecting players to play in certain positions and understand what skills and attributes are required to be successful in these positions.** | | Create, understand and apply attacking/defending tactics in game situations.  **How different attacking tactics can be applied during a game to create shooting opportunities.**  **How and when different defensive tactics (high press or retreating back) can be applied during a game to prevent attacking opportunities.** | | | Create, understand and apply attacking/defending tactics in game situations  **To know how different attacking tactics can be applied during a game to create shooting opportunities.** | | Create, understand and apply attacking/defending tactics in game situations  **How to create and apply attacking tactics during a game that results in our opposition being eliminated.** | To play a doubles match and understand how to score against opponents.  **To know how to use the correct scoring system during a mini game.** | To apply batting and fielding skills to a game of rounders  **To know how to create and apply tactics.** | | Organise competitions (running for speed, distance, throwing and jumping).  **To know why we need to select certain pupils for certain events in order for our team to be successful.** | | To be able to apply attack and defence tactics.  **Why we need to attack the ball when we are fielding and why when need to apply pressure to the batters.** | |
| Y6  Cumulative skill | Be able to umpire and referee games. | | | | | | | | | | | | | | | | | | | | | |
| Greater Depth  Y6 | * Prepare physically and organisationally for challenges they are set, taking into account group safety and adapt their skills and understanding as they move from familiar to unfamiliar environments. * Combine and perform actions, shapes and balances with fluency increasing difficult combinations. * Know the importance and types of fitness and how playing games contributes to a healthy lifestyle. * Organise and judge events and challenges well. * Know and apply strategic and tactical principles of various games and adapt them to different situations. * Design a fitness plan to address ways to use physical activity to enhance fitness. * Analyses the impact of food choices relative to physical activity, youth sports and personal health. | | | | | | | | | | | | | | | | | | | | | |