



## KS2 – Year 5 and 6 PE CURRICULUM

<p><b>Games</b></p> <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>• Selecting appropriate equipment for the task</li> <li>• Selecting different positions in the team</li> <li>• Agreeing on their own rules and scoring system to suit the equipment</li> <li>• Attempting to outwit their opponents by using agreed tactics</li> <li>• Passing, controlling, dribbling and shooting effectively</li> <li>• Applying principles of team play to keep possession</li> <li>• Making decisions quickly in games</li> <li>• Changing the rules and tactics as necessary</li> </ul> <p><b>Net/wall Games</b></p> <ul style="list-style-type: none"> <li>• Using appropriate strokes and shots</li> <li>• Using tactics to outwit their opponents</li> <li>• Defending their court and area to stop their opponents scoring</li> <li>• Using skills to direct their shots to the target areas</li> <li>• Umpiring and evaluating each other's performance</li> <li>• Following and applying rules correctly</li> <li>• Discussing how to improve their performance</li> <li>• Using appropriate attacking and defending positions</li> </ul> <p><b>Striking and fielding games</b></p> <ul style="list-style-type: none"> <li>• Hitting the ball hard and into space</li> <li>• Running fluently between bases</li> <li>• Using different throwing and catching techniques</li> <li>• Discussing how to improve their own and others performance</li> <li>• Deciding on the best position for fielders and changing these during the game as necessary</li> <li>• Varying their play according to different opponents</li> <li>• Knowing the rules of the game and follow them fairly</li> </ul>
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Designing and performing their own warm ups</li> <li>• Exploring, improvising and combining their own ideas, researching the theme of their dance</li> <li>• Composing, developing and adapting dance phrases, performing them with accuracy, control and timing</li> <li>• Linking movements and section fluently</li> <li>• Using a prop safely and imaginatively</li> <li>• Varying the order, timing, speed and direction of the movements</li> <li>• Portray different emotions, performing sensitively to the accompaniment</li> </ul>



- Working cooperatively with others
- Describing and suggesting ways to improve their own and others performance, using correct dance terms

#### Gymnastics

- Taking and leading a warm up safely and effectively
- Working in small groups to compose a balanced sequence with a clear start, middle and end, including changes of levels, speeds and directions
- Working well as a pair or as part of a small group both with and without apparatus
- Performing a wide range of actions and pair balance
- Performing constantly, accurately, fluently and safely on their own, in pairs and as part of a small group
- Showing good body tension and extension, varying direction, levels and pathways
- Commenting on others performances and explaining what works well as well as suggesting improvements

