|  |  |
| --- | --- |
| **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 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 |
| 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.
 |
| 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. |
| 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.
 |
| Y3&4Cycle 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 |
| 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?
 |
| 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. |
| 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.
 |
| Y5&6Cycle 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. |
| 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.
 |
| Y6 | Develop a sequence which incorporates matching and mirroring. | Create, understand and apply attacking/defending tactics in game situations | Choreographelements 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. |
| 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.
 |