



Knowledge and Skills Progression

Subject area: **PE-Thinking Skills**

National Curriculum Statements

Key Stage 1

Pupils should develop thinking skills, become increasingly confident when playing chasing and avoiding games. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Participate in team games, developing their spatial awareness.
- Give reasons, using appropriate language for the actions that they have chosen.

Key Stage 2

Pupils should further develop their thinking skills learning how to use them in different ways in PE and across the curriculum. They should be able to identify and evaluate best practise.

Pupils should be taught to:

- Play competitive games and listen to and accept feedback, with increasing maturity.
- Take part in adventurous and outdoor activity challenges both individually and within a team, developing their thinking skills, deciding the best choices in a situation.

Thinking Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Personal, Social and Emotional Development - Building Relationships ELG <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. 	Spatial Awareness <ul style="list-style-type: none"> • To identify space and move into it when playing chasing and avoiding games. • To identify and use space to their advantage when playing a game. • Children will Identify where there is more space and move towards it and score points quickly. 	Spatial Awareness <ul style="list-style-type: none"> • To identify where to run and decide when is the best time to move in chasing and avoiding games. 	Self reflection <ul style="list-style-type: none"> • To recognise what they have done well and how to improve upon their own and others technique. • To describe the correct way a skill should be performed and suggest ways control could be improved. • To identify whether they have 	Self reflection <ul style="list-style-type: none"> • To use knowledge to improve their own and others technique. • To suggest ways to improve and practices which will facilitate this. • To evaluate the accuracy of their passes or shots and suggest ways they could improve. 	Self reflection <ul style="list-style-type: none"> • To watch and assess their team effectiveness when playing a game. • To talk about the roles within a game that they are more comfortable with and the roles they need to improve in. • To suggest areas within a game that they need to improve (skills, 	Self reflection <ul style="list-style-type: none"> • To evaluate the quality of their own performance, including skills, use of tactical ideas and teamwork. • To identify areas of their own performance that need to be improved and suggest the best practises to help them do so.

	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs. 			<p>used the correct pass at the correct time.</p> <ul style="list-style-type: none"> • To evaluate the accuracy of their passing or shooting and suggest ways of improving it. • To describe and evaluate how effective their individual and team performance has been within a game • To explain what they need to practise to help their team improve. 	<ul style="list-style-type: none"> • To recognise when and why they are playing well individually. • To devise a practice which improves their underarm throwing technique 	<p>decision making and tactical ideas).</p> <ul style="list-style-type: none"> • To identify when they have followed the rules within a small sided game. • To evaluate their own and others ability to dribble past or away from a defender. • To evaluate how well the ball is kept under control and suggest a practice to improve. • To evaluate the choices made by themselves and others 	<ul style="list-style-type: none"> • To understand and discuss how knowledge and skills can be transferred to different games. • To evaluate their performance and make changes to increase chances of success • To know how to improve a skill further and suggest practices to help achieve this
		<p>Collaboration and Competition</p> <ul style="list-style-type: none"> • To change skills in response to what a partner or opponent is doing. • To understand the importance of working together as a team. • To understand that they can work cooperatively and competitively with a partner 	<p>Collaboration and Competition</p> <ul style="list-style-type: none"> • To use skills when under pressure in personal best challenges. (e.g. Working against a time limit) • To understand how to be alert, prepared and ready to help and support a team. • To understand and follow the rules for different types of games. 	<p>Collaboration</p> <ul style="list-style-type: none"> • To know how to improve their own and others technique. • To describe the correct technique for the rugby passes, and us 	<p>Collaboration</p> <ul style="list-style-type: none"> • To identify how themselves or a partner can improve their stance, grip and/ or swing action. • To evaluate their own and others play with the focus on a specific given skill (e.g. the accuracy of the shots played.) • To give constructive, useful and appropriate 	<p>Collaboration</p> <ul style="list-style-type: none"> • To identify the individual players who have played well and highlight the reasons why. • To evaluate how well others move with the ball and suggest a practice to help them. • To improve others performance and success rate when dribbling, passing or shooting 	<p>Collaboration</p> <ul style="list-style-type: none"> • To give high quality feedback, including commenting on tactics and techniques that have worked well. • To make more detailed suggestions to help others improve their work. • To improve another child's technique by giving specific feedback

					<p>feedback when given a criteria to look for (e.g. how accurate are their passes)</p> <ul style="list-style-type: none"> • To make suggestions to improve their performance within a game as a team and as an individual 		and by suggesting practices to improve
		<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To use basic tactics for attacking and defending. • To defend a target or an area. • To understand an invasion type game involves attacking the opponents' area and defending their own. • To know how to score points and that the team or individual with the most points will win. • To make it easier for themselves 	<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To choose the skills and ideas that meet the needs of a specific game. • To keep possession of the ball and choose the right time to attempt to score. • To choose the best way to stop an opponent from scoring points. • To choose the best way for a team or individual to score points • To use game specific basic 	<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To describe the correct technique for the different types of passes and use knowledge to help others improve. • To describe how creating space has affected their ability to keep possession as a team. • To understand when to use the underarm and overarm throw. • To understand their role and explain how to improve their skills 	<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To comment on the tactical ideas being used to help a team improve. • To help others become better defenders • To identify how the team can become better at attacking and defending. • To evaluate how effective a team is at defending, making suggestions on how to improve. • To describe how they made it difficult for the 	<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To comment on the tactical ideas being used to help a team improve • To help others become better defenders • To identify how the team can become better at attacking and defending. • To evaluate how effective a team is at defending, making suggestions on how to improve. 	<p>Attacking and Defending</p> <ul style="list-style-type: none"> • To select and adapt the teams defending tactics. • To evaluate how well a team passes the ball and identify the reasons why possession is lost. • To know the difference between attack and defence. • To evaluate how effective a team's defending is during the game and suggest how it can be improved. • To develop an awareness of how to change tactics if

		<p>and their team mates to score.</p> <ul style="list-style-type: none"> • To make a game hard for an opponent by sending a ball into space. 	<p>tactics to score more points.</p> <ul style="list-style-type: none"> • To use basic tactics that are appropriate for different types of games. • To look for space away from an opponent and strike a ball towards it. 	<p>when their team have possession (attacking) and when the opposition have possession (defending).</p> <ul style="list-style-type: none"> • To use basic tactics, including identifying space, to keep possession of the ball in a team game. • To understand how creating space has affected their ability to keep possession as a team. • To identify when they are in the correct position to receive the ball • To use their knowledge of the rules and techniques to make simple tactical decisions • To explain what skills and tactics they can use to help their team keep possession of the ball 	<p>opposition to regain possession.</p> <ul style="list-style-type: none"> • To evaluate whether their defending made it harder for their opponent to get the ball • To know what they can do to increase their chances of intercepting the ball. • To identify when they have passed the ball in the correct direction. • To know how to score and do so with few mistakes within different games • To select the appropriate throw to perform to prevent the other team from scoring. • To understand and explain how creating space has affected their ability to keep possession as a team. • To plan, implement and 		<p>they are not working</p>
--	--	---	---	---	---	--	-----------------------------

					<p>evaluate an attacking set play.</p> <ul style="list-style-type: none"> • To comment on the opposition's tactics, identifying those which that have worked well. 		
		<p>Creativity</p> <ul style="list-style-type: none"> • To demonstrate and discuss basic gymnastics actions. • To discuss and demonstrate how to change speed and direction to avoid others and find space. • To describe what they have seen using appropriate language. • To copy the performance of another child. • To describe actions and movements in more detail • To remember and repeat short sequences of movements. • To remember and repeat short sequences of movements. 	<p>Creativity</p> <ul style="list-style-type: none"> • To watch a specific element of a performance and talk about what they have seen. • To link a balance with a travelling action. • To comment on an action, movement or shape that has been performed well. • To describe what they have seen (individual actions and shapes and sequences). • To know how to make a sequence easier. • To use comments from the teacher and other children to improve their own performance. • To describe the actions created 	<p>Creativity</p> <ul style="list-style-type: none"> • To practise and refine the routine or set piece, focusing on timing and unison. • To identify the different speeds used in a dance, stating how they made the action better or more dramatic. • To evaluate how another group has used relationships to help tell a story, making basic suggestions on how this could be improved. • To improve the quality of their own and others performance by focusing on one aspect at a time. • To compare different performances and 	<p>Creativity</p> <ul style="list-style-type: none"> • To describe how specific movements have been performed and evaluate whether they represent the style of a dance • To describe some of the movements performed using appropriate language, and provide constructive feedback on how key actions can be performed more clearly to represent the style of dance. • To evaluate the use of dynamics, expression and timing, suggesting how to improve in one of these areas. 	<p>Creativity</p> <ul style="list-style-type: none"> • To describe how the movements relate to the music and evaluate the timing and quality of movements in their own and another group's performance. • To know how to make their steps and shapes more effective, and use this knowledge to improve their technique • To describe how the typical clothing and music relates to the dance style. • To describe the attitude, emotion and expression used in their own and others dances and description • To watch a performance and judge its 	<p>Creativity</p> <ul style="list-style-type: none"> • To select key actions from the routine and know how to improve their quality in terms of time, expression and speed of movement. • To evaluate how expression and emotion are used in their own and other's routines to help portray the meaning of the dance. • To identify the key elements of successful group work and apply these to their own routine. • To improve the quality of key sections of the routine by looking at timing, focus and emotion.

		<ul style="list-style-type: none"> • To describe and identify which movements accurately and expressively represent their animal. • To give reasons why particular actions have been chosen • To describe an action that is used in the movement phrase and identify how the action can be performed with more precise timing. • To know what a Level is and why we include them in a dance routine. • To describe how the different levels have been used in their own or another groups • To describe the different speeds used in the dance and explain why they have been used. • To describe how dance makes them feel and how 	<p>and give simple reasons for why they were performed at different speeds</p> <ul style="list-style-type: none"> • To describe some of the movements and dynamics used in another child's performance. • To describe how a dance makes them feel and identify what they like and dislike about a performance. • To improve the quality of their own actions and short phrases. 	<p>comment on similarities and differences</p> <ul style="list-style-type: none"> • To watch a range of performances and comment on which they like best and why • To make simple suggestions to help improve a performance. • To discuss how they have improved their own performance. • To use appropriate and specific language when describing a skill, routine or performance 	<ul style="list-style-type: none"> • To recognise parts of their own performance which they are happy with and parts that need improving and further practise. • To compare and contrast different performances of a similar sequence and make suggestions to improve it • To use more complex language to describe what they are seeing (tense, relaxed, timing, flow, coordination). • To use appropriate and specific language when giving feedback on a performance 	<p>effectiveness.</p> <ul style="list-style-type: none"> • To identify parts of a performance that have been performed well and those that need improving. • To identify one particular element of their own performance to practise and improve. • To use advice and suggestions to improve when working as part of a small group. • To identify changes in speed, direction and level when watching a performance. 	<ul style="list-style-type: none"> • To use knowledge of gymnastic techniques and sequences to judge the quality of a performance. • To make relevant comments on positive aspects and areas for improvement. • To use appropriate gymnastic language when talking about a performance. • To listen to advice and suggestions and choose one area to practise and improve. • To provide positive feedback that helps a performer to understand their strengths
--	--	--	--	--	---	--	---

		different feelings can be shown through dance.					
				Games Based Learning <ul style="list-style-type: none"> • To understand how and why to move their body to increase chances of successfully catching the ball. • To describe how children retrieve the ball, suggesting ways this can be improved. • To understand the importance of a READY position before striking the ball/shuttle. • To understand how to control the direction of the ball using the racket • To know when to use the forehand and backhand depending upon the position of the ball/ shuttle. • To know how to adapt the rules and games if necessary and describe how their team can improve their chances of scoring. 	Games Based Learning <ul style="list-style-type: none"> • To recognise when their grip has altered and use their knowledge to correct their own and others grip. • To improve and evaluate each other's long barrier technique. • To use their knowledge to improve their own and others batting technique. • To adapt games and the rules to make them fairer. • To adapt games to make them fully inclusive 	Games Based Learning <ul style="list-style-type: none"> • To use aspects of the S.T.E.P framework to make changes to a game to make it easier, more difficult or more enjoyable for the whole group. • To evaluate how effective their own and others throwing and catching technique is and suggest ways to improve. • To recognise where a suitable position as a fielder might be • To evaluate how well they and others can perform the correct bowling technique • To make suggestions on how to improve batting technique. • To select and apply the appropriate skills and rules according 	Games Based Learning <ul style="list-style-type: none"> • To know how to improve the success rate of the serve. • To evaluate the chosen formations and tactics and adapt to increase their chances of success. • To select an appropriate position to take within a game, giving reasons for their choice. • To evaluate the effectiveness of a game and use aspects of the STEP framework to make a game easier or more difficult. • To use aspects of the STEP framework to ensure the game or activity is fully inclusive. • To evaluate the effectiveness of a game and adapt a game to make it

					to their playing position.	easier or more difficult.
Vocabulary	EYFS	Key Stage 1 Collaboration, cooperatively, dynamics, expressively, sequences	Lower Key Stage 2 Self- reflection, evaluate, tactical, READY position, forehand, backhand, fully inclusive		Upper Key stage 2 Self -reflection, effectiveness, understand their strengths, appropriate skills, suitable position	