

PE Curriculum : Upper Key Stage 2

Activity	Children will learn how to:
<p>Invasion Games</p> <p>Football:</p> <ul style="list-style-type: none"> • Football skills • Passing and receiving • Passing and shooting • Attacking skills • Games <p>Netball</p> <ul style="list-style-type: none"> • Passing skills • Understanding footwork • Creating space • Marking/defending • Game play and positions <p>Tag Rugby</p> <ul style="list-style-type: none"> • Catching and throwing skills • Tagging and sidestepping • Intercepting • Off side rule 	<p>Children will learn how to:</p> <ul style="list-style-type: none"> • pass, dribble and shoot with control in games; identify and use tactics to help their team keep the ball and take it towards the opposition's goal; mark opponents and help each other in defence; know and carry out warm-up activities that use exercises helpful for invasion games; pick out things that could be improved in performances and suggest ideas and practices to make them better. <p>Netball:</p> <ul style="list-style-type: none"> • learn the rules of footwork in netball and practise footwork skills; use footwork and chest passing skills with control in games, adapting them to meet the needs of the situation; know the difference between attacking skills and defending skills; choose when to pass and move, so that they keep possession and increase their score; use a variety of tactics to keep the ball, for example, changing direction, using space; <p>Football:</p> <ul style="list-style-type: none"> • play invasion games, using all the football skills they have learned; use attacking and defending skills appropriately within a game; choose when to pass, dribble or shoot, so that they keep possession and progress towards a goal; combine and perform skills with control adapting them to meet the needs of the situation and perform them with greater speed use a variety of tactics to keep the ball, for example, changing speed and direction; choose and use positions and formations to suit the needs of the game; <p>Tag Rugby:</p> <ul style="list-style-type: none"> • learn how to catch and throw while both stationary and on the move; develop the skills of tagging and sidestepping as well as making tactical decisions about when to make passes and tags; learn the skill of intercepting, following the offside rule; have the opportunity to play a mini-tournament to put their newly developed skills into practise.
<p>Net and Wall Games</p> <ul style="list-style-type: none"> • Finding space in net games • Wall games • Developing rallies • Volleying • Playing games 	<p>Tennis skills:</p> <ul style="list-style-type: none"> • use forehand and backhand shots increasingly well in the games they play; use the volley in games when the opportunity arises; use the skills they prefer with competence and consistency; understand the need for tactics; start to choose and use some tactics effectively; play cooperatively with a partner; apply rules consistently and fairly; identify appropriate exercises and activities for warming up; recognise how these games make their bodies work; pick out what they and others do well and suggest ideas for practices.
<p>Striking and Fielding Games</p> <p>Rounders:</p> <ul style="list-style-type: none"> • Catching skills • Bowling 	<p>Cricket and Rounders:</p> <ul style="list-style-type: none"> • use a range of skills, for example, throwing, catching, stopping and striking a ball, with growing control and consistency; work collaboratively in pairs and small groups; choose skills and tactics to suit the situation in a game; know rules and use them fairly to keep games going; explain what they need to do to be ready to play



<ul style="list-style-type: none">• Batting• Fielding• Rounders <p>Cricket:</p> <ul style="list-style-type: none">• Catching skills• Bowling• Batting• Fielding• Cricket	<p>a game; warm up and be aware of what is happening to their bodies; identify their own strengths and suggest what skills they need to practise.</p>
<p>Gymnastics</p> <ul style="list-style-type: none">• Shapes and balances• Symmetry and asymmetry• Developing sequences• Counterbalances• Canon and unison	<ul style="list-style-type: none">• create, practise and refine longer, more complex sequences, including changes in level, direction and speed; choose body shapes and balances from a wider range of themes; adapt their performance to the needs of the task; understand the need to warm up and work on body strength and flexibility; suggest ideas for warm-up activities; use set criteria to make simple judgements about performances and suggest ways in which they could be improved
<p>Dance</p> <ul style="list-style-type: none">• In the playground• At the Olympics• The river• Divali dance	<ul style="list-style-type: none">• compose motifs and plan dances creatively and collaboratively in groups; adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the style of dance they use; perform different styles of dance clearly and fluently; organise their own warm-up and cooldown exercises; show an understanding of safe exercising; recognise and comment on dances; show an understanding of style; suggest ways to improve their own and other people's work.
<p>Athletics</p> <ul style="list-style-type: none">• Running styles• Throwing accurately• Discus• Long jump• High jump and triple jump• Relays	<ul style="list-style-type: none">• Sustain their running; show control at take-off in jumping activities; show accuracy and good technique in throwing activities; understand how power and stamina help people to perform well in different athletic activities; identify good athletic performance and explain why it is good, using agreed criteria.
<p>Outdoor Adventure</p> <ul style="list-style-type: none">• Site orienteering• Off-site orienteering• Local orienteering course• Cross the river• Danger, electric fence• The safest route• Residential visits to Malham (Y5) and Bewerley Park (Y6)	<ul style="list-style-type: none">• follow maps and trails, try to solve physical problems and challenges, and learn how to work safely in a range of situations; develop their orienteering and problem-solving skills in familiar and unfamiliar situations and environments; learn how to build trust and work as a team.