

	Year 1 – Thinking Skills	Year 2 – Thinking Skills
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. 	<ul style="list-style-type: none"> To identify where to run and decide when the best time is to move in chasing and avoiding games.
Attacking and Defending	<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 and their team mates to score in a game. To make a game hard for an opponent 	<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 basic tactics that are appropriate for different types of games. To look for space away from an opponent and dribble/ strike a ball towards it.
Collaboration and Competition	<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. 	<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.
Creativity	<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 copy the performance of another child. To describe actions and movements in more detail To remember and repeat short sequences of movements. 	<ul style="list-style-type: none"> To watch a specific element of a performance and talk about what they have seen. To remember and repeat a sequence of movements. To comment on an action, movement or shape that has been performed well. To use comments from the teacher and other children to improve their own performance.
	<ul style="list-style-type: none"> To describe and identify which movements accurately and expressively represent a given theme. To describe how an 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 if/ how the different levels have been used in their own or another groups routine. 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 different feelings can be shown through dance. 	<ul style="list-style-type: none"> To describe the actions created and give simple reasons for why they were performed at different speeds To give reasons why particular actions have been chosen to fit with the given theme. 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.



Thinking Skills – EYFS

Gymnastics	Fundamental Skills	Dance
<ul style="list-style-type: none">• To link and change different ways of travelling• To link two contrasting movements together• To use different jumping techniques with control and balance.• To respond to an instruction by performing a balance• To understand the different parts of their body they are balancing on• To link different actions and movements together	<ul style="list-style-type: none">• To think of a solution to a simple task.• To work with a partner to find a solution to a set task.• To accelerate and decelerate in response to a command or instruction.• To use changes in direction and speed to find and use space.• To link different ways of travelling with other co-ordination skills such as throwing or kicking.	<ul style="list-style-type: none">• To link shape and travel together with control and fluency.• To link actions together to create a short movement phrase which child can remember and repeat.• To adjust the speed and direction of a movement.• To adjust the speed and direction of a movement linked to a beat or music.• To adjust the speed and direction of a movement linked to a character or theme.