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| **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 date3. 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&2Cycle 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) |

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| 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.** |
| Y1Cumulative 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.
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| 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** |
| Y2Cumulative 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
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| Y3&4Cycle 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 |
| Y3Cumulative 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?
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When to shoot and where to shoot from.

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| 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.** |
| Y4Cumulative 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.
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| Y5&6Cycle 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.** |
| Y5Cumulative 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.
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| 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.** | Choreographelements 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.** |
| Y6Cumulative skill | Be able to umpire and referee games. |
| Greater DepthY6 | * 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.
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