



PE – curriculum coverage document



Year 5		
Unit name	NC Objectives	Curriculum content
Invasion Games	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>Vary skills, actions and ideas and link these in ways that suit the activity of the game.</p> <p>Shows confidence in using ball skills in various ways, and can link these together.</p> <p>Uses skills with coordination, control and fluency.</p> <p>Takes part in competitive games with a strong understanding of tactics and composition.</p> <p>Can create their own games using knowledge and skills.</p> <p>Can make suggestions as to what resources can be used to differentiate a game.</p> <p>Apply basic skills for attacking and defending.</p> <p>Uses running, jumping, throwing and catching in isolation and combination.</p>



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Gymnastics	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, coordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>



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Dance	perform dances using a range of movement patterns	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p>e.g using various levels, ways of travelling and motifs.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>
Net Games	play competitive games, modified where appropriate [for example,	<p>To identify and apply techniques for hitting a tennis ball.</p> <p>To develop the techniques for ground strokes and volleys.</p> <p>To develop a backhand technique and use it in a game.</p>



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	<p>badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>To practise techniques for all strokes.</p> <p>To use the scoring system and court for singles tennis.</p> <p>To play a tennis game using an overhead serve and the correct selections of shots.</p> <p>To understand and use doubles scoring in a tennis game.</p>
Striking and Fielding	<p>play competitive games, modified where appropriate [for example, badminton, basketball,</p>	<p>To develop skills in batting and fielding.</p> <p>To choose fielding techniques.</p> <p>To run between the wickets.</p>



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	<p>cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>To run, throw and catch.</p> <p>To develop a safe and effective overarm throw.</p> <p>To learn batting control.</p> <p>To use all the skills learned by playing in a mini tournament.</p>
Athletics	<p>develop flexibility, strength, technique, control and balance [for example, through athletics</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p>



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	<p>and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>	<p>e.g. hop skip jump (triple jump)</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
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