real PE Long Term Plan

Foundation Stage to Year 6. What every year group covers across the six units of the year, in one place.

Year group	Unit 1 Personal	Unit 2 Social	Unit 3 Cognitive	Unit 4 Creative	Unit 5 Applying Physical	Unit 6 Health and Fitness	Expected FMS level by year end
Foundation	STAY ON TASK WITH HELP Coordination Footwork Static Balance One Leg	PLAY WITH OTHERS WITH HELP Dynamic Balance to Agility Jumping and Landing Static Balance Seated	FOLLOW INSTRUCTIONS Dynamic Balance On a Line Static Balance Stance	OBSERVE AND COPY Coordination Ball Skills Counter Balance With a Partner	TRAVEL IN DIFFERENT WAYS Coordination Sending and Receiving Agility Reaction / Response	DESCRIBE SIMPLE CHANGES Agility Ball Chasing Static Balance Floor Work	Some Yellow challenges
Year 1	STAY ON TASK Coordination Footwork Static Balance One Leg	UNDERSTAND OTHERS Dynamic Balance to Agility Jumping and Landing Static Balance Seated	OBSERVE AND DESCRIBE Dynamic Balance On a Line Static Balance Stance	EXPLORE AND DESCRIBE Coordination Ball Skills Counter Balance With a Partner	PERFORM SINGLE SKILLS Coordination Sending and Receiving Agility Reaction / Response	EXPLAIN BENEFITS OF EXERCISE Agility Ball Chasing Static Balance Floor Work	All Yellow challenges
Year 2	KEEP TRYING Coordination Footwork Static Balance One Leg	HELP AND ENCOURAGE Dynamic Balance to Agility Jumping and Landing Static Balance Seated	RECOGNISE AND ORDER Dynamic Balance On a Line Static Balance Stance	COMPARE AND DEVELOP Coordination Ball Skills Counter Balance With a Partner	PERFORM SIMPLE SEQUENCES Coordination Sending and Receiving Agility Reaction / Response	PRACTISE SAFELY Agility Ball Chasing Static Balance Floor Work	All Green challenges
Year 3	TAKE CONTROL Coordination Footwork Static Balance One Leg	WORK WELL WITH OTHERS Dynamic Balance to Agility Jumping and Landing Static Balance Seated	EXPLAIN WHY Dynamic Balance On a Line Coordination Ball Skills	RECOGNISE AND RESPOND Coordination Sending and Receiving Counter Balance With a Partner	PERFORM WITH CONTROL Agility Reaction / Response Static Balance Floor Work	EXPLAIN WHY Agility Ball Chasing Static Balance Stance	Some Red challenges
Year 4	TAKE CONTROL Coordination Footwork Static Balance One Leg	WORK WELL WITH OTHERS Dynamic Balance to Agility Jumping and Landing Static Balance Seated	EXPLAIN WHY Dynamic Balance On a Line Coordination Ball Skills	RECOGNISE AND RESPOND Coordination Sending and Receiving Counter Balance With a Partner	PERFORM WITH CONTROL Agility Reaction / Response Static Balance Floor Work	EXPLAIN WHY Agility Ball Chasing Static Balance Stance	All Red challenges
Year 5	CONSISTENTLY TRY TO IMPROVE Agility Reaction / Response Coordination Ball Skills	ORGANISE AND GUIDE OTHERS Dynamic Balance On a Line Counter Balance With a Partner	DESCRIBE HOW TO IMPROVE Static Balance Stance Coordination Footwork	REFINE AND CHANGE Static Balance Floor Work Static Balance Seated	LINK WITH QUALITY Static Balance One Leg Dynamic Balance to Agility Jumping and Landing	EXPLAIN HOW TO EXERCISE Agility Ball Chasing Coordination Sending and Receiving	Some Blue challenges
Year 6	CONSISTENTLY TRY TO IMPROVE Agility Reaction / Response Coordination Ball Skills	ORGANISE AND GUIDE OTHERS Dynamic Balance On a Line Counter Balance With a Partner	DESCRIBE HOW TO IMPROVE Static Balance Stance Coordination Footwork	REFINE AND CHANGE Static Balance Floor Work Static Balance Seated	LINK WITH QUALITY Static Balance One Leg Dynamic Balance to Agility Jumping and Landing	EXPLAIN HOW TO EXERCISE Agility Ball Chasing Coordination Sending and Receiving	All Blue challenges

This is the core real PE curriculum. The six Learning Behaviours (COGs) run in the same order for every year group, so the unit heading shows the COG focus for that unit across the whole school. Within each cell, the coloured heading is the Learning Behaviour statement that year group is working towards, and beneath it are the two Fundamental Movement Skills taught in that unit. Foundation, Year 1 and Year 2 share an FMS sequence, as do Years 3 and 4, and Years 5 and 6. Every year group covers all 12 FMS across the year. real gym and real dance sit alongside this plan and are not shown here, as schools choose their own COG focus for those units.

How to read the plan

How challenge increases from Foundation to Year 6, and where this plan sits in the wider real PE offer.

Challenge levels

Each of the 12 skills has challenges at colour-coded levels. The colours describe how hard the challenge is, not which skill it is, so a child works through the same colour sequence in every skill. Grey exploring movements sit before yellow in each of the 12 skills, for children not yet ready to access the yellow challenges.

Grey	Yellow	Green	Red	Blue	Pink	Black

Year group	Expected level by the end of the year
Foundation	Some Yellow challenges
Year 1	All Yellow challenges
Year 2	All Green challenges
Year 3	Some Red challenges
Year 4	All Red challenges
Year 5	Some Blue challenges
Year 6	All Blue challenges

Year group	How the skills are taught and applied
Foundation and Year 1	Thematic approaches: songs, active stories, adventures and games
Year 2	Warm-ups, skill challenges, cooperative, creative and early competitive games
Years 3 and 4	Warm-ups, skill challenges, Personal Best games and activities (individual in Year 3, pair and team in Year 4), modified games
Years 5 and 6	Warm-ups, skill challenges, modified and adapted games and sports, whole-part-whole format

Where this plan sits

Curriculum

real PE foundations
Interactive EYFS programme that aligns to the Early Years Foundation Stage Framework and uses physical activity and play as the driver for learning.

core real PE
The main PE curriculum from Foundation to Year 6. Six units a year develop the 12 Fundamental Movement Skills through the six Learning Behaviours.

real gym
Two units a year, covering shapes, balance, flight, rotation and travel. Schools choose which Learning Behaviour each unit focuses on.

real dance
One unit a year, covering shapes, circles, artistry and partnering. Schools choose which Learning Behaviour the unit focuses on.

Enrichment, intervention and co-curricular

real PE Daily
Bitesize physical activities to use throughout the school day, linking directly to core real PE skills.

real play
Interactive nurture programme to build positive relationships with physical activity for children and families.

real leaders
Key Stage 2 leadership programme, teaching essential leadership skills using physical activity.

BURSTS
An app for children aged 4 to 7 that gives families short, personalised activities to do at home, developing Fundamental Movement Skills and feeding progress back to school.

Learning Behaviour progression: part 1 of 2

What each year group is working towards in Personal, Social and Applying Physical.

Year group	Personal	Social	Applying Physical
Foundation	**STAY ON TASK WITH HELP** I enjoy working on simple tasks with help.	**PLAY WITH OTHERS WITH HELP** I can play with others and take turns and share with help.	**TRAVEL IN DIFFERENT WAYS** I can move confidently in different ways.
Year 1	**STAY ON TASK** I can follow instructions, practise safely and work on simple tasks by myself.	**UNDERSTAND OTHERS** I can work sensibly with others, taking turns and sharing.	**PERFORM SINGLE SKILLS** I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.
Year 2 Expected end of Key Stage 1	**KEEP TRYING** I try several times if at first I do not succeed and I ask for help when appropriate.	**HELP AND ENCOURAGE** I can help, praise and encourage others in their learning.	**PERFORM SIMPLE SEQUENCES** I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
Years 3 and 4 Expected end of lower Key Stage 2	**TAKE CONTROL** I know where I am with my learning and I have begun to challenge myself.	**WORK WELL WITH OTHERS** I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.	**PERFORM WITH CONTROL** I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
Years 5 and 6 Expected end of upper Key Stage 2	**CONSISTENTLY TRY TO IMPROVE** I cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.	**ORGANISE AND GUIDE OTHERS** I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task.	**LINK WITH QUALITY** I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.
Beyond Greater depth	**EMBRACE CHALLENGE** I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.	**IMPROVE OTHERS** I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.	**COMBINE WITH FLUENCY** I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Beyond Greater depth	**TAKE RESPONSIBILITY FOR MY LEARNING** I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.	**LEAD OTHERS** I can involve others and motivate those around me to perform better.	**APPLY WITH CONSISTENCY** I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations.

Read from the top down. Each statement is the step a child is working towards by the end of that year. The three magenta lines mark the published thresholds: expected by the end of Key Stage 1, the end of lower Key Stage 2 and the end of upper Key Stage 2. The two Beyond rows describe greater depth for children working above the expected standard.

Learning Behaviour progression: part 2 of 2

What each year group is working towards in Cognitive, Creative and Health and Fitness.

Year group	Cognitive	Creative	Health and Fitness
Foundation	**FOLLOW INSTRUCTIONS** I can follow simple instructions.	**OBSERVE AND COPY** I can observe and copy others.	**DESCRIBE SIMPLE CHANGES** I am aware of the changes to the way I feel when I exercise.
Year 1	**OBSERVE AND DESCRIBE** I can understand and follow simple rules. I can name some things I am good at.	**EXPLORE AND DESCRIBE** I can explore and describe different movements.	**EXPLAIN BENEFITS OF EXERCISE** I am aware of why exercise is important for good health.
Year 2 Expected end of Key Stage 1	**RECOGNISE AND ORDER** I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.	**COMPARE AND DEVELOP** I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.	**PRACTISE SAFELY** I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.
Years 3 and 4 Expected end of lower Key Stage 2	**EXPLAIN WHY** I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.	**RECOGNISE AND RESPOND** I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	**EXPLAIN WHY** I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.
Years 5 and 6 Expected end of upper Key Stage 2	**DESCRIBE HOW TO IMPROVE** I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.	**REFINE AND CHANGE** I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.	**EXPLAIN HOW TO EXERCISE** I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Beyond Greater depth	**MAKE GOOD DECISIONS** I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents.	**EXPRESS, ADAPT AND ADJUST** I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.	**PREPARE MYSELF FOR ACTIVITY** I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity.
Beyond Greater depth	**ANALYSE PERFORMANCE** I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop.	**VARIETY AND DISGUISE** I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.	**PLAN MY OWN FITNESS** I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.

Read from the top down. Each statement is the step a child is working towards by the end of that year. The three magenta lines mark the published thresholds: expected by the end of Key Stage 1, the end of lower Key Stage 2 and the end of upper Key Stage 2. The two Beyond rows describe greater depth for children working above the expected standard.