ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 1 Personal · Ball skills Reaction and response · A: Invasion B: Net and wall						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – react positively to challenge						
LESSON OUTLINE	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Tag Netball (invasion) Throw/hand Tennis (net and wall)	Competition week Competition week
LEARNING OBJECTIVE	I can move and work the ball in both directions. I can move the ball smoothly and fluently. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.	I can react quickly with good acceleration. I can catch the ball consistently. I can maintain balance and control after catching.	I can move and work the ball in different directions. I can move the ball smoothly and fluidly. I can maintain fluidity when changing hands.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 2 Social · Dynamic balance Counter balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Organise and guide others						
LESSON OUTLINE	River crossing (OAA)	River crossing (OAA)	River crossing (OAA)	River crossing (OAA)	River crossing (OAA)	River crossing (OAA)	Competition week
LEARNING OBJECTIVE	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluidity and minimum wobble. I can stay balanced on the line with head up. I can move with opposite arm and leg moving forwards.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can move with fluency and control. I can react and move quickly. I can maintain stability and control.
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · real Gym Unit 2 Social · Dynamic balance Counter balance · Partner work/ Large apparatus						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Organise and guide others						
LESSON OUTLINE	Introduction to partner balance	Up the beat	Up the beat	Learning to fly	Dice frenzy jumps	Run, run, run	Review of both sets of FMS. Celebration of successses
LEARNING OBJECTIVE	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 3 Cognitive · Stance Footwork					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – make good decisions.					
LESSON OUTLINE	Dodgeball (Invasion)	Dodgeball (Invasion)	Dodgeball (Invasion)	Dodgeball (Invasion)	Dodgeball (Invasion)	Competition -Bump ladder/Ladder
LEARNING OBJECTIVE	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.	I can stay on the line/low beam throughout. I can balance with minimum wobble (control). I can maintain good posture.	I can move with smooth, controlled movements. I can move with fluency and rhythm. I can move well and perform consistently on both sides/in both directions.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 Social · Shapes/circles/artistry/partnering					
LEARNING BEHAVIOUR	Learning behaviour: · Social – provide helpful feedback					
LESSON OUTLINE	Making it happen.	Get turning	Make like silk	Feel the music	Flying and leaning	Epic performance
LEARNING OBJECTIVE	I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a variety of smooth, graceful movements when moving between shapes, with no stopping between moves. I can perform clear and repeatable shapes and moves.	I can perform a diverse range of circle moves, including jumps and turns. I can perform with control when moving, turning, jumping and landing. I can perform exact, repeatable movements, including circles and half-circles rather than ovals.	I can perform a range of body movements demonstrating moving like silk. I can perform a diverse range of moves, including linking silk moves with shapes and circles. I can move smoothly and with control when transitioning between moves.	I can identify musical melody and express it with body movement. I can demonstrate a visible change in movement when music or musical phrase is changed. I can perform a range of shapes, circles and silk moves with control to different music.	I can demonstrate strong start and finish positions. I can perform with balance and control throughout – soft landing, minimum wobble when assisting my partner to jump. I can communicate with my partner to ensure correct timing when jumping and lifting.	I can perform a sequence of moves with a partner, executed with confidence and control. I can perform strong and balanced shapes and smooth, fluid and confident movements. I can demonstrate clear strategies of working together in a range of roles from creator to listener, jumper to lifter, first mover to last finisher.
CURRICULUM LINKS	**perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 4 Creative · Ball skills Counter balance				
LEARNING BEHAVIOUR	Learning behaviour: · Creative – adapt/change activities.				
LESSON OUTLINE	SPORTS DAY	Seated volleyball (net and wall) Floor climbing (invasion)	Seated volleyball (net and wall) Seated handball (invasion)	Seated volleyball (net and wall) Seated handball (invasion)	Seated volleyball (net and wall) Seated handball (invasion)
LEARNING OBJECTIVE	—	I can balance with good posture, for example, straight back. I can hold balance without strain. I can balance with control, for example, while transferring objects.	I can maintain stability without strain. I can balance with hands and feet off the floor throughout. I can balance with repeatable performance.	I can balance with good posture, for example, straight back. I can hold balance without strain. I can balance with control, for example, while transferring objects.	I can maintain stability without strain. I can balance with hands and feet off the floor throughout. I can balance with repeatable performance.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · REAL PE · Core real PE Unit 5 Physical · Jumping and landing One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – link actions to flow.						
LESSON OUTLINE	Jumpball (athletics/invasion)	Jumpball (athletics/invasion)	Jumpball (athletics/invasion)	Jumpball (athletics/invasion)	Jumpball (athletics/invasion)	Competition: Round robins.	Consolidate and review.
LEARNING OBJECTIVE	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can balance with stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can balance with stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	I can achieve good take off and height. I can land with balance and control. I can land softy and quietly.	I can balance with stability and control. I can balance and move with smooth, controlled movements. I can repeat balances with consistent performance.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · OAA · Cross curricular orienteering Y6 – Wider OAA, Teamwork and leadership, Using a compass						
LESSON OUTLINE	Orienteering fitness challenge 1	Orienteering fitness challenge 2	Cooperation, trust, empathy, patience and leadership, while applying orienteering skills. (STAR)	Cooperation, trust, empathy, patience and leadership, while applying orienteering skills. (SCORE)	Cooperation, trust, empathy, patience and leadership, while applying orienteering skills. (POINT TO POINT)	Using a compass 1	Using a compass 1
LEARNING OBJECTIVE	I can apply orienteering skills to learn about navigation and trekking OAA sports.	I can apply orienteering skills to learn about navigation and trekking OAA sports.	I can work together to complete OAAs that require communication,	I can work together to complete OAAs that require communication,	I can work together to complete OAAs that require communication,	I can use a compass to take a bearing, and navigate to controls, progressing from direct bearings to more complex bearings.	I can use a compass to take a bearing, and navigate to controls, progressing from direct bearings to more complex bearings.
CURRICULUM LINKS	**take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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PE MEDIUM TERM PLANNING · YEAR 6
2026 – 2027

SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 6 Fitness · Sending and receiving Ball chasing						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – monitor activity						
LESSON OUTLINE	Throlf (Target/OAA) Strikeball (Striking)	Throlf (Target/OAA) Strikeball (Striking)	Throlf (Target/OAA) Strikeball (Striking)	Throlf (Target/OAA) Strikeball (Striking)	Throlf (Target/OAA) Strikeball (Striking)	Competition: Levelling the playing field. Strikeball (Striking)	Consolidate and review.
LEARNING OBJECTIVE	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can throw with good accuracy and weight. I can send and receive with fluency. I can perform with consistency (repeatable).	I can turn over either shoulder to collect the ball. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						