**Year 5**

**PE Skills List**

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|  | I can put together a sequence showing changed of direction and level, whilst aiming for control. | I can link together 8-10 actions showing variety and control with a partner or in a small group. | I can perform my sequence to an audience showing variations in speed, direction and level. | I can evaluate aspects of sequence. | I can suggest positive ways to improve quality. | I can say that it is important to warm up my muscles before starting vigorous activity to get my heart pumping faster. | I can give reasons why an activity might be good for me because it makes me strong and supple. | I can sprint and change a baton. I have the ability to take off and include arms. I can use a greater range of equipment. I can throw and measure how far I have thrown. | I can make up a throwing game which involves throwing over distance. | I can develop an ability to run around a bend, demonstrating when and how to overtake. | I can set my own targets to improve time over a given distance. | I can show how to use arms more vigorously to reach an outstretched arm towards the next runner in a relay exchange. | I can explain how I get ready to perform or compete, starting slowly and getting more vigorous. | I can describe how exercise effects such as an increased heart rate and perspiring. | I can pass accurately at speed. Scoring points by hitting into opponent’s court so it bounces x2. | I can play a short tennis doubles and singles using basic rules on full court. | I can beat an opponent by feinting in one direction and passing in another. | I can comment on success of performance. | I can discuss how to restart a game after a point has been scored. | I can create a group dance showing a moment of cannon. | I can pause points of contact to create safe balances and supports through improvisation. | I can observe how good dancers use their eyes to focus on, either a point in space or a body part performance. | I can improve my performance by performing silently with greater concentration and clear focus. |
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|  | I can explain why warming up my feet and knees is important before jumping. | I can describe how dance generates warmth in the muscles and why perspiring occurs. | I can pass accurately at speed to give the runner more time to score. | I can pass the ball into a space for a team member to receive. | I can pass accurately at speed. | I can pass the ball into a space for a team member to receive, in order to beat an opponent. | I can watch a successful team and comment on success of tactics. | I can show in my next attempt, awareness of team members and opponent’s position. | I can discuss how fitness will play a role in my ability to run different distances. | I can orientate a map to the ground. | I can follow a course through a number of checkpoints using large scale maps. | I can decide how many sites I can visit in the time available. | I can compare with others the different planning that has been used to complete a course or challenge. | I can show better effective use of planning time before setting off on my course or challenge. | I can explain how I get ready o run, starting slowly and then getting faster. I can show a selection of appropriate stretching exercises before I begin my orienteering course. |
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