

# Upper Key Stage 2 - PE



## Year 5

Dance	Gymnastics	Yoga
<ul style="list-style-type: none"> <li>I can accurately copy and repeat set choreography.</li> <li>I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> <li>I can lead a group through short warm-up routines.</li> <li>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> <li>I can suggest ways to improve my own and other people's work using key terminology.</li> <li>I can use counts when choreographing to stay in time with others and the music.</li> <li>I can use feedback provided to improve my work.</li> </ul>	<ul style="list-style-type: none"> <li>I can create and perform sequences using apparatus, individually and with a partner.</li> <li>I can lead a partner through short warm-up routines.</li> <li>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</li> <li>I can use feedback provided to improve my work.</li> <li>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>I can use strength and flexibility to improve the quality of a performance.</li> <li>I can work safely when learning a new skill to keep myself and others safe.</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to lead others through poses and flows.</li> <li>I can create a yoga flow individually and with others.</li> <li>I can move with control from one pose to another demonstrating good balance.</li> <li>I can provide feedback to others using key terminology and can use feedback provided to improve my work..</li> <li>I can use my breath to move from pose to pose.</li> <li>I show balance, strength and flexibility whilst holding yoga poses.</li> </ul>
<p>Choreograph, collaboratively, motif, quality, genre, posture, trick, transition.</p>	<p>Decide, extension, identify, stable, Canon, mirroring, performance, symmetrical, cart wheel, observe, quality, synchronisation, symmetrical, transition.</p>	<p>Stability, quality, exhale, inhale, Connect, transition, posture, maintain, concentrate.</p>
Rounders		Swimming
<ul style="list-style-type: none"> <li>I am beginning to strike a ball with a rounders bat.</li> <li>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand there are different skills for different situations and I am beginning to use this.</li> </ul>		<ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>I can perform safe self-rescue in different water-based situations</li> </ul>
<p>Close catch, Long, barrier, stance, deep, catch, situation, backing up.</p>		<p>Continuously, hail, how to stretch, somersault, Dolphin kick, Exhale, personal-best, endurance, flutter kick, retrieve, synchronised.</p>

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Year 6		
Dance	Gymnastics	Yoga
<ul style="list-style-type: none"> <li>• I can choreograph a dance and work safely using a prop.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can perform dances confidently and fluently with accuracy and good timing.</li> <li>• I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> </ul>	<ul style="list-style-type: none"> <li>• I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>• I can create and perform sequences using compositional devices to improve the quality.</li> <li>• I can lead a small group through a short warm-up routine.</li> <li>• I can use appropriate language to evaluate and refine my own and others' work.</li> <li>• I can work collaboratively with others to create a sequence.</li> <li>• I understand how to work safely when learning a new skill.</li> <li>• I understand what counter balance and counter tension is and can show examples with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use my breath to transition from one pose to another with control.</li> <li>• I can use yoga poses to improve my flexibility, strength and balance.</li> <li>• I choose poses which link easily from one to the other to help my sequence flow.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul>
Aesthetic, freeze-frame, inspiration, style, express, refine, stimulus mood, rehearse	Aesthetic, contrasting, count, attention, competent, progression, counterbalance, engage, flight, formation, structure, execution, handstand, refine, vault.	Collaborate, fluidly, expand, salutation, engage.
Tag Rugby	Volleyball	Rounders
<ul style="list-style-type: none"> <li>• I can create and use space to help my team.</li> <li>• I can pass and receive the ball with increasing control under pressure.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can tag opponents individually and when working within a unit.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I am confident to make decisions when refereeing.</li> <li>• I can select the appropriate action for the situation and make this decision quickly.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use feedback provided to improve the quality of my work.</li> <li>• I can use the rules of the game consistently to play honestly and fairly.</li> <li>• I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• I can strike a bowled ball with increasing consistency.</li> <li>• I can use a wider range of skills with increasing control under pressure.</li> <li>• I can use the rules of the game consistently to play fairly.</li> <li>• I can work collaboratively with others to get batters out.</li> <li>• I can work in collaboration with others so that games run smoothly.</li> <li>• I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>• I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> </ul>
Consecutive, dictate, appropriate, ball, side, turnover, transition, abide, consistently, contest, draw, assess.	Prepare, stance, direct, doubles, thrust, placement, limit, service, abide, recover, opposing, appropriate, footwork.	Abide, consecutive, assess, appropriate, consistently, collaborate.

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