

UPONLY LEARNING PRESENTS MOVE EVERY DAY · FREE PE

Grade 6 PE weekly plan

Ages 11–12. Five 45-minute sessions a week (our plan), with a 3-day version. Use it every week of the year; the skill part follows the current unit.

Student: _____ Week of: _____

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The Daily 60. 60 minutes or more of moderate-to-vigorous activity every day, with vigorous, muscle and bone activity on at least 3 days a week each (HHS, CDC). PE covers part; play, walks and chores cover the rest.

Talk test. Moderate: your student can talk but not sing. Vigorous: only a few words before a breath (CDC).

Safety rules for every session

- Warm up first.
- Clear the floor.
- Have water nearby.
- Wear sneakers, or go barefoot on a non-slip floor.
- Land softly.
- Stop if something hurts, or if you feel dizzy or sick.
- Tell an adult.

Equipment: sock ball (rolled socks), pillow or couch cushions, masking tape, towel, empty plastic bottles (as pins or cones), laundry basket, balloon, paper-plate paddle, jump rope (or a line on the floor), chair, water bottle.

Please read: Move Every Day is general education, not medical advice. Check with your student's doctor before starting a new activity program if your student has a heart, lung or other health condition, an injury, or a disability that affects movement. Stop and get medical help if your student faints, has chest pain, severe shortness of breath or dizziness during activity. In an emergency, call 911.

The 5-day week

Strength on Monday, Wednesday and Friday; jumps for bone on Tuesday, Wednesday and Friday; vigorous play on Tuesday, Thursday and Friday. Doses (our plan): 2 to 3 sets of 8 to 15 reps or 20 to 45 second holds, light bands only; 50 to 80 soft landings a session.

Day	Warm-up (7 min)	Skill practice (12 min)	Fitness (strength or jumps) (12 min)	Game or dance (10 min)	Cool-down (4 min)	Done
Monday	Dynamic routine + skips	This unit's skill	Squats, push-ups, lunges, 2–3 × 10–12	Student's choice	Hip and chest stretches	☐
Tuesday	Jumping jacks, build-up runs	This unit's skill	Jump rope 4 × 45 s or line hops 3 × 20	Invasion or net game	Calf and quad stretches	☐
Wednesday	Dynamic routine	This unit's skill	Circuit 40 s on, 20 s off: squats, band row, tuck jumps, plank, glute bridges, mountain climbers	Balance challenges	Stretch and log	☐
Thursday	Cat-cow, slow flow	Yoga, dance or a lifetime activity	Jog intervals or a brisk walk	Ultimate-style game	Box breathing	☐
Friday	Student leads the warm-up	This unit's skill game	Circuit: push-ups, squats, shuttle runs, side plank, line hops, dead bug	Family game	Stretch and reflect	☐

This week's unit skill

Write the unit and the skill from the grade page: _____

Teach it: I do, we do, you do

I do: You show the move and name 2 or 3 short cues, like "side to target, step, throw". **We do:** You practice together. Say one specific thing that went well and one cue to try next. **You do:** Your student practices alone, then uses the skill in the game. Watch and give one cue at a time. **Check:** At the end of the first week of each unit, use the quick check below. If it is not there yet, repeat the We do step.

The 3-day week

Each day has strength, jumps and a fast game, so three days still cover the 3 days of each.

Day	Warm-up (7 min)	Skill practice (12 min)	Fitness (strength or jumps) (12 min)	Game or dance (10 min)	Cool-down (4 min)	Done
Monday	Dynamic routine	This unit's skill	Squats, push-ups, line hops 3 × 20, plank	Student's choice	Stretches	☐
Wednesday	Jumping jacks, build-up runs	This unit's skill	Lunges, band row, jump rope 4 × 45 s	Invasion or net game	Calf and quad stretches	☐
Friday	Student leads the warm-up	This unit's skill game	Circuit 40/20: squats, push-ups, tuck jumps, shuttle runs, dead bug	Family game	Stretch and log	☐

The year's units

Unit	Weeks	Focus	Sample session on the grade page
6.1 Training principles	2–9	FITT, overload, progression, rest; the talk test	Overload, slowly
6.2 Body-weight strength technique	10–17	squat, lunge, push-up, plank, bridge, band row	Form first
6.3 Net and wall games	19–26	tactics, scoring, sportsmanship	Placement
6.4 Outdoor and lifetime	27–34	jogging plan, cycling, hiking, safety	My 4-week jog/walk plan

Weeks 1 and 35: friendly self-check. Week 18: family field day. Week 36: student's choice.

I can

- ☐ I can explain overload and progression.
- ☐ I can plan a small weekly increase.
- ☐ I can squat with heels down and knees over the toes.
- ☐ I can do a push-up with a straight body line.
- ☐ I can return to the ready position after each hit.
- ☐ I can call my own lines fairly.
- ☐ I can follow a 4-week walk/jog plan.

Full sessions, exercise cards and seated versions: www.uponlylearning.com/pe/grade-6.html

Sources:
U.S. Department of Health and Human Services, Physical Activity Guidelines for Americans, 2nd edition (2018), https://odphp.health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf
Centers for Disease Control and Prevention (CDC), Physical activity guidelines for students (2024), https://www.cdc.gov/physical-activity-education/guidelines/
Centers for Disease Control and Prevention (CDC), What counts for children and teens (2024), https://www.cdc.gov/physical-activity-basics/adding-children-adolescents/what-counts.html
SHAPE America, Guidelines (physical education time) (n.d.), https://shapeamerica.org/standards/guidelines/
American Academy of Pediatrics (AAP), HealthyChildren.org, Strength training (2011), https://www.healthychildren.org/English/healthy-living/sports/Pages/Strength-Training.aspx
Session times, reps and jump counts are our plan, not guideline numbers.