



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 / Swimming

Netball: pass, receive, footwork, marking, shooting roles and tactical movement.
Swimming provision runs alongside.

Autumn 2 • Football / Swimming + OAA Derwent Hill
Football: possession, support, defending, transition, tactical choice and officiating.
Swimming continues alongside; OAA is developed through Derwent Hill.

Spring 1 • Dance

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

Spring 2 • Gymnastics

Develop complex sequences using balance, travel, rotation, flight, control and peer-led refinement.

Summer 1 • Forest School or Athletics
Forest School and Athletics are scheduled across Summer 1 and Summer 2 according to the class timetable.

Summer 2 • Forest School or Athletics
Forest School and Athletics are scheduled across Summer 1 and Summer 2 according to the class timetable.

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?

- Netball: pass, receive, footwork, marking, shooting roles and tactical movement. Swimming provision runs alongside.
- This unit is positioned to build on prior physical literacy and

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.

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?

- Football: possession, support, defending, transition, tactical choice and officiating. Swimming provision continues alongside, with OAA developed through the Derwent Hill residential.

KEY VOCABULARY

- possession • attack • defend
- support • tactic • water safety
- navigate • cooperate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Develop football technique and tactical movement
3. Apply football skills in opposed game contexts
4. Continue provider-led swimming / water-safety learning
5. Apply navigation, teamwork and problem-solving at Derwent Hill
6. Reflect on performance, leadership, resilience and safe decision-making

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.

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?

- Create and perform complex dance sequences using composition, expression, control, dynamics and peer-led refinement.
- This unit develops performance quality, creativity and the ability to evaluate and

KEY VOCABULARY

- motif • sequence • dynamics
- expression • timing • formation • canon • unison

SEND / INCLUSION

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

SIX-SESSION LEARNING SEQUENCE

1. Retrieve movement patterns and performance skills
2. Explore and refine motifs using dynamics and expression
3. Combine motifs into longer sequences
4. Use formations, canon and unison effectively
5. Refine performance through peer feedback
6. Perform, evaluate and improve a completed dance

SMSC • CAREERS • HEALTH

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

PRIOR LEARNING

- Retrieve prior learning in balance, travel, rotation, jumping, landing and sequencing, alongside relevant REAL PE movement skills.

WHY THIS? WHY NOW?

- Develop complex sequences using balance, travel, rotation, flight, control and peer-led refinement.
- This unit builds body control, fluency, creativity and the ability to evaluate and improve performance

KEY VOCABULARY

- balance • travel • rotation • flight • sequence • control • tension • transition

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess core gymnastics skills
2. Refine balances, travel and rotations
3. Develop jumping, landing and flight with control
4. Link actions using fluent transitions
5. Compose and refine complex sequences with a partner/group
6. Perform, evaluate and improve a completed sequence

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.

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?

- Forest School or Athletics is taught in this half term according to the class timetable, with the alternative taught in Summer 2.
- Athletics refines personal bests in running, jumping and throwing; Forest School

KEY VOCABULARY

- sprint • pace • relay • jump • throw • personal best • risk • cooperate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve relevant prior learning and safe practice
2. Explicitly teach core athletics or Forest School skills
3. Develop technique, teamwork and independence
4. Apply skills in challenge or performance contexts
5. Refine performance, decision-making and leadership
6. Apply, evaluate and reflect on progress

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.

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?

- Forest School or Athletics is taught in this half term according to the class timetable, completing the Summer 1/Summer 2 rotation.
- Athletics refines personal bests in running, jumping and

KEY VOCABULARY

- sprint • pace • relay • jump • throw • personal best • risk • cooperate

SIX-SESSION LEARNING SEQUENCE

- 1. Retrieve relevant prior learning and safe practice
- 2. Explicitly teach core athletics or Forest School skills
- 3. Develop technique, teamwork and independence
- 4. Apply skills in challenge or performance contexts
- 5. Refine performance, decision-making and leadership
- 6. Apply, evaluate and reflect on progress

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 • Netball • Assessment Endpoints

WORKING TOWARDS

- Performs some key passing, receiving, footwork, marking and shooting skills with support or inconsistency.
- Needs prompts to use space, follow footwork rules and make effective attacking or defending decisions.

EXPECTED

- Passes and receives accurately while moving and applies footwork rules consistently.
- Uses marking, interception, shooting and movement into space effectively in game situations.
- Selects appropriate tactics, works well with others and can identify how to improve performance.

GREATER DEPTH

- Selects and adapts passing, movement, marking and shooting skills independently under pressure.
- Anticipates play, creates or denies space and justifies tactical choices.
- Leads and supports others, using precise feedback to refine individual and team performance.

Year 6 • Swimming • Assessment Endpoints

WORKING TOWARDS

- Develops confidence in the water and performs some recognised strokes with support or inconsistency.
- Needs prompts to maintain effective technique, water safety and self-rescue skills.

EXPECTED

- Swims competently, confidently and proficiently over at least 25 metres.
- Uses a range of strokes effectively, including front crawl, backstroke and breaststroke.
- Performs safe self-rescue and applies appropriate water-safety knowledge.

GREATER DEPTH

- Maintains efficient stroke technique, breathing and body position over increasing distances.
- Selects and adapts strokes appropriately for different purposes and challenges.
- Applies water-safety and self-rescue skills confidently and can explain how technique improves efficiency.

Year 6 • Football • Assessment Endpoints

WORKING TOWARDS

- Performs some key control, passing, receiving and defending skills with support or inconsistency.
- Needs prompts to find space, retain possession and respond when play changes.

EXPECTED

- Controls, passes and receives accurately under increasing pressure.
- Uses movement, support, marking and interception effectively in attack and defence.
- Recognises transitions, selects appropriate tactics and can evaluate team performance.

GREATER DEPTH

- Selects and adapts skills independently to retain possession and create attacking opportunities.
- Anticipates transitions and opponents' actions, making effective tactical decisions under pressure.
- Influences team performance through communication, leadership, officiating and precise feedback.

Year 6 • OAA • Derwent Hill • Assessment Endpoints

WORKING TOWARDS

- Contributes to team challenges with support and follows basic safety instructions.
- Needs prompts to communicate, solve problems, navigate or make decisions when conditions change.

EXPECTED

- Works collaboratively to solve increasingly complex physical and team challenges.
- Uses maps, routes, landmarks and clear communication to support navigation and decision-making.
- Assesses risk, shows resilience and can reflect on teamwork, leadership and problem-solving.

GREATER DEPTH

- Takes initiative and adapts plans independently when faced with unfamiliar or changing challenges.
- Uses navigation information accurately and justifies decisions about route, roles and risk.
- Leads others sensitively and evaluates how strategies could be improved or transferred to new situations.

Year 6 • Dance • Assessment Endpoints

WORKING TOWARDS

- Performs some taught movements and short sequences with support or inconsistency.
- Needs prompts to use timing, expression, space or compositional devices effectively.

EXPECTED

- Creates and performs complex movement sequences with control, fluency and clear intention.
- Uses dynamics, level, direction, formation, canon and unison appropriately.
- Collaborates to refine choreography and evaluates performance against agreed criteria.

GREATER DEPTH

- Selects and adapts movement and compositional devices independently to communicate ideas with **impact**.
- Performs with sustained control, expression, musicality and awareness of others.
- Analyses performance perceptively and uses precise feedback to refine choreography and performance quality.

Year 6 • Gymnastics • Assessment Endpoints

WORKING TOWARDS

- Performs some balances, travels, rotations, jumps and landings with support or inconsistency.
- Needs prompts to link actions safely, use apparatus or maintain control and body tension.

EXPECTED

- Performs a range of gymnastic actions with control, accuracy and good body tension.
- Links movements fluently using purposeful transitions and changes of level, speed and direction.
- Creates and refines complex sequences safely, including work with partners, groups and apparatus.

GREATER DEPTH

- Selects and adapts complex actions independently, demonstrating precision, fluency and creativity.
- Uses apparatus, space and relationships imaginatively while maintaining excellent control and safety.
- Analyses technique and composition accurately and uses feedback to make sophisticated refinements.

Year 6 • Forest School • Assessment Endpoints

WORKING TOWARDS

- Performs some of the key forest school techniques with support or inconsistency.
- Needs prompts to apply space, rules, safety or decision-making.

EXPECTED

- Performs the taught forest school techniques with appropriate control and applies them in the unit context.
Makes increasingly effective decisions, works safely and can identify how to improve.
- Cooperates responsibly, solves practical problems and shows care for the natural environment.

GREATER DEPTH

- Selects and adapts techniques independently under greater pressure or complexity.
- Anticipates, justifies practical decisions and uses feedback to refine self/others.
- Shows strong leadership, resilience and environmental responsibility in unfamiliar challenges.

Year 6 • Athletics • Assessment Endpoints

WORKING TOWARDS

- Performs some running, jumping and throwing techniques with support or inconsistency.
- Needs prompts to pace effort, measure performance or make technical improvements.

EXPECTED

- Applies effective technique when sprinting, running for distance, jumping and throwing.
- Paces effort appropriately and performs relay changes with control and communication.
- Measures performance accurately, sets realistic targets and makes changes to improve personal bests.

GREATER DEPTH

- Selects and adapts technique independently to maximise performance across different athletic events. Uses spacing, rhythm and tactical awareness effectively under competitive pressure.
- Analyses performance data and technique precisely, setting challenging targets and justifying refinements.