

Thinking Skills Overview

	Year 3 Thinking Skills	Year 4 Thinking Skills	Year 5 Thinking Skills	Year 6 Thinking Skills
Self - Reflection	<ul style="list-style-type: none"> To recognise what they have done well within a task. To describe the correct way a skill should be performed and suggest ways control could be improved. To identify whether they have used the correct pass at the correct time. To evaluate the accuracy of their passing or shooting and suggest ways of improving it. To describe and evaluate how effective their individual performance has been within a game. 	<ul style="list-style-type: none"> To use knowledge to improve their own technique. To evaluate the accuracy of their passes or shots and suggest ways they could improve. To recognise when and why they are playing well individually. 	<ul style="list-style-type: none"> 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, decision making and tactical ideas). 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 	<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. 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
Collaboration	<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 use knowledge to help others improve To describe the correct technique for the different types of passes and use knowledge to help others improve. 	<ul style="list-style-type: none"> 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 feedback when given a criteria to look for (e.g. how accurate are their passes) To make suggestions to improve their performance within a game as a team and as an individual 	<ul style="list-style-type: none"> To identify the individual players who have played well and highlight the reasons why. To give feedback to improve the performance of others when dribbling, passing or shooting To evaluate the choices made by themselves and others within a game. 	<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 and by suggesting practices to improve.
Attacking and Defending	<ul style="list-style-type: none"> 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 show some understanding of their role when their team have possession (attacking) and when the opposition have possession (defending). To use basic tactics, including identifying space, to keep possession of the ball in a team game. 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. 	<ul style="list-style-type: none"> To select the appropriate pass to maintain possession and avoid a defender. To know how to keep control of the ball when under pressure from an opponent. To describe how they made it difficult for the opposition to regain possession. To know what they can do to increase their chances of intercepting the ball. To comment on the opposition's tactics, identifying those which that have worked well. 	<ul style="list-style-type: none"> To comment on the tactical ideas being used to help a team improve. 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. 	<ul style="list-style-type: none"> To evaluate how well a team passes the ball and identify the reasons why possession is lost. 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 they are not working. To evaluate the chosen formations and tactics and adapt to increase their chances of success.

Game Based Learning	<ul style="list-style-type: none"> To understand how to increase chances of successfully catching a ball. 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. 	<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 	<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 to their playing position. 	<ul style="list-style-type: none"> To know how to improve the success rate of the serve. 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 easier or more difficult.
Creativity	<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. 	<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. 	<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 describe how it enhances the performance 	<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 compare different performances and comment on similarities and differences 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 	<ul style="list-style-type: none"> To watch a performance and judge its effectiveness. 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.