



**PE - Specialist Led  
Year 6 Long Term Plan**

| Themes (Number of weeks/Term) | Autumn 1 (6 weeks)<br>Basketball                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2 (6 weeks)<br>Dance                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1 (6 weeks)<br>Netball                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2 (6 weeks)<br>Football                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1 (6 weeks)<br>Athletics                                                                                                                                                                                                                                                                                                                                                                                                   | Summer 2 (6 weeks)<br>OAA                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>NC Content/Coverage</b>    | Competitive games, coordination, control and application of attacking and defending principles. <b>Developing</b> consistent dribbling, passing and shooting skills under pressure. <b>Applying</b> attacking defensive principles. <b>Developing</b> tactical decision-making, teamwork and leadership through small-sided competitive games. <b>Applying</b> rules and scoring systems and use peer and self-assessment to refine performance.   | Technique, control, balance, creativity and evaluation. <b>Creating</b> and performing complex dance sequences using canon, unison, levels, pathways, dynamics and formations. <b>Structuring</b> dances with clear sections and transitions and <b>performing</b> with accuracy, expression and confidence. <b>Refining</b> choreography using peer and self-assessment.                                                                                                                       | Competitive games, teamwork, coordination and tactical awareness. <b>Developing</b> accurate passing, receiving, pivoting and shooting skills. <b>Applying</b> attacking tactics, alongside defensive tactic. <b>Supporting</b> understanding of positions, rules and scoring through small-sided games.                                                                                                                                          | Competitive games, coordination, control and application of attacking and defending principles. <b>Controlling</b> the ball through passing, dribbling and shooting with accuracy and consistency. <b>Applying</b> attacking and defensive. <b>Developing</b> leadership and tactical understanding through competitive games.                                                                                                                                    | Running, jumping and throwing with technique, control and precision. <b>Developing</b> sprinting, distance running, jumping and throwing techniques with increasing accuracy. <b>Understanding</b> how technique affects performance and use competition and personal challenge to improve outcomes. Performance is measured, recorded and evaluated.                                                                             | Problem solving, teamwork, communication and decision-making. <b>Participating</b> in increasingly complex team challenges and orienteering activities. <b>Creating</b> and <b>following</b> simple maps, use symbols and directions and apply strategies to solve problems collaboratively. <b>Developing</b> leadership, resilience and reflection.                                                                                                                          |
| <b>Substantive Knowledge</b>  | <ul style="list-style-type: none"> <li>• I understand and can explain advanced tactics: fast breaks; counterattack.</li> <li>• I know about and can model pressing; coordinated defensive shape.</li> <li>• I can explain full rules &amp; officiating principles.</li> <li>• I know about and can explain adapting tactics; leadership &amp; communication.</li> <li>• I understand and can describe and model screening; give-and-go;</li> </ul> | <ul style="list-style-type: none"> <li>• I understand and can describe choreographic principles: variation, contrast, development.</li> <li>• I know and can explain and model how to construct movement phrases to communicate intention or style.</li> <li>• I understand and can explain that dynamics can be used expressively to show narrative, emphasis or emotion.</li> <li>• I know and can describe and demonstrate how to match dynamics precisely to musical structures.</li> </ul> | <ul style="list-style-type: none"> <li>• I understand and can explain advanced tactics: fast breaks; counterattack.</li> <li>• I know about and can explain and model pressing; coordinated defensive shape.</li> <li>• I can explain full rules &amp; officiating principles.</li> <li>• I know about and can describe and demonstrate adapting tactics; leadership &amp; communication.</li> <li>• I understand and can describe and</li> </ul> | <ul style="list-style-type: none"> <li>• I understand and can explain and model advanced tactics: fast breaks; counterattack.</li> <li>• I know about and can explain and demonstrate pressing; coordinated defensive shape.</li> <li>• I can explain full rules &amp; officiating principles.</li> <li>• I know about and can describe and model adapting tactics; leadership &amp; communication.</li> <li>• I understand and can describe and model</li> </ul> | <ul style="list-style-type: none"> <li>• I understand and can describe and, where appropriate, demonstrate race phases; tactical pacing; changeover zones; evaluating and improving technique.</li> <li>• I understand and can describe and, where appropriate, demonstrate advanced run-up; optimum take-off angle; flight control; data analysis for improvement.</li> <li>• I understand and can describe and model</li> </ul> | <ul style="list-style-type: none"> <li>• I know and can explain and demonstrate how to plan a route using symbols, keys and scale.</li> <li>• I know and can explain how to use orientation and landmarks.</li> <li>• I know and can explain and demonstrate how to choose efficient or safer routes.</li> <li>• I understand and can explain how to evaluate multiple strategies.</li> <li>• I know and can explain and demonstrate how to break tasks into steps.</li> </ul> |



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|                                                     | <p>formations; circle defence; spins; match play strategies.</p> <ul style="list-style-type: none"> <li>I know about and can explain zone defence; give-and-go; screening; fast breaks; fouls; free-throw rules.</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>I know about and can describe advanced group relationships: complex canon, counterpoint, lead/follow roles.</li> <li>I know and can explain how group relationships influence audience interpretation.</li> <li>I understand <b>and can describe</b> formal structures (ABA, rondo, episodic).</li> <li>I know <b>and can demonstrate</b> how to design a choreographed sequence using motif → development → variation.</li> <li>I know <b>and can explain and demonstrate</b> how to perform with clarity, projection, style and expressive qualities.</li> <li>I know <b>and can explain and model</b> how to evaluate performance using dance-specific criteria.</li> </ul> | <p>demonstrate screening; give-and-go; formations; circle defence; spins; match play strategies.</p> <ul style="list-style-type: none"> <li>I understand and can describe and show advanced shooting; circle defence; transitions; turnovers; movement around the D.</li> </ul>                                                                       | <p>screening; give-and-go; formations; circle defence; spins; match play strategies.</p> <ul style="list-style-type: none"> <li>I know about and can explain advanced shielding; through balls; overlapping runs; defending shape; advanced formations.</li> </ul>                                                                                       | <p>refined whole-body coordination; torque and release speed; safe javelin release.</p> <ul style="list-style-type: none"> <li>I can explain full event rules; analysing performances; vocabulary (sector, exchange zone, take-off board).</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>I know and can explain and show how to adapt plans during challenges.</li> <li>I understand and can explain and model advanced communication.</li> <li>I know and can explain and demonstrate how to resolve disagreements.</li> <li>I understand and can explain how leadership can change depending on task.</li> <li>I know and can describe and demonstrate how to carry out a basic risk assessment.</li> <li>I understand and can explain and show independent safety decision-making.</li> <li>I can explain what to do if lost or facing issues.</li> </ul> |
| <b>Disciplinary Knowledge Specific to that unit</b> | <p><b>Decision-Making-</b> I can make quick and effective decisions about when to pass, dribble or shoot.</p> <p><b>Tactical Understanding-</b> I can use space, positioning and simple tactics to create scoring opportunities.</p> <p><b>Rules &amp; Fair Play-</b> I can follow the rules and show respect to teammates, opponents and officials.</p> | <p><b>Decision-Making-</b> I can choose movements that clearly match the music, theme and mood of the dance.</p> <p><b>Choreographic Thinking-</b> I can structure, link and develop movements to create a polished dance sequence.</p> <p><b>Evaluation &amp; Reflection-</b> I can evaluate my dance and</p>                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Decision-Making-</b> I can make quick and effective decisions about when to pass, move or shoot.</p> <p><b>Tactical Understanding-</b> I can use space, positioning and simple tactics to create scoring opportunities.</p> <p><b>Rules &amp; Fair Play-</b> I can follow the rules and show respect to teammates, opponents and officials.</p> | <p><b>Decision-Making-</b> I can make quick and effective decisions about when to pass, dribble or shoot.</p> <p><b>Tactical Understanding-</b> I can use space, positioning and simple tactics to create scoring opportunities.</p> <p><b>Rules &amp; Fair Play-</b> I can follow the rules and show respect to teammates, opponents and officials.</p> | <p><b>Decision-Making &amp; Application-</b> I can choose and apply the most effective techniques to improve my running, jumping and throwing.</p> <p><b>Analysis &amp; Evaluation-</b> I can analyse my performance and explain how I can improve it.</p> <p><b>Understanding of Fitness &amp; Effort-</b> I can explain how</p> | <p><b>Problem-Solving &amp; Decision-Making-</b> I can make confident decisions and suggest effective solutions to solve problems.</p> <p><b>Communication &amp; Collaboration-</b> I can communicate clearly and work strategically with my group.</p> <p><b>Navigational Thinking-</b> I can use maps, symbols and</p>                                                                                                                                                                                                                                                                                   |



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|                                                                        | <p><b>Communication &amp; Teamwork-</b> I can communicate clearly and work strategically with my team.</p> <p><b>Evaluation &amp; Reflection-</b> I can evaluate my performance and explain how I can improve my basketball skills.</p> <p><b>Outcome:</b><br/>Pupils apply skills and tactics independently, make effective decisions under pressure and evaluate performance, demonstrating readiness for KS3 basketball.</p> | <p>explain how I can improve my performance.</p> <p><b>Performance Behaviours-</b> I can perform with confidence, control and strong expression to engage an audience.</p> <p><b>Outcome:</b><br/>Pupils perform fluent, expressive dances, evaluate choreography effectively and demonstrate readiness for KS3 dance.</p>                              | <p><b>Communication &amp; Teamwork-</b> I can communicate clearly and work strategically with my team.</p> <p><b>Evaluation &amp; Reflection-</b> I can evaluate my performance and explain how I can improve my netball skills.</p> <p><b>Outcome:</b><br/>Pupils apply skills and tactics confidently, work effectively as a team and evaluate performance in competitive situations, demonstrating readiness for KS3 netball.</p> | <p><b>Communication &amp; Teamwork-</b> I can communicate clearly and work strategically with my team.</p> <p><b>Evaluation &amp; Reflection-</b> I can evaluate my performance and explain how I can improve my football skills.</p> <p><b>Outcome:</b><br/>Pupils apply tactics independently, perform skills with confidence and evaluate performance, demonstrating readiness for KS3 football.</p> | <p>effort and exercise improve my fitness and overall health.</p> <p><b>Safe Participation-</b> I can take part safely by using equipment correctly and following the rules.</p> <p><b>Outcome:</b><br/>Pupils perform athletic activities with refined technique, evaluate performance accurately and demonstrate readiness for KS3 athletics.</p>              | <p>directions to find my way accurately.</p> <p><b>Evaluation &amp; Reflection-</b> I can evaluate what went well and explain how I can improve next time.</p> <p><b>Outcome:</b><br/>Pupils work effectively as part of a team, apply problem-solving strategies independently and evaluate group performance, demonstrating readiness for KS3 OAA.</p>                           |
| <b>Key vocabulary</b>                                                  | Abide appropriate, consecutive, consistency, contest, definite, dictate.                                                                                                                                                                                                                                                                                                                                                        | Aesthetic, express, inspiration, refine, stimulus.                                                                                                                                                                                                                                                                                                      | <i>Same vocabulary as Basketball (Autumn 1)</i>                                                                                                                                                                                                                                                                                                                                                                                      | <i>Same vocabulary as Basketball (Autumn 1)</i>                                                                                                                                                                                                                                                                                                                                                         | Explosive, fling, phase, release, rhythm, strategy.                                                                                                                                                                                                                                                                                                              | Adhere, determine, inclusive.                                                                                                                                                                                                                                                                                                                                                      |
| <b>Additional/ cross curricular/continuous provision opportunities</b> | <p><b>Cross-Curricular Links</b><br/>Maths – percentages, averages and performance analysis<br/>Science – forces and motion (speed, power and accuracy)<br/>English – explaining rules, tactics and officiating decisions<br/>PSHE – leadership, resilience and fair play</p> <p><b>Enrichment &amp; Ofsted Evidence</b></p>                                                                                                    | <p><b>Cross-Curricular Links</b><br/>English – storytelling and thematic sequencing<br/>Music – rhythm, tempo and dynamics<br/>History/Geography – dances inspired by cultures or time periods<br/>PSHE – confidence and collaboration</p> <p><b>Enrichment &amp; Ofsted Evidence</b><br/>Extended group choreography and performance opportunities</p> | <p><b>Cross-Curricular Links</b><br/>Maths – scoring systems and positional awareness<br/>English – communication and sport-specific vocabulary<br/>PSHE – cooperation, respect and leadership</p> <p><b>Enrichment &amp; Ofsted Evidence</b><br/>Competitive games with defined positional roles<br/>Applying attacking and defending principles</p>                                                                                | <p><b>Cross-Curricular Links</b><br/>Geography – football around the world<br/>Maths – keeping scores and comparing outcomes<br/>PSHE – managing emotions and respect</p> <p><b>Enrichment &amp; Ofsted Evidence</b><br/>Small-sided and full-game formats<br/>Developing control, passing and shooting<br/>Evidence of decision-</p>                                                                   | <p><b>Cross-Curricular Links</b><br/>Maths – measuring and comparing distance and time<br/>Science – fitness, stamina and effects of exercise<br/>English – evaluative and technical vocabulary</p> <p><b>Enrichment &amp; Ofsted Evidence</b><br/>Personal best challenges and Sports Day leadership<br/>Improving running, jumping and throwing techniques</p> | <p><b>Cross-Curricular Links</b><br/>Geography – map symbols, routes and grid references<br/>Maths – position, direction and measuring distance<br/>PSHE – leadership, communication and trust</p> <p><b>Enrichment &amp; Ofsted Evidence</b><br/>Complex orienteering and team problem-solving challenges<br/>Applying strategies collaboratively<br/>Evidence of resilience,</p> |



|                                                                                                                                                                                                                       | Competitive small-sided and full-game formats<br>Applying advanced attacking and defending principles<br>Evidence of progression, decision-making and vocabulary use                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Refining actions, timing and expression<br>Evidence of creativity, recall and evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Evidence of teamwork, rules and tactical awareness                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | making, teamwork and positive competition                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Evidence of progress over time and healthy lifestyles                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | cooperation and problem-solving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Commentary: Why are we teaching what we are teaching, in the order we are teaching it?</b><br><b>What does each unit build on/prepare children for?</b><br><b>How are resources and skills changing over time?</b> | <p>We begin with Basketball because it provides a structured invasion context in which advanced tactical principles can be applied immediately. Pupils enter Year 6 with secure understanding of width, support and marking from Years 4 and 5. In Year 6, this knowledge is extended to include fast breaks, screening, coordinated defensive shape and adaptation of tactics during match play.</p> <p>Starting the year with Basketball re-establishes expectations around discipline, communication and competitive fairness. It also allows pupils to demonstrate increasing independence in officiating and leadership roles. Resources now resemble formal match play (regulation-sized equipment, clearly marked pitches bibs, scorecards, rule books) with structured small-sided and full-court</p> | <p>Dance follows Basketball to rebalance competitive intensity with expressive mastery and compositional sophistication. In Year 5, pupils developed motifs and structured sequences. In Year 6, they now explore formal structures such as ABA and rondo, complex canon and counterpoint and expressive dynamics matched precisely to musical phrasing.</p> <p>Positioning Dance in Autumn ensures pupils refine body control, projection and evaluative language early in the year. They are expected to choreograph independently, refine transitions and evaluate using subject-specific criteria. Resources remain minimal, but cognitive demand increases significantly. Pupils move from structured choreography to designing and developing movement phrases intentionally to</p> | <p>Netball revisits invasion principles but now requires coordinated team strategy. Pupils build directly on Year 5 positional play and marking awareness. In Year 6, they understand screening, circle defence, timed movement and adapting formations during gameplay.</p> <p>The placement in Spring allows pupils to apply compositional thinking and spatial awareness from Dance within a structured tactical context. Resources include defined positions, advanced rule application and competitive match formats. Skills move from structured play to independent tactical leadership, with pupils explaining officiating principles and adapting strategy in real time. This prepares pupils for KS3 team sport expectations where tactical understanding must be applied fluidly.</p> | <p>Football increases movement intensity and transitional awareness. Pupils now apply advanced shielding, overlapping runs, coordinated defensive shape and understanding of formations.</p> <p>The layered progression from Basketball to Netball to Football ensures invasion principles are transferable across contexts. Decision-making becomes faster, and leadership within team structures becomes more explicit.</p> <p>Resources resemble structured match play, including formation understanding and advanced rule application. Skills shift from effective participation to orchestrating team play and adapting under pressure. This prepares pupils for secondary school sport where spatial awareness, fitness and tactical thinking are integrated.</p> | <p>Athletics shifts focus from tactical team contexts to refined individual performance. Across KS2, pupils have developed technique and resilience. In Year 6, they now understand race phases, optimum take-off angles, torque, release speed and data analysis for improvement.</p> <p>Positioned in Summer, Athletics supports Sports Day leadership and performance benchmarking. Pupils measure, record and evaluate performance using precise vocabulary such as exchange zone, sector and take-off board. Resources become performance-driven and analytical. Pupils use data to inform improvement and demonstrate understanding of how technique affects outcome.</p> <p>This prepares pupils for KS3 athletics, where independence in analysis</p> | <p>OAA concludes the KS2 journey by emphasising independence, leadership and safety awareness. In earlier years, pupils followed routes and solved structured challenges. In Year 6, they now plan efficient routes, adapt decisions mid-task, evaluate multiple strategies and conduct basic risk assessments.</p> <p>The placement at the end of the year allows pupils to apply communication, resilience and decision-making skills developed throughout KS2. Resources shift from sport-specific equipment to maps, scale, symbols and collaborative challenge tasks. Skills move from following directions to independent navigation, leadership rotation and reflective evaluation.</p> <p>This prepares pupils for KS3 OAA by increasing problem-solving skills, developing teamwork, promoting</p> |



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|                                       | formats, defined scoring systems and officiating responsibilities. Skills shift from applying tactics to adapting them dynamically under pressure. This prepares pupils for increasingly competitive and structured invasion games in secondary school by applying advanced skills, developing tactical awareness, playing by official rules, taking on leadership roles and evaluating performances.                                                                                                                                                                                                 | communicate style, theme and narrative. This prepares pupils for KS3 dance expectations where independence, expressive clarity and critical evaluation are central.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | and performance refinement is expected.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | leadership, building resilience and perseverance, improving communication encouraging strategic thinking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Adaptations for LA/SEND pupils</b> | Focus on maintaining control when dribbling under light pressure. Reinforce secure passing technique and safe stopping and pivoting before progressing to competitive gameplay. Reduce defensive intensity and allow additional time for decision-making. Break gameplay into smaller conditioned activities such as 3v1 or passing circuits before full games.<br><b>For cognition and learning needs,</b> isolate attacking and defending skills before combining into game situations. Use clear visual court markings and simplified tactical instructions.<br><b>For pupils with ASD,</b> define | Support pupils to create structured choreography of eight counts or more, focusing on timing and controlled transitions. Provide rehearsal time to build confidence before performance. Emphasise clarity and expressive intent.<br><b>For cognition and learning needs,</b> break choreography into manageable sections and rehearse repeatedly. Use visual prompts and structured count systems.<br><b>For pupils with ASD,</b> clearly define formation spaces and maintain predictable rehearsal routines. Provide clear expectations for performance structure.<br><b>For pupils with ADHD,</b> incorporate dynamic | Reinforce secure passing and catching under moderate pressure. Reduce court size and defensive intensity where necessary. Focus on clear movement patterns and footwork before progressing to full competitive games.<br><b>For cognition and learning needs,</b> teach tactical principles such as creating space and marking separately before applying in gameplay. Use simplified rules and clear positional guidance.<br><b>For pupils with ASD,</b> maintain structured team roles and clearly defined playing zones.<br><b>For pupils with ADHD,</b> use small-sided competitive games with clear objectives | Focus on controlled dribbling and accurate short passing. Reduce defensive pressure and reinforce decision-making in simple attacking situations. Provide structured practice before competitive gameplay.<br><b>For cognition and learning needs,</b> practise technical skills separately before linking into game contexts. Provide clear pitch markings and repeated demonstrations.<br><b>For pupils with ASD,</b> define positional roles and maintain predictable routines during gameplay.<br><b>For pupils with ADHD,</b> use high-involvement small games and timed challenges. Assign | Break down sprinting, jumping and throwing into clear technical phases. Focus on controlled technique before increasing speed or distance. Reduce distances and provide visual take-off and landing markers.<br><b>For cognition and learning needs,</b> provide repeated modelling and clear visual cues for technique. Break events into structured stages.<br><b>For pupils with ASD,</b> maintain predictable event order and clearly organised spaces.<br><b>For pupils with ADHD,</b> use timed challenges and structured competitive relays.<br><b>For physical needs,</b> adapt | Provide simplified route options and scaffolded navigation support. Break route planning into smaller tasks and provide partner guidance. Focus on secure understanding of map symbols and directional language.<br><b>For cognition and learning needs,</b> provide clear visual maps and step-by-step route instructions. Scaffold problem-solving tasks carefully.<br><b>For pupils with ASD,</b> clearly define boundaries and maintain structured group routines.<br><b>For pupils with ADHD,</b> assign purposeful leadership roles such as navigator or timekeeper to maintain focus. |



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|                                  | <p>positional roles clearly and maintain structured team organisation. Provide predictable gameplay formats and consistent routines.</p> <p><b>For pupils with ADHD,</b> use high-engagement small-sided games with frequent ball contact. Assign purposeful roles such as referee, scorekeeper or team captain to maintain focus.</p> <p><b>For physical needs,</b> adapt court size and movement intensity. Allow walking basketball variations or reduced defensive pressure where appropriate.</p> | <p>contrasts and leadership roles such as leading warm-ups or directing sections of choreography.</p> <p><b>For pupils with SEMH needs,</b> allow small group rehearsal and scaffolded peer evaluation.</p> <p><b>For pupils with physical needs,</b> adapt the movement, space, choreography and equipment expectations.</p> | <p>and scoring systems. Rotate leadership roles to maintain engagement.</p> <p><b>For physical needs,</b> adapt movement demands and allow additional time when receiving or passing.</p>                                                       | <p>purposeful roles such as referee or captain.</p> <p><b>For physical needs,</b> adapt pitch size and reduce running intensity where appropriate.</p>                                                                                | <p>events such as brisk walking instead of sprinting or seated throwing where necessary.</p>                                                                                                                                      | <p><b>For physical needs,</b> adapt routes to reduce distance and terrain difficulty.</p>                                                                                                                                                                         |
| <b>Adaptations for GD pupils</b> | <p>Encourage advanced tactical decision-making including spacing, fast breaks and defensive marking. Introduce structured attacking plays such as give-and-go and screen movements. Expect pupils to apply decision-making under pressure and confidently officiate small-sided games.</p>                                                                                                                                                                                                             | <p>Expect complex choreography using advanced formation changes, canon and contrasting sections. Encourage expressive interpretation of stimulus and refined timing. Pupils should independently evaluate and refine work using technical vocabulary.</p>                                                                     | <p>Introduce structured attacking plays and defensive strategies such as zonal marking. Encourage decision-making under pressure and quick ball movement. Expect pupils to officiate games and demonstrate leadership in team organisation.</p> | <p>Encourage tactical understanding such as creating width, pressing and quick transitions. Introduce conditioned games such as limited touches. Expect confident decision-making under pressure and leadership within team play.</p> | <p>Introduce pacing and race strategy for middle-distance running. Encourage technical refinement in triple jump and throwing for distance. Expect pupils to record and analyse performance data and lead event organisation.</p> | <p>Introduce complex navigation challenges including timed route planning and decision-making under pressure. Encourage evaluation of route efficiency and group communication. Expect leadership in collaborative problem-solving and reflective discussion.</p> |
| <b>Resources/approaches</b>      | <p>Resources now resemble formal match play (regulation-sized equipment, clearly marked</p>                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Resources remain minimal, but cognitive demand increases significantly.</p>                                                                                                                                                                                                                                                | <p>Resources include defined positions, advanced rule application and competitive match formats.</p>                                                                                                                                            | <p>Resources resemble structured match play, including formation</p>                                                                                                                                                                  | <p>Resources become performance-driven and analytical.</p>                                                                                                                                                                        | <p>Resources shift from sport-specific equipment to maps, scale, symbols and</p>                                                                                                                                                                                  |



|                     | pitches bibs, scorecards, rule books).                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                  | understanding and advanced rule application.                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                | collaborative challenge tasks.                                                                                                                                                                                                                                                          |
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| <b>Career links</b> | PE Teacher<br>Sports Coach<br>Referee / Umpire<br>Sports Development Officer<br>Sports Event Organiser<br>Sports Journalist<br>Sports Broadcaster<br>Sports Marketing Executive<br>Sports Psychologist<br>Performance Analyst<br>Strength & Conditioning Coach<br>Physiotherapist<br>Sports Rehabilitator<br>Sports Scientist<br>Team Manager<br>Professional Athlete<br>Community Sports Leader | Professional Dancer<br>Choreographer<br>Dance Teacher<br>Performing Arts Teacher<br>Creative Director<br>Theatre Director<br>Stage Manager<br>Music Video Director<br>Event Production Manager<br>Drama Therapist<br>Movement Therapist<br>Fitness Instructor<br>Zumba / Aerobics Instructor<br>Theatre Technician<br>Lighting Designer<br>Costume Designer<br>Creative Entrepreneur | PE Teacher<br>Sports Coach<br>Referee / Umpire<br>Sports Development Officer<br>Sports Event Organiser<br>Sports Journalist<br>Sports Broadcaster<br>Sports Marketing Executive<br>Sports Psychologist<br>Performance Analyst<br>Strength & Conditioning Coach<br>Physiotherapist<br>Sports Rehabilitator<br>Sports Scientist<br>Team Manager<br>Professional Athlete<br>Community Sports Leader | PE Teacher<br>Sports Coach<br>Referee / Umpire<br>Sports Development Officer<br>Sports Event Organiser<br>Sports Journalist<br>Sports Broadcaster<br>Sports Marketing Executive<br>Sports Psychologist<br>Performance Analyst<br>Strength & Conditioning Coach<br>Physiotherapist<br>Sports Rehabilitator<br>Sports Scientist<br>Team Manager<br>Professional Athlete<br>Community Sports Leader | Athletics Coach<br>Personal Trainer<br>PE Teacher<br>Strength & Conditioning Coach<br>Sports Scientist<br>Performance Analyst<br>Physiotherapist<br>Sports Rehabilitator<br>Sports Therapist<br>Exercise Physiologist<br>Nutritionist<br>Health & Wellbeing Coach<br>Fitness Instructor<br>Sports Data Analyst | Cricket Coach<br>Umpire<br>Sports Journalist<br>Sports Broadcaster<br>Groundskeeper<br>Sports Event Manager<br>Sports Analyst<br>Sports Statistician<br>Physiotherapist<br>Strength & Conditioning Coach<br>Professional Athlete<br>Cricket Development Officer<br>Sports Administrator |