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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 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 B | **Autumn**  **Movers and Shakers** | | | | | | | | | | | **Spring**  **Coastline** | | | | | | | | | **Summer**  **Magnificent Monarchs** | | | | | | | | | | | |
| + Unit | Gymnastics | | | | | | Exploring Movement | | | | Ball Skills (hands 1) | Dance | | | | Ball Skills  (Feet) | | Ball Skills  (Hands 2) | | | Games | | Health and Wellbeing | | | | | Athletics | | | | Team Building |
| Significant Person | Amy Tinkler | | | | | | Usain Bolt | | | | | Jamie Bell | | | | 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 | | | | 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. | | | | | | Demonstrate an ability to run at different speeds with control. | | Demonstrate the ability to send and receive a ball using hands with control. | | | Demonstrate the ability to complete a simple sequence of movements. | | | | Demonstrate the ability to send and receive a ball using feet with control. | | Demonstrate the ability to roll a ball accurately towards a target. | | | Demonstrate the ability to understand attack vs defence principles | | | Demonstrate agility, balance and coordination. | | Demonstrate an understanding of how to apply fundamental movement in a game situation. | | | | | | Demonstrate an ability to cooperate and communicate with others |
| 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. | | | Demonstrate an ability to run at different speeds and dodge with control. | | | | Demonstrate the ability to combine dribbling and passing in a game situation. | | | | Demonstrate the ability to create contrasting movement sequences as a group. | | | | Demonstrate the ability to dribble and pass the ball with control and accuracy to retain possession. | | Demonstrate the ability to throw a ball using an both underarm and overarm techniques with accuracy. | | | Demonstrate the ability to apply attack vs defence principles | | | Demonstrate agility, balance and coordination using apparatus. | | 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. |
| 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3&4  Cycle B | **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 | Combine passing/moving to create attacking opportunities | | Extending sequences with a partner in character. | | | | To be able to pass and shoot the ball. | | | | To pass, receive and dribble the ball. | Pass and dribble the ball with control. | | | To pass, dribble and receive the ball. | | | Demonstrate agility, balance control and coordination when moving and throw with accuracy. | | Use a forehand stroke to hit the ball. | | | Collaborate effectively as a team. | | | To be able to pass the baton; throw with accuracy and distance; and do a standing long jump. | | | | | To be able to stop the ball in a game. |
| 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? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | Develop a sequence which incorporates bridges. | Be able to defend in game situations | | Exploring two contrasting Relationships and interlinking dance moves | | | | To create space and develop footwork. | | | | To create space and shoot the ball with control. | Combine dribbling and passing to create space.  Shoot with accuracy. | | | Creating space for attacking opportunities | | | Demonstrate agility, balance control and coordination when moving, throw with accuracy and develop simple tactics. | | To use the backhand stroke to hit the ball. | | | To use leadership and communication skills. | | | Run with an effective stride pattern; throw a javelin using the correct technique; and do the standing triple jump. | | | | | To be able to hit the ball with control. |
| 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 B | **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. | | Use a variety of passes to outwit defenders. | | Create movement using improvisation | | | | | Apply passing, footwork and shooting into mini games.  Begin officiating. | | Dribble and pass the ball to maintain possession | | To be able to mark opponent. | | | To be able to attack and defend. | | | To be able to attack and defend and understand and apply more complex tactics. | To be able to serve and volley the ball. | To apply fielding tactics to get the ball. | | | To be able to do relay change overs and throw a shot put using the correct technique. | | | | | To use batting, bowling, catching and throwing tactics effectively. | | |
| 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. | | Create, understand and apply attacking/defending tactics in game situations | | Choreograph  elements including still imagery into their dance. | | | | | Create, understand and apply attacking/defending tactics in game situations.  Officiate games. | | Organise formations and officiate games. | | Create, understand and apply attacking/defending tactics in game situations. | | | Create, understand and apply attacking/defending tactics in game situations | | | Create, understand and apply attacking/defending tactics in game situations | To play a doubles match and understand how to score against opponents. | To apply batting and fielding skills to a game of rounders | | | Organise competitions (running for speed, distance, throwing and jumping). | | | | | To be able to apply attack and defence tactics. | | |
| 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |