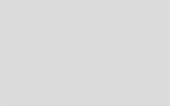


EYFS and Key Stage 1 Thinking Skills

	EYFS	Year 1 – Thinking Skills	Year 2 – Thinking Skills
Reflecting and Improving	Think of a solution to a simple task.	Comment on an action, movement or shape that has been performed well.	Comment on an action, movement or shape that has been performed well, including what they like and dislike.
	Offer simple suggestions and explanations for why things might happen/ have happened.	With support, improve the quality of basic actions and skills.	Use comments from the teacher and other children to improve their own performance.
	Set and work towards simple goals.	Practise skills to improve performance	Identify and improve the quality of their own actions and skills.
Decision Making	Accelerate and decelerate in response to an obstacle or instruction.	Select the correct pace and speed in a variety of games/ challenges.	Select and adapt pace and speed in a variety of games/ challenges.
	Link and change different ways of travelling.		
	Link different ways of travelling with other co-ordination skills such as throwing or kicking.		
		Use basic tactics for attacking and defending: Identify space and move into it when during games	Use basic tactics for attacking and defending for different types of games: Identify where to run and decide when the best time is to move during games.
Creativity	Link actions together to create a short movement phrase which child can remember and repeat.	Remember and repeat sequences of movements.	Remember and repeat more complex sequences of movements.
	Adjust the speed and direction of a movement linked to a beat or music.	Create and perform movements at different speeds.	Create and perform a combination of movements at different speeds.
	Adjust the speed and direction of a movement linked to a character or theme.	Identify and demonstrate movements which represent a given theme, feeling or emotion	Demonstrate and explain movements which represent a given theme, feeling or emotion.
			Identify and use changes of speed to show a theme or portray a message or emotion.
Knowledge	Identify the skills they are using in simple terms.	Identify the actions and movements used.	Identify and describe the actions and movements used.
	Identify the body parts they are using within a skill, movement or balance.	Describe how an invasion type game involves attacking the opponents' area and defending their own.	Explain how an invasion type game involves using different tactics.

*Statements in **Bold** - Chosen outcomes for assessment statements for **Thinking Skills**.

Please Note:

 = Not an applicable skill that is a KEY focus within this year group.

This does NOT mean that it is not featured within lessons, or shouldn't be developed. It is just that the skill should either have already been mastered (for children that are working at A.R.E), or that the skill is not introduced/ developed until later on in the curriculum.