

Year 3 – Social and Emotional Skills

Being a critical thinker	Being a responsible learner	Recognising success
<ul style="list-style-type: none"> • To be able to think about what they have done well • To be able to identify something they have achieved • To be able to identify where they can improve a given skill or performance • To be able to compare their performance to other people's • To give possible reasons why something did not go right • To understand the difference between critical thinking and being unkind 	<ul style="list-style-type: none"> • To identify potential dangers around us in PE and decide on key rules to keep us safe • To identify how they can keep themselves safe in a PE lesson • To identify my role in keeping other people safe in a PE lesson • To evaluate how safe a lesson has been • To be able to give good advice and feedback when given a criteria to look for • To identify 3 things responsible learners always do 	<ul style="list-style-type: none"> • To be able to think about what they have done well • To be able to identify something they have achieved • To be able to tell someone else what they have done well • To understand it is ok to accept praise • To be able to recognise success against a given criteria for the lesson or skill • To understand what the word resilience means and identify how this could be shown in PE

Year 4 – Social and Emotional Skills

Being a critical thinker	Being a responsible learner	Achieving Success
<ul style="list-style-type: none"> • To be able to identify what they have done well and give possible reasons as to why • To be able to identify skills which they need to improve • To be able to think of their own activities which will develop identified skills • To compare their performance to others' and give reasons as to which was more successful • To identify the skills needed to improve across the whole class • To begin to anticipate what might happen next in a game or situation 	<ul style="list-style-type: none"> • To identify and explain their role in keeping other people safe in a PE lesson • To be able to give clear instructions and explanations to a partner • To be able to check that the environment is safe to work in • To identify and explain why a PE kit is important to keep us safe • To understand how a warm-up effects the body and prepares us for exercise • To explain how a warm-up should work 	<ul style="list-style-type: none"> • To identify where resilience has been shown by themselves and others • To understand how resilience can lead to success • To identify their strengths and how these can help a team • To understand how mindset can impact performance • To understand the value of independent learning • To understand how teamwork can influence success

Year 5 – Social and Emotional Skills

Beginning to Lead	Self-improvement	Sporting Values
<ul style="list-style-type: none"> • To identify the skills of a good leader • To demonstrate the skills of a good leader when working with a partner, group or team • To plan a warm up routine that all children can take a full and active part in. • To understand what the letter S.T.E.P stand for in the STEP framework • To use their knowledge of the STEP framework to make a game more inclusive for all • To plan and lead a small group through the pulse raising section of a warm up 	<ul style="list-style-type: none"> • To identify an example of themselves/ others showing resilience within the lesson • To identify how resilience can be shown throughout school • To understand the term ‘positive mindset’ • To be able to give constructive feedback to a partner to help improve a skill • To identify why the rules of the game are needed • To understand their weaknesses (physical/ cognitive or social and emotional) when playing sports and think of ways these could be improved 	<ul style="list-style-type: none"> • To understand the Olympic value of ‘Excellence’ and identify a time they have shown this in the lesson • To identify how ‘Excellence’ has been shown by others within the lesson • To understand the Olympic value of ‘Friendship’ and identify a time they have shown this in the lesson • To identify how ‘Friendship’ has been shown by others within the lesson • To understand the Olympic value of ‘Respect’ and identify a time they have shown this in the lesson • To identify how ‘Respect’ has been shown by others within the lesson

Year 6 – Social and Emotional Skills

Sporting Values	Citizenship	Learning to Lead
<ul style="list-style-type: none"> • To understand the sporting value of ‘Honesty’ and identify a time they or others have shown this in the lesson • To understand the sporting value of ‘Self-belief’ and identify a time they or others have shown this in the lesson • To understand the sporting value of ‘Teamwork’ and identify a time they or others have shown this in the lesson • To understand the sporting value of ‘Determination’ and identify a time they or others have shown this in the lesson • To understand the sporting value of ‘Passion’ and identify a time they or others have shown this in the lesson • To understand the sporting value of ‘Respect’ and identify a time they or others have shown this in the lesson 	<ul style="list-style-type: none"> • To identify ways a game could be changed so that all are included • To identify how sport can be a tool to change lives • To identify how setting goals can help them to improve a performance • To identify their role in keeping others safe • To identify how they could respond to negativity or criticism • To understand how people may be put off taking part in sport 	<ul style="list-style-type: none"> • To lead an effective warm up routine for a small group • To understand how to lead a sport specific warm up • To understand how to lead an effective warm up which is focused on improving a particular skill (e.g. stamina) • To describe how a good warm up routine can have a positive impact on performance and the implications of an ineffective warm up routine. • To be able to identify how active lifestyles can continue outside of school • To recognise how to make a game or activity safer