



Year 6

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cognitive Skills I review, analyse and evaluate my own and others' strengths and weaknesses. I can read and react to different situations as they develop. I can develop methods to outwit opponents. I can recognise and suggest patterns of play which increase chances of success. I have a clear idea of how to develop my own and others' work. I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions.	Creative Skills I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience. I can respond imaginatively to different situations. I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others. I can link actions and develop sequences of movement that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging.	Social Skills I can involve others and motivate those around me to perform better. I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	Physical Skills I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations. I can use combinations of skills confidently in sports specific contexts. I can perform a range of skills fluently and accurately in practise situations. I can perform a variety of movements and skills with good body tensions. I can link actions together so that they flow.	Health and Fitness I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme. I can self select and perform appropriate warm-ups and cool down activities. I can identify possible dangers when planning an activity. I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.	Personal Skills I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes. I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets. I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult.
Coordination Ball Skills Agility Reaction/ response	Static balance Seated Static Balance Floor Work 	Dynamic Balance On a Line Counter Balance With a Partner 	Dynamic Balance to Agility Jumping and Landing Static Balance One Leg	Static Balance Stance Coordination Footwork 	Coordination Sending and Receiving Agility Ball Chasing

Year 6 Curriculum Overview

REAL PE runs alongside the application curriculum except Forest School half terms.

Autumn 1 • Netball

Pass, receive, footwork, marking, shooting roles and tactical movement.

Autumn 2 • Football

Possession, support, defending, transition, tactical choice and officiating.

Spring 1 • Dance / Gymnastics

Complex sequences, composition, expression, control and peer-led refinement.

Spring 2 • Swimming †

Feeder-school provision; school monitors end-of-KS2 statutory swimming and water-safety outcomes.

Summer 1 • Athletics / OAA + Derwent Hill

Refine personal bests; navigation/team challenge skills transfer into the Derwent Hill residential.

Summer 2 • Forest School / Leadership

Plan and lead challenges, solve problems collaboratively and reflect on risk, teamwork and resilience.

Year 6 • Autumn 1 • Netball

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Pass, receive, footwork, marking, shooting roles and tactical movement.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 6 • Autumn 2 • Football

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Possession, support, defending, transition, tactical choice and officiating.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 6 • Spring 1 • Dance / Gymnastics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Complex sequences, composition, expression, control and peer-led refinement.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- balance • travel • roll • jump • flight • sequence • control • tension

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 6 • Spring 2 • Swimming †

PRIOR LEARNING

- Retrieve prior water confidence and swimming experience where available; detailed progression is determined by the feeder-school provider.

WHY THIS? WHY NOW?

- Feeder-school provision; school monitors end-of-KS2 statutory swimming and water-safety outcomes.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- water safety • stroke • proficiency
- self-rescue • distance

SIX-SESSION LEARNING SEQUENCE

- 1. Provider-led swimming lesson 1
- 2. Provider-led swimming lesson 2
- 3. Provider-led swimming lesson 3
- 4. Provider-led swimming lesson 4
- 5. Provider-led swimming lesson 5
- 6. Provider-led swimming lesson 6 / assessment as scheduled

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 6 • Summer 1 • Athletics / OAA + Derwent Hill

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Refine personal bests; navigation/team challenge skills transfer into the Derwent Hill residential.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- sprint • pace • relay • jump • throw • distance • personal best

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 6 • Summer 2 • Forest School / Leadership

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Plan and lead challenges, solve problems collaboratively and reflect on risk, teamwork and resilience.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- navigate • route • challenge • risk
- cooperate • lead • evaluate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve safe movement and teamwork
2. Physical team challenge
3. Navigation / route-finding challenge
4. Problem-solving under changing constraints
5. Leadership and independent decision-making
6. Apply, reflect and evaluate

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.