



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

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Gymnastics	Autumn 2 (6 weeks) Tennis	Spring 1 (6 weeks) Dance	Spring 2 (6 weeks) Fitness	Summer 1 (6 weeks) Hockey	Summer 2 (6 weeks) Cricket
NC Content/Coverage	Flexibility, strength, technique, control and balance. Performing controlled balances (including inverted), travelling actions, rolls, jumps and turns with precision. Creating longer, more complex sequences that include changes in level, speed and direction, with clear starting and finishing positions. Refining and Improving sequences through peer and self-assessment.	Competitive games, attacking and defending principles, coordination and control. Developing consistent racket skills. Applying simple tactics such as hitting into space, recovering court position and varying shot placement. Developing decision-making, scoring knowledge and sportsmanship through small-sided, competitive games.	Technique, control, balance, creativity and evaluation. Creating and performing complex dance sequences using canon, unison, levels, pathways and dynamics. Communicating ideas and emotions through movement, perform with fluency and expression, and refine performances using peer and self-assessment.	Strength, stamina, flexibility and health. Developing cardiovascular endurance, muscular strength and flexibility through continuous and interval-based activities. Understanding how exercise affects the body, set personal goals and monitor progress.	Competitive games, tactics and teamwork. Developing accurate dribbling, passing and shooting, applying attacking and defensive tactics, and playing small-sided competitive games with an emphasis on fair play and leadership.	Throwing, catching, striking and evaluation. Batting with control, overarm bowling with accuracy, effective fielding and applying game tactics such as field placement and running between wickets.
Substantive Knowledge	• I know and can describe and model how to combine shapes into complex balances. • I understand and can explain counterbalance and counter-tension. • I can group balances with roles (base/flyer). • I understand and can explain and demonstrate creating complex, varied balances. • I can perform advanced rolls (straddle roll, backward roll to straddle).	• I understand and can explain how court space and net height influence shot choice. • I understand and can describe the purpose of key strokes: serve, forehand and backhand. • I know and can explain how stroke selection affects control, accuracy and rally success. • I know and can demonstrate how to adjust force and direction to keep a rally going.	• I understand and can explain choreographic principles: variation, contrast, development. • I know and can describe and model how to construct movement phrases to communicate intention or style. • I understand and can explain how dynamics can be used expressively to show narrative, emphasis or emotion. • I know and can explain and demonstrate how to match dynamics precisely to musical structures.	• I understand and can explain all major components; how sports use different components; applying full fitness knowledge. • I know about and can describe body adaptations (stronger muscles, improved stamina); circulatory/muscular responses; risks of poor technique. • I know about and can explain and model consistent form; modifying exercises;	• I understand and can explain and demonstrate advanced tactics: fast breaks; counterattack. • I understand and can explain and demonstrate pressing; coordinated defensive shape. • I can explain full rules & officiating principles. • I know about and can describe adapting tactics; leadership & communication. • I understand and can describe and model screening; give-and-go; formations; circle	• I understand and can explain and demonstrate advanced tactics; formations; leadership; adapting gameplay; evaluating performance. • I understand and can explain and demonstrate advanced shot selection; attacking vs defensive play; tactical running and calling. • I can explain bowling tactics; changing pace/length; wides/no-balls; skilful placement. • I understand and can explain and demonstrate advanced fielding; pick



	• I know and can describe and model how to link rolls smoothly. • I can perform complex jump combinations and landings from apparatus. • I know and can describe and demonstrate how to travel with expressive quality, rhythm and fluency. • I know and can describe and show how to create complex, choreographed sequences with synchronisation and expressive elements. • I can explain expressive qualities (rhythm, dynamics, performance refinement).	• I can explain basic tactical principles: attacking space, recovering position and maintaining pressure. • I know and can describe how tactical decisions change depending on opponent position and game context. • I understand and can explain the importance of court positioning and movement before and after shots. • I can explain how sportsmanship and rule adherence affect the flow and fairness of play. • I can explain and demonstrate how to evaluate performance using tennis-specific criteria and identify improvements.	• I know and can describe advanced group relationships: complex canon, counterpoint, lead/follow roles. • I understand and can explain how group relationships influence audience interpretation. • I know and can describe and model formal structures (ABA, rondo, episodic). • I understand and can explain and demonstrate how to design a choreographed sequence using motif → development → variation. • I know and can describe and model how to perform with clarity, projection, style and expressive qualities. • I know and can explain and demonstrate how to evaluate performance using dance-specific criteria.	pacing and safe challenge. • I understand and can explain structured training types; planning warm-up → main → cool-down; using data to monitor progress.	defence; spins; match play strategies. • I know about and can explain and model hit pass; slap pass; defensive formations; safe tackling both sides; penalty corner tactics.	up & release; fielding formations; tactical placement. • I understand and can describe formats (pairs/diamond cricket); full scoring; innings decisions; tactical adaptation.
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Disciplinary Knowledge Specific to that unit	Decision-Making- I can select and link complex movements to create an effective gymnastics sequence. Body Awareness & Focus- I can control my body with strength, balance and precision while staying fully focused. Evaluation & Reflection- I can evaluate my performance and explain how I can improve it. Safe Participation- I can use equipment safely and support others to work responsibly. Outcome: Pupils perform fluent, controlled routines, evaluate performance effectively and demonstrate readiness for KS3 gymnastics.	Decision-Making- I can choose the most effective shot to use in different competitive situations. Tactical Understanding- I can use space, positioning and a range of shots to outplay my opponent. Rules & Fair Play- I can follow the rules and show respect to opponents, officials and teammates. Communication & Teamwork- I can communicate clearly with my partner and work together strategically. Evaluation & Reflection- I can evaluate my performance and explain how I can improve my tennis skills. Outcome: Pupils sustain rallies, apply tactics independently and evaluate performance to identify improvements.	Decision-Making- I can choose movements that clearly match the music, theme and mood of the dance. Choreographic Thinking- I can structure, link and develop movements to create a polished dance sequence. Evaluation & Reflection- I can evaluate my dance and explain how I can improve my performance. Performance Behaviours- I can perform with confidence, control and strong expression to engage an audience. Outcome: Pupils perform confidently and adapt choreography purposefully.	Decision-Making & Application- I can choose and apply a range of exercises to improve my fitness. Analysis & Evaluation- I can analyse my performance and explain how I can improve my fitness. Understanding of Fitness & Effort- I can explain how effort and exercise improve my fitness and overall health. Safe Participation- I can exercise safely, using equipment correctly and responsibly. Outcome: Pupils understand the importance of fitness and how to improve performance.	Decision-Making- I can make quick and effective decisions about when to pass, dribble or shoot in a game. Tactical Understanding- I can use space, positioning and simple tactics to help my team keep possession and create scoring opportunities. Rules & Fair Play- I can follow the rules and show respect to teammates, opponents and officials. Communication & Teamwork- I can communicate clearly and work strategically with my team during games. Evaluation & Reflection- I can evaluate my performance and explain how I can improve my hockey skills. Outcome: Pupils apply tactics independently and make effective game decisions.	Decision-Making- I can make quick and effective decisions when batting, bowling or fielding. Tactical Understanding- I can use space, positioning and simple tactics to help my team score runs or take wickets. Rules & Fair Play- I can follow the rules and show respect to teammates, opponents and officials. Communication & Teamwork- I can communicate clearly and work strategically with my team during games. Evaluation & Reflection- I can evaluate my performance and explain how I can improve my cricket skills. Outcome: Pupils perform confidently and understand team roles.
Key vocabulary	Aesthetics, competent, contrasting, execution, formation, handstand, vault.	Abide, appropriate, prepare, service, thrust.	Aesthetic, express, freeze frame, inspiration, stimulus.	Abdominals, calves, quadriceps.	Ball side, consecutive, definite, dictate, turnover.	Collaborative, consistently.
Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links Science- Body movement, muscles, joints, balance and gravity. Maths- Counting beats, timing routines, recognising symmetry and	Cross-Curricular Links Maths- Official scoring, probability of winning points, recording results. Science- Force, speed, trajectory, spin.	Cross-Curricular Links Music- Performing in time with tempo, rhythm and dynamics. English- Storytelling through movement and interpreting narratives.	Cross-Curricular Links Science- Cardiovascular fitness, muscular endurance and healthy lifestyles.	Cross-Curricular Links Maths- Understanding angles of passing, positioning and movement. Science- Friction between stick, ball and playing surface.	Cross-Curricular Links Maths- Run rates, strike rates, averages and scoring calculations. History- Origins and development of cricket and its cultural significance.



	rotation. English- Giving peer feedback using technical vocabulary. Art- Creating sequences that demonstrate shape, line and flow. Enrichment & Ofsted Evidence Complex floor and apparatus sequences Partner and group balances with transitions Evidence of fluency, precision and independent refinement	Computing- Video analysis and performance evaluation. English- Explaining tactics using appropriate sporting terminology. Enrichment & Ofsted Evidence Sustained rallies and competitive games Officiating and scoring roles Evidence of consistency, accuracy and tactical application	PSHE- Building confidence, collaboration and self-expression. Enrichment & Ofsted Evidence Extended group choreography and performance Refining actions, timing and expression Evidence of creativity, recall and evaluation	Maths- Measuring pulse rates, recording times and analysing improvement. Computing- Creating charts or graphs of fitness progress. PSHE- Goal setting, resilience and personal wellbeing. Enrichment & Ofsted Evidence Personal fitness programmes Leading warm-ups and fitness activities Evidence of stamina, strength and fitness understanding	English- Tactical discussion and leadership communication. PSHE- Sportsmanship, cooperation and decision-making. Enrichment & Ofsted Evidence Competitive small-sided and full games Officiating and peer coaching Evidence of decision-making, control and teamwork	Geography- Countries where cricket is widely played and international competitions. Science- Projectile motion, catching techniques and force generation. Enrichment & Ofsted Evidence Competitive batting, bowling and fielding activities Leadership and officiating roles Evidence of game understanding, consistency and teamwork
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	Gymnastics begins the year to re-establish expectations around precision, discipline and safe participation. In Year 6, the emphasis shifts from refinement (Year 5) to complexity and mastery. Pupils now combine shapes into complex balances, explore counterbalance and counter-tension and perform advanced rolls and transitions. They take on specific roles within group balances and demonstrate synchronisation and expressive quality. This builds directly on Year 5 compositional devices	Tennis develops from tactical awareness (Year 5) into independent tactical application. Pupils now understand how court space, opponent positioning and shot variation influence match outcomes. The sequence ensures pupils move from controlled compositional thinking in gymnastics to dynamic decision-making in competitive sport. Year 6 pupils are expected to sustain rallies with purpose, vary shot placement intentionally and understand scoring systems fully. They take on officiating roles and	Dance at this stage focuses on performance mastery and expressive intention. Pupils now apply advanced choreographic structures such as ABA and rondo forms, use canon and counterpoint and refine expressive clarity. Positioning dance after tennis provides a creative counterbalance while maintaining high cognitive demand. Pupils are expected to choreograph independently, structure extended sequences and evaluate performance critically. This builds on Year 5 development devices and prepares pupils for KS3	Fitness shifts from understanding training principles (Year 5) to applying them independently. Pupils now understand full fitness components, structured training types and data-informed improvement. The mid-year placement ensures pupils build resilience and physical readiness before the high-intensity tactical games in Summer. Resources become more data-driven, with personal fitness programmes, monitoring tools and leadership in warm-ups. Skills shift from participating in circuits to	Hockey represents the application of advanced invasion tactics. Pupils now demonstrate pressing, coordinated defensive shape, fast breaks and transition awareness. This builds directly on Year 5 tactical understanding and expects pupils to apply strategy independently under pressure. The sequence ensures pupils have physical capacity (fitness), coordination (gymnastics and tennis) and leadership confidence (dance and fitness) before entering competitive team contexts. Resources (regulation/age-appropriate sticks and	Cricket concludes the KS2 journey by consolidating advanced striking, bowling and fielding skills within competitive contexts. Year 6 pupils now demonstrate tactical shot selection, bowling variation, field placement strategy and leadership within game formats. They understand scoring structures, innings decisions and tactical adaptation. The placement at the end of the year allows pupils to demonstrate the full range of physical, cognitive and social skills developed across KS2. Resources (full cricket sets,



	and prepares pupils for the demands of KS3 gymnastics, where technical complexity and independent choreography are expected. Resources remain apparatus-based, but tasks are more open-ended and performance-led. Pupils use peer and self-assessment confidently, demonstrating independence in refining routines.	demonstrate sportsmanship. Resources become more competitive in structure (full-size, age-appropriate tennis courts, regulation rackets and balls, correct height nets, singles and doubles layouts) including formal scoring, competitive small-sided games and officiating responsibilities. Skills shift from applying simple tactics to adapting strategy based on game context. This prepares pupils for KS3 net/wall sports where tactical application and independence are essential.	performing arts contexts where audience engagement and refinement are key. Resources remain minimal, but the intellectual demand increases. Pupils take ownership of choreography and peer feedback.	planning, leading and analysing training sessions. This prepares pupils for independent physical training in secondary school and lifelong physical activity.	balls, clearly marked pitches, appropriately sized goals, bibs, scorecards and timers) and gameplay now resemble formal match play. Pupils officiate, adapt formations and make tactical adjustments during games. This prepares them for KS3 team sports where positional understanding and structured play are central.	clearly defined playing areas, team kits, scoring systems, umpiring equipment) become fully game-based, including scoring systems, overs, partnerships and strategic decision-making. Pupils take responsibility for officiating and managing gameplay. This prepares pupils for KS3 team sports by moving them from basic skill development into more formal, competitive and tactical game understanding, mirroring the expectations of secondary school sport.
Adaptations for LA/SEND pupils	Support pupils to create structured sequences of four to five movements with clear transitions. Focus on control, balance and safe execution rather than complexity. Provide planning templates to help organise sequences logically. Allow repeated rehearsal time before performance and reinforce strong starting and finishing positions. For cognition and learning needs , break sequences into clear sections and rehearse repeatedly before linking. Provide visual	Maintain double bounce where required and reduce court size to promote rally success. Focus on consistent forehand and backhand technique with recovery to ready position. Reinforce serving basics before progressing to competitive scoring. For cognition and learning needs , isolate serve, forehand and backhand before applying in structured rallies. Provide visual scoring systems and simplified tactical instructions. For pupils with ASD , define	Support pupils to create structured choreography of eight counts or more, focusing on timing and clarity. Provide guided rehearsal with clear transitions and defined formations. Emphasise expressive movement linked to theme. For cognition and learning needs , break choreography into sections and rehearse with visual cues. Provide music count prompts and structured repetition. For pupils with ASD , clearly define formation spaces and rehearsal	Reduce intensity or duration while maintaining correct technique. Focus on one component of fitness at a time and provide clear repetition targets. Reinforce correct posture and controlled movement throughout activities. For cognition and learning needs , maintain consistent circuit structure with visual station instructions. Provide achievable personal goals and structured feedback. For pupils with ASD , keep station order predictable	Reduce defensive pressure and reinforce secure dribbling and passing technique. Shorten passing distances and widen goal targets. Focus on maintaining control before introducing tactical complexity. For cognition and learning needs , teach attacking and defending principles separately before applying them in small-sided games. Provide repeated modelling and structured practice. For pupils with ASD , define positional roles clearly and	Focus on secure underarm or controlled overarm bowling. Reduce fielding distances and use softer balls where needed. Reinforce batting stance and controlled shot direction before introducing advanced tactics. For cognition and learning needs , isolate bowling, batting and fielding skills before combining into gameplay. Use visual targets and simplified scoring systems. For pupils with ASD , maintain structured



	planning cards and reinforce key vocabulary such as transition, extension, counterbalance and flow. For pupils with ASD, maintain predictable lesson structure and defined working zones. Provide clear expectations for apparatus routines and transition timings. For pupils with ADHD, use shorter rehearsal blocks with purposeful leadership roles such as routine leader or evaluator. Provide clear countdowns and structured peer feedback opportunities. For physical needs, adapt apparatus height and complexity. Offer alternative balances or partner-supported counterbalances where required.	clear court boundaries and predictable game routines. Maintain consistent partners where possible. For pupils with ADHD, include timed rally challenges and competitive conditioned games. Rotate roles such as scorer or line judge to maintain focus. For physical needs, use lighter rackets and adapt movement demands. Allow reduced court coverage where appropriate.	order. Maintain predictable music cues and structured performance expectations. For pupils with ADHD, incorporate dynamic contrasts and leadership roles such as leading counts or directing rehearsal sections. For pupils with SEMH needs, build confidence through small group rehearsal and scaffolded peer evaluation.	and provide clear transition signals. Offer a regulation space if required. For pupils with ADHD, include measurable personal best challenges and structured competitive elements within safe parameters. For physical needs, adapt exercises such as incline or wall-supported movements and adjust running to brisk walking intervals where appropriate.	maintain consistent team structure. Mark boundaries and provide clear spatial organisation. For pupils with ADHD, use small-sided, high-engagement games and timed skill challenges. Rotate responsibilities such as umpiring or scoring. For physical needs, adapt stick length and reduce movement intensity. Allow walking hockey variations if needed.	rotation systems and clearly defined field positions. Provide predictable gameplay formats. For pupils with ADHD, include active fielding roles and timed skill challenges. Provide leadership opportunities such as wicket keeping or scoring. For physical needs, adapt bowling style and allow bounce feeds. Use larger bats where appropriate.
Adaptations for GD pupils	Expect longer sequences with fluent transitions, varied levels and creative apparatus use. Introduce complex partner work including counterbalance and counter-tension with precise timing. Encourage originality in pathway design and dynamic variation. Pupils should analyse performance independently using	Develop tactical awareness including shot placement, depth and angle. Encourage pupils to construct points intentionally rather than simply returning the ball. Introduce spin awareness and more advanced serving accuracy. Pupils should demonstrate understanding of singles	Expect manipulation of dynamics, relationships and spatial awareness at an advanced level. Introduce complex choreographic devices such as layered canon, contrasting motifs and advanced formation changes. Encourage expressive interpretation of stimulus with refined timing and audience	Increase intensity, duration and complexity of exercises. Introduce interval training principles and encourage pupils to design elements of their own fitness circuit. Pupils should monitor exertion levels, analyse performance data and lead sections of warm-up or conditioning sessions.	Develop tactical awareness including marking, pressing and creating width. Encourage decision-making under pressure and strategic passing sequences. Introduce conditioned games that require tactical discipline such as limited touches or structured build-up play. Pupils should demonstrate	Develop consistent overarm bowling with accuracy and variation. Encourage tactical batting including placement, strike rotation and defensive awareness. Introduce strategic field placements and game management decisions. Pupils should confidently officiate,



	technical language and refine work with minimal guidance.	tactics and officiate games confidently.	awareness. Pupils should evaluate and adapt choreography independently with technical vocabulary.		leadership and officiating confidence.	captain and analyse performance.
Resources/approaches	Resources remain apparatus-based,	Resources become more competitive in structure (full-size, age-appropriate tennis courts, regulation rackets and balls, correct height nets, singles and doubles layouts).	Resources remain minimal, but the intellectual demand increases.	Resources become more data-driven, with personal fitness programmes, monitoring tools	Resources (regulation/age-appropriate sticks and balls, clearly marked pitches, appropriately sized goals, bibs, scorecards and timers) and gameplay now resemble formal match play.	Resources (full cricket sets, clearly defined playing areas, team kits, scoring systems, umpiring equipment) becomes fully game-based.
Career links	Gymnastics Coach Elite Performance Coach PE Teacher Professional Gymnast Strength & Conditioning Coach Sports Scientist Performance Analyst Sports Therapist Physiotherapist Sports Rehabilitator Sports Medicine Practitioner Health & Safety Officer Sports Facility Manager Sports Programme Coordinator	Tennis Coach High-Performance Coach Professional Tennis Player Umpire Line Judge Professional Match Official Tournament Organiser Event Manager Sports Development Officer Sports Psychologist Performance Analyst Sports Broadcaster Sports Journalist Sports Marketing Executive Sports Manager Sports Agent Sports Lawyer Sports Governance Officer	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Theatre Producer Arts Programme Leader Cultural Arts Coordinator Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Arts Entrepreneur Lighting Designer Costume Designer	Personal Trainer Fitness Instructor Strength & Conditioning Coach Sports Scientist Exercise Physiologist Sports Nutritionist Physiotherapist Sports Rehabilitator Sports Therapist Sports Doctor Health & Wellbeing Coach Health Promotion Officer PE Teacher Performance Analyst	Sports Coach Elite Coach Community Sports Leader Referee Professional Match Official Team Manager Sports Development Officer Talent Development Officer Match Analyst Performance Strategist Sports Journalist Sports Broadcaster Sports Administrator Sports Governance Officer	Cricket Coach Batting Coach Bowling Coach Professional Cricketer Umpire Match Official Sports Statistician Performance Analyst Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Competition Organiser Sports Agent Sports Administrator