



Knowledge Organisers for the priority subject for each concept to be issued 2-3 weeks before the learning block is taught.

Metacognition: Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving. *These will vary depending on the needs of each class.*

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	How can I negotiate space? Can I look out for others when I am moving?	How do I support my body? How many different ways can I move my body? Can I be safe whilst moving?	Do I understand good posture? Can I adapt between fine and gross motor skills? Can I demonstrate good control?	Can I show good body strength? Can I apply skills I have learnt to a range of sports?	Do I know how to use different tools? Do I know how to use a range of ball skills?	Do I know how to look after my body? How can I be healthy? Why do I need enough sleep?
Skills	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance, co- ordination and agility	Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Combine different movements with ease and fluency. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian





Year A Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
Knowledge	Do you understand what good control means? Do you understand how to improve your balance? Do you know how to make movements smooth? Do you understand why you keep your standing foot still? Can you keep your non- standing foot off the floor?	Do you know how to do a good take off and get height? Do you know how to gain balance and control on landing? Do you know how to achieve a soft landing? Do you know how to hold a balance without strain?	Do you know how to create smooth movements and minimum wobble? Can you stay on the line with your head up? Can you use your opposite arm and leg when moving forwards? Can you keep both feet facing forwards? Can you keep your feet still? Can you keep a minimum wobble (control)?	Can you maintain control of the ball? Are you able to move the ball in both directions? Can you use smooth movements with the ball? Can you stay in balance? Can you use smooth, controlled movements? Can you coordinate your movements with a partner?	Can you use accuracy and weight when sending? Can you get in a good position to receive? Can you collect the ball safely?	Can you start and stop quickly? Can you use timing to get in the right position? Can you use balance/control when collecting the ball?





Skill	Keep your head up.	Keep your feet shoulder	Keep your head up and still.	Keep your tummy tight and	Use backswing and follow	Take up a good ready
-	Bend your knees to help	width apart.	Keep your back straight.	your weight through your	through.	position and push off
Progressio	balance.	Bend your knees on	Swing your arms to help	bottom.	Keep your eyes focused	hard.
n	Work off the balls of your	take-off and on landing.	move and balance.	Use your fingers to move	on the ball.	Keep your head steady
	feet.	Keep your head up.	Keep your head still and look		Adopt a good 'ready	and watch the ball.
	Keep your head up and		forward.	Focus on moving the ball	position' (weight on balls	Try rolling the ball at
	still.		Use your arms to help you	smoothly rather than on	of feet, wide base).	different speeds to get
	Keep your tummy tight.		move and balance as you	speed.	Keep your eyes focused	the right challenge.
	Keep your back straight.		walk (opposite arm and leg).	Keep your tummy tight.	on the ball.	Keep your hands in line
			Work off the balls of your	Keep your back straight	Move your feet to get in	with your shoulders.
			feet.	and head up.	line with the ball when	Keep your knees in line
			Keep your feet a shoulder	Hold on to your partner's	receiving.	with your hips.
			width apart.	forearms.	Try to have 'soft hands'	Keep your back straight
			Bend your knees.		when catching.	and tummy tight.
			Keep your back straight and		Accuracy and weight	Maintaining balance
			head up.		when sending	throughout
					Getting in a good position	Holding correct position
					to receive	Control when changing
					Collecting the ball safely	balance/position
Meta	Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
Cognition	questions to identify and	information organise	identify and compare	(metacognition) describe the	new contexts use	design a course of action
Ũ	clarify issues, and	information based on	creative ideas to think	strategies used in given	information from a	identify alternative
	compare information in	similar or relevant ideas	broadly about a given	situations and tasks	previous experience to	courses of action or
	their world	from several sources	situation or problem		inform a new idea	possible conclusions
				Reflect on processes outline		when presented with
	Identify and clarify	luce size a sectivitation	Seek solutions and put	the details and sequence in a	Apply logic and reasoning	information
	information and ideas	Imagine possibilities	ideas into action	whole task and separate it	identify reasoning used in	
	Identify and explore	and connect ideas build	investigate options and	into workable parts	choices or actions in	Evaluate procedures and
	information and ideas	on what they know to	predict possible outcomes		specific situations	outcomes evaluate
	from source materials	create ideas and	when putting ideas into			whether they have
		possibilities in ways that	action			accomplished what they
		are new to them				set out to achieve





		develop and/or produce spoken or written texts in print or digital forms				
Year B Owls	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Civilisation and Democracy	Culture	All Around The World	Exploration and discoveries	Natural Wonder	Community
NC Objectives	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co- ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending
Knowledge	Can you use good control? Can you use good balance? Can you use smooth movements?	Can you use good take off and height? Can you use balance and control on landing? Can you achieve a soft landing?	Can you use smooth movements and minimum wobble? Can you stay on the line with your head up?	Can you maintain control of the ball? Are you able to move the ball in both directions? Can you use smooth movements with the ball? Can you stay in balance?	Can you use accuracy and weight when sending? Can you get in a good position to receive? Can you collect the ball safely?	Can you start and stop quickly? Can you use timing to get in the right position? Can you use balance/control when collecting the ball?





	Can you keep your standing foot still? Can you keep your non- standing foot off the floor? Can you use minimum wobble?	Can you hold a balance without strain?	Can you use your opposite arm and leg moving forwards? Can you use both feet facing forwards? Can you keep your feet still? Can you use minimum wobble (control)?	Can you use smooth, controlled movements? Can you coordinate your movements with a partner?		
Skills	Keep your head up. Bend your knees to help balance. Work off the balls of your feet. Keep your head up and still. Keep your tummy tight. Keep your back straight.	Keep your feet shoulder width apart. Bend your knees on take-off and on landing. Keep your head up.	Keep your head up and still. Keep your back straight. Swing your arms to help move and balance. Keep your head still and look forward. Use your arms to help you move and balance as you walk (opposite arm and leg). Work off the balls of your feet. Keep your feet a shoulder width apart. Bend your knees. Keep your back straight and head up.	Keep your tummy tight and your weight through your bottom. Use your fingers to move the ball. Focus on moving the ball smoothly rather than on speed. Keep your tummy tight. Keep your back straight and head up. Hold on to your partner's forearms.	Use backswing and follow through. Keep your eyes focused on the ball. Adopt a good 'ready position' (weight on balls of feet, wide base). Keep your eyes focused on the ball. Move your feet to get in line with the ball when receiving. Try to have 'soft hands' when catching. Accuracy and weight when sending Getting in a good position to receive Collecting the ball safely	Take up a good ready position and push off hard. Keep your head steady and watch the ball. Try rolling the ball at different speeds to get the right challenge. Keep your hands in line with your shoulders. Keep your knees in line with your hips. Keep your back straight and tummy tight. Maintaining balance throughout Holding correct position Control when changing balance/position
Metacogni tion	Pose questions pose questions to identify and clarify issues, and compare information in their world	Organise and process information organise information based on similar or relevant ideas from several sources	Consider alternatives identify and compare creative ideas to think broadly about a given situation or problem	Think about thinking (metacognition) describe the strategies used in given situations and tasks Reflect on processes outline the details and sequence in a	Transfer knowledge into new contexts use information from a previous experience to inform a new idea	Draw conclusions and design a course of action identify alternative courses of action or possible conclusions when presented with information





	Identify and clarify information and ideas Identify and explore information and ideas from source materials	Imagine possibilities and connect ideas build on what they know to create ideas and possibilities in ways that are new to them develop and/or produce spoken or written texts in print or digital forms	Seek solutions and put ideas into action investigate options and predict possible outcomes when putting ideas into action	whole task and separate it into workable parts	Apply logic and reasoning identify reasoning used in choices or actions in specific situations	Evaluate procedures and outcomes evaluate whether they have accomplished what they set out to achieve
Year A Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate





	improvement to achieve				improvement to achieve their personal best.	improvement to achieve their personal best.
Kasudadaa	their personal best.	Curina na in a	I had a vata a dina affa bility (Lindouston din proficiality	LKS2	LKS2
Knowledge	LKS2 I know how to use	Swimming	Understanding of ability	Understanding of ability		
Jasmine Y4	balance and control	I know how to be safe	Understanding of strengths and weaknesses	Understanding of strengths and weaknesses	Reacting and moving quickly	Starting and stopping
					. ,	quickly
	I can use fluent and	around the pool.	Understanding of safety	Understanding of safety	Catching the ball	Timing to get in the right
	smooth movements	I know how to enter	when taking part in different adventurous	when taking part in different	Slowing down with control after catch	position Balance/control when
	I know how to perform movements in different	and exit the pool safely.	activities.	adventurous activities.	control after catch	collecting ball
		and exit the pool salely.	activities.		UKS2	conecting ban
	ways Balance and control	I understand buoyancy			UKSZ	UKS2
		and how to float to be			Good take off and height	UKSZ
	throughout Fluent, smooth	safe.			Balance and control on	Staying on line/low beam
	movements	Sale.			landing	Minimum wobble
	Performing movements in	I understand being			Soft landings	(control)
	both directions/on both	streamlined.			Stability	Good posture (head
	sides	Streamineu.			Smooth, controlled	up/back straight)
	sides	I understand why			movements	Smooth, controlled
	UKS2	swimming is good for			Repeatable performance	movements
	Accuracy and weight of	me.			Repeatable performance	Fluency and rhythm
	throws	inc.				Performing consistently
	Fluency					on both sides/in both
	Consistency (repeatable)					directions
	Able to turn over either					uncetions
	shoulder					
	Timing to get in the right					
	position					
	Balance/control when					
	collecting ball					
Skill	LKS2	See separate document	LKS2	LKS2	LKS2	LKS2
Progressio	Keep your head up and		Can work together with	Can work together with		
n	back straight.		others to solve problems.	others to solve problems.	Take up a ready position	Start quickly and
	Work off the balls of your				with your knees bent and	accelerate by pushing off
	feet.		Approach the task with a	Approach the task with a	your feet apart (front to	hard with your feet.
			positive attitude.	positive attitude.	back).	





Bend your knees to push			Start quickly and	Drive your arms from
off and land.	Begin to work with others.	Begin to work with others.	accelerate by pushing off	'hips to lips' to help you
Use tricky footwork	-	-	hard with your feet.	accelerate.
patterns - hop, side-step,	UKS2	UKS2	Bend your knees to help	Keep watching the ball
gallop, skip skip with high			you slow down.	and concentrate on your
elbows/knees, hop-scotch	Be able to break a problem	Be able to break a problem	Bend the knee on your	timing so you arrive at
(same leg)	into steps.	into steps.	'catching leg' and take	the right time.
			your weight back to	_
Move through a slalom	Use techniques to work	Use techniques to work	enable you to stop	UKS2
course	effectively with others.	effectively with others.	quickly.	
				Keep your feet a shoulder
Move in straight lines to	Speak clearly and concisely	Speak clearly and concisely to	UKS2	width apart and bend
collect and return the	to deliver information.	deliver information.		your knees.
items			Bend your knees before	Keep your head up
	Competently tackle	Competently tackle	take-off and on landing.	looking forward.
Play with fewer pairs of	adventurous tasks.	adventurous tasks.	Swing your arms to get	Use smooth, controlled
items			height and use them to	movements.
			help balance on landing.	Bend your knees and use
Include footwork patterns			Land softly on the balls of	your arms to help your
moving backwards			your feet so there is no	balance.
			noise.	
Balance with support, for			Keep your tummy (core	
example using a wall or			muscles) tight.	
partner.			Use your arms to help you	
			balance.	
Pick cones up from a			Use smooth, controlled	
raised surface, for			movements.	
example a bench or chair.			Keep your centre of	
			gravity over your base of	
Balance a ball while			support on landing.	
completing the challenge.				
Balance on dominant leg				
during challenge without				
support.				





	UKS2 Take up a balanced position, making sure your hands are in a good ready position. Vary the pace of the ball to find which is best. Keep your eyes focused on the ball(s). Start quickly by pushing off hard with your feet and by driving your arms Move your feet quickly to get into the collecting position. Run well past the ball to give you more time. Get into a stable position as early as you can. When facing your partner, turn with a reverse pivot, bend your knees and push off. When facing away from your partner, use your peripheral vision to spot the ball and then react quickly.					
Cog developme nt	Y3 – Take control Y4 – Consistently try to improve Y5 – Embrace challenge	Y3 – Work well with others Y4 – Organise and guide others Y5 – Improve others	Y3 – Explain why Y4 – Describe how to improve Y5 – Make good decisions Y6 – Analyse performance	Y3 – Recognise and respond Y4 – Refine and change Y5 – Express adapt and adjust Y6 – Variety and disguise	Y3 – Perform with control Y4 – Link with quality Y5 – Combine with fluency	Y3 – Explain why Y4 – Explain how to exercise Y5 – Prepare myself for activity





	Y6 – Take responsibility	Y6 – Lead others			Y6 – Apply with	Y6 - Plan my own fitness
	for my learning				consistency	
Meta	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
Cognition						
	Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
	questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	new contexts transfer	design a course of action
	knowledge about the	compare, and	creative thinking strategies	explain and check the	and apply information in	draw on prior knowledge
	world	categorise facts and	to propose a range of	processes used to come to	one setting to enrich	and use evidence when
	Identify and clarify	opinions found in a	alternatives	conclusions	another	choosing a course of
	information and ideas	wide range of sources	Seek solutions and put	Reflect on processes identify	Apply logic and reasoning	action or drawing a
	identify main ideas and	Imagine possibilities	ideas into action	pertinent information in an	identify and apply	conclusion
	select and clarify	and connect ideas	experiment with a range of	investigation and separate	appropriate reasoning	
	information from a range	expand on known ideas	options when seeking	into smaller parts or ideas	and thinking strategies for	Evaluate procedures and
	of sources	to create new and	solutions and putting ideas		outcomes	outcomes explain and
		imaginative	into action	UKS2		justify ideas and
		combinations			UKS2	outcomes
			UKS2	Think about thinking		
	UKS2	UKS2		(metacognition) reflect on	Transfer knowledge into	UKS2
			Consider alternatives	assumptions made, consider	new contexts apply	
	Pose questions pose	Organise and process	identify situations where	reasonable criticism, and	knowledge gained from	Draw conclusions and
	questions to clarify and	information analyse,	current approaches do not	adjust their thinking if	one context to another	design a course of action
	interpret information and	condense, and combine	work, challenge existing	necessary	unrelated context and	scrutinise ideas or
	probe further to discover	relevant information	ideas, and generate	Reflect on processes identify	identify new meaning	concepts, test
	causes and consequences	from multiple source s	alternative solutions	and justify the thinking	Apply logic and reasoning	conclusions and modify
	Identify and clarify	Imagine possibilities	Seek solutions and put	behind choices they have	assess whether there is	actions when designing a
	information and ideas	and connect ideas	ideas into action assess	made	adequate reasoning and	course of action
	identify and clarify	combine ideas in a	and test options to identify		evidence to justify a	
	relevant information and	variety of ways and	the most effective solution		claim, conclusion, or	Evaluate procedures and
	prioritise ideas	from a range of sources	and put ideas into action		outcome	outcomes evaluate the
		to create new				effectiveness of ideas,
		possibilities				products, performances,
						methods, and courses of
						action against given
						criteria





Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buzzards						
Concept	Civilisation and	Culture	All Around the World	Exploration and	Natural Wonder	Community
	Democracy			Discoveries		
NC	Develop flexibility,	Swim competently,	Use running, jumping,	Use running, jumping,	Develop flexibility,	Use running, jumping,
Objectives	strength, technique,	confidently and	throwing and catching in	throwing and catching in	strength, technique,	throwing and catching in
	control and balance [for	proficiently over a	isolation and in	isolation and in combination	control and balance [for	isolation and in
	example, through	distance of at least 25	combination		example, through	combination
	athletics and gymnastics]	metres		Play competitive games,	athletics and gymnastics]	
			Play competitive games,	modified where appropriate		Play competitive games,
		Use a range of strokes	modified where	[for example, badminton,		modified where
		effectively [for example,	appropriate [for example,	basketball, cricket, football,		appropriate [for example,
		front crawl, backstroke	badminton, basketball, cricket, football, hockey,	hockey, netball, rounders and		badminton, basketball,
		and breaststroke]	netball, rounders and	tennis], and apply basic principles suitable for		cricket, football, hockey, netball, rounders and
		Perform safe self-rescue	tennis], and apply basic	attacking and defending		tennis], and apply basic
		in different water-based	principles suitable for			principles suitable for
		situations.	attacking and defending	Compare their performances		attacking and defending
				with previous ones and		
			Compare their	demonstrate improvement to		Compare their
			performances with	achieve their personal best.		performances with
			previous ones and			previous ones and
			demonstrate improvement			demonstrate
			to achieve their personal			improvement to achieve
			best.			their personal best.
Knowledge	Gymnastics	Swimming	Invasion	LKS2	Athletics	Striking and Fielding
Games and	LKS2		LKS2	Accuracy and weight when	LKS2	LKS2
sports	Choose combinations	I know how to be safe	I know where I am heading	sending	Choose skills and	
Outdoor	that work in their	around the pool.	and how to direct the ball.	Getting in a good position to	equipment to meet the	Choose and use a
adventure	sequences.	I know how to onto:	Know which passage are	receive	challenges they	range of simple
	Adapt their sequences	I know how to enter	Know which passes are	Collecting the ball safely	are set. E.g by increasing the distance thrown.	tactics and
	to include apparatus	and exit the pool safely.	best, tactics to keep		the distance thrown.	strategies





and to suit partner or		possession.	UKS2		
small group.	I understand buoyancy			UKS2	Keep, adapt and
	and how to float to be	Know what to think	Maintaining stability without		make rules for
Compare and contrast	safe.	about when team has	strain	Watch a partners athletic	striking and
similar performances.		and hasn't got the ball.	Keeping hands and feet off	performance and identify	fielding games.
	I understand being		the floor throughout	the main strengths.	
	streamlined.	How to organise	Repeatable performance		UKS2
UKS2		themselves differently to	Good posture e.g. straight	Identify parts of the	
	I understand why	play each of the games	back.	performance that need to	
Move from floor to	swimming is good for	successfully.	Holding balance without	be practised and refined,	Use and adapt
apparatus, change	me.		strain.	and suggest	rules, strategies
levels and move safely.		Understand patterns of	Control, e.g. while	improvements.	and tactics, using
		play- if ball is in a certain	transferring objects.		their knowledge
Watch a performance		position where should	Rotate slowly and with	Knowhow to plan a run so	of basic principles
and evaluate its		players be.	control.	they pace themselves	of batting and
success.				evenly or unevenly.	fielding.
		Know what rules are			
Identify what was		needed to make games		Plan to cover distances as	Know which throw is
performed well and		fair.		a team to get the best	better in a given
what needs improving.				results possible.	situation.
Choose a focus for		UKS2			
improvement.					
		Watch and evaluate the			
Identify one or two		success of the games they			
aspects of their		play in			
performance to					
practice and improve.		Identify parts of the game			
Maka un a coguence		that are going well and			
Make up a sequence		parts that need improving.			
and adapt it to different apparatus		Explain how confident they			
		feel in different positions.			
layouts. Make up own rule for		leer in different positions.			
-					
longer, more complex					





	sequences.		Suggest what they need to			
			practice to enjoy game			
	Use combinations of		more.			
	dynamics (pathways)					
	to use space		Know how they support			
	effectively.		other players in attack			
	,		and defence.			
	Plan a sequence and		Understand how to get			
	adapt it to limited		ready for games.			
	equipment.		ready for games.			
	equipment.		Understand that when			
	Work as a group and		team has ball they are			
	share roles fairly.		attacking and when they			
			haven't they are			
	Investigate different		defending.			
	ways of working with a					
	partner or small group.					
	Know how gymnastics					
	promotes strength,					
	power and suppleness.					
	Set out and do risk					
	assessments on					
	apparatus.					
Skill	LKS2	See separate document	LKS2	LKS2	LKS2	LKS2
		dee separate abeament	Partner using a number	Can work together with		2.102
Progressio	Develop and perform		of sending and receiving	others to solve problems.	Use different techniques,	Consolidate and
n	actions.		techniques.	others to solve problems.	speeds and effort to meet	develop the range
			teeninques.	Approach the task with a	challenges set for	and consistency of
	Practice and		Improvo accuracy of		_	their skills in
			Improve accuracy of	positive attitude.	running,	
	concentrate on quality		passes and use space to		jumping and throwing.	striking and
	of movement.		keep possession better.	Begin to work with others.		fielding games.





Link different balances	Remain in control of ball	UKS2	Children will be taught	Throw and catch a
moving in and out of	while travelling.		how to use their bodies	balls at different
positions of stillness.		Be able to break a problem	to:	speeds, directions
	Look when travelling and	into steps.	Sprint 50m within	and heights.
Transfer weight	what happens after they		17-14secs develop	
smoothly from one	have passed ball.	Use techniques to work	to 13-10secs	
part of body to		effectively with others.	Iump for height 20-	UKS2
another.	Play games that involve		24cm	
	keeping possession and	Speak clearly and concisely to	🛛 Jump for	Develop the range
Use actions on floor	scoring in targets. 3vs 1	deliver information.	distance90 - 119cm	and consistency of
and over, through,	and 4vs 1 games.		Izeap hurdles 60m	their skills,
across and along		Competently tackle	within 25–18 secs	especially in
apparatus.	Find space to receive and	adventurous tasks.	develop to 17-14	specific striking
	support.		secs	and fielding
Vary and apply actions			Overarm throw 20-	games. E.g
on floor and	Score more regularly		29m	throwing,
apparatus.	without making mistakes.		Chest push 34-6m	catching and
			Run for longer	striking a ball
Copy a partner's	UKS2		distance 400m	accurately to a
sequence on floor and			3:30-2:31 develop	static and moving
apparatus.	Show ways to keep ball		to 2:30-2:01	partner at
	away from defenders.			different
Perform easy				distances.
combinations of	How to shield the ball.		UKS2	
contrasting actions.				Develop and
	Change speed, direction		Choose their favourite	adapt their
Devise, perform and	with ball to get away from		ways of running, jumping	striking, fielding,
repeat sequences that	defender.		and throwing.	throwing and
include travel, body				catching skills to
shapes and balances.	Shoot accurately in a		Choose the best	different heights,
	variety of ways.		equipment	distances in small
Include changes of			for different activities.	and large games.
dynamics.	Mark an opponent.			
				Thinking about
Work with a partner			Mark a run up for jumping	when to use an





and small groups to	Change pitch size to make	and throwing.	over and under
create sequences.	games better. E&I		arm throw.
		Set themselves and	
UKS2	Understand different	others	
	ways of attacking and	targets in different	
Explore range of	encourage them to use	events.	
symmetric and	positions for their team		
asymmetric actions,	carefully.		
shapes and balances.		Children will be taught	
	Understand different	how	
Control actions and	ways to attack and	to use their bodies to:	
combine them fluently.	defend.	Sprint 75m within	
		20-16develop to	
Be aware of extension,	Choose right formations	15-12secs	
body tension and	and tactics for attack and	Iump for height 30-	
control.	defence.	34cm	
		Can take pulse,	
Combine movements		and name some	
with other in a group		muscles	
(matching and		correctly, and	
mirroring).		they can explain	
		the effects of	
Use compositional		exercise on	
ideas (contrasts and		their body.	
variation in shape,		Can start to lead	
speed, level, timing		their own warm	
and actions)		up using	
		dynamic	
		stretches in	
		small groups,	
		know what	
		muscles to	
		warm up	
		effectively for	
		different	





		exercises.
		Understand why
		exercise is good
		for their fitness,
		health and wellbeing
		Created Summer 2019
		speed about the
		court. E&I
		(tennis,
		badminton)
		Jump for
		distance150
		-179cm
		I Leap hurdles 60m
		within 25
		-18 secs
		develop to 17
		-
		14secs
		Overarm throw 30
		-
		34m develop to
		35+m
		🛙 Chest push 6
		-
		8
		m
		develop to 8+
		Run for longer
		distance 600m
		5:00
		-3:31 develop
		to 3:30
		-2:31
		UKS2





Cog	Y3 – Stay on task.	Y3 – Understand others	Y3 – Observe and describe	Y3 – Explore and describe	Y3 – perform single skills	Y3 – Explain benefits of
developme	Keep trying	Help and encourage	Recognise and order	Compare and develop	Perform simple	exercise
nt	Y4 – Take control	Y4 – Work well with	Y4 – Explain why	Y4 – Recognise and respond	sequences	Practise safely
	Consistently try to	others	Describe how to improve	Refine and change	Y4 – Perform with control	Y4 – Explain why
	improve	Organise and guide	Y5 – Make good decisions	Y5 – Express adapt and adjust	Link with quality	Explain how to exercise
	Y5 – Embrace challenge	others	Y6 – Analyse performance	Y6 – Variety and disguise	Y5 – Combine with	Y5 – Prepare myself for
	Y6 – Take responsibility	Y5 – Improve others			fluency	activity
	for my learning	Y6 – Lead others			Y6 – Apply with	Y6 - Plan my own fitness
					consistency	
	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
	Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
	questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	new contexts transfer	design a course of action
	knowledge about the	compare, and	creative thinking strategies	explain and check the	and apply information in	draw on prior knowledge
	world	categorise facts and	to propose a range of	processes used to come to	one setting to enrich	and use evidence when
		opinions found in a	alternatives	conclusions	another	choosing a course of
	Identify and clarify	wide range of sources	Seek solutions and put			action or drawing a
	information and ideas		ideas into action	Reflect on processes identify	Apply logic and reasoning	conclusion
	identify main ideas and	Imagine possibilities	experiment with a range of	pertinent information in an	 identify and apply 	
	select and clarify	and connect ideas	options when seeking	investigation and separate	appropriate reasoning	Evaluate procedures and
	information from a range	expand on known ideas	solutions and putting ideas	into smaller parts or ideas	and thinking strategies for	outcomes explain and
	of sources	to create new and	into action		outcomes	justify ideas and
		imaginative		UKS2		outcomes
		combinations	UKS2		UKS2	
				Think about thinking		UKS2
	UKS2	UKS2	Consider alternatives	(metacognition) reflect on	Transfer knowledge into	
	_		identify situations where	assumptions made, consider	new contexts apply	Draw conclusions and
	Pose questions pose	Organise and process	current approaches do not	reasonable criticism, and	knowledge gained from	design a course of action
	questions to clarify and	information analyse,	work, challenge existing	adjust their thinking if	one context to another	scrutinise ideas or
	interpret information and	condense, and combine	ideas, and generate	necessary	unrelated context and	concepts, test
	probe further to discover	relevant information	alternative solutions		identify new meaning	conclusions and modify
	causes and consequences	from multiple source s		Reflect on processes identify		actions when designing a
				and justify the thinking		course of action





	Identify and clarify information and ideas identify and clarify relevant information and prioritise ideas	Imagine possibilities and connect ideas combine ideas in a variety of ways and from a range of sources to create new possibilities	Seek solutions and put ideas into action assess and test options to identify the most effective solution and put ideas into action	behind choices they have made	Apply logic and reasoning - assess whether there is adequate reasoning and evidence to justify a claim, conclusion, or outcome	Evaluate procedures and outcomes evaluate the effectiveness of ideas, products, performances, methods, and courses of action against given criteria
Year C Buzzards	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate





	improvement to achieve their personal best.				improvement to achieve their personal best.	improvement to achieve their personal best.
			Lindenstending of chility	Lindouston dia sof a bility		
Knowledge	LKS2	See separate document	Understanding of ability	Understanding of ability	LKS2	LKS2
Jasmine Y3	Balance and control		Understanding of strengths	Understanding of strengths	Reacting and moving	Starting and stopping
	throughout		and weaknesses	and weaknesses	quickly	quickly
	Fluent, smooth		Understanding of safety	Understanding of safety	Catching the ball	Timing to get in the right
	movements		when taking part in	when taking part in different	Slowing down with	position
	Performing movements in		different adventurous	adventurous activities.	control after catch	Balance/control when
	both directions/on both		activities.			collecting ball
	sides				UKS2	
						UKS2
	UKS2				Good take off and height	
	Accuracy and weight of				Balance and control on	Staying on line/low beam
	throws				landing	Minimum wobble
	Fluency				Soft landings	(control)
	Consistency (repeatable)				Stability	Good posture (head
	Able to turn over either				Smooth, controlled	up/back straight)
	shoulder				movements	Smooth, controlled
	Timing to get in the right				Repeatable performance	movements
	position					Fluency and rhythm
	Balance/control when					Performing consistently
	collecting ball					on both sides/in both
						directions
Skill	LKS2		LKS2	LKS2	LKS2	LKS2
Progressio	Keep your head up and		Can work together with	Can work together with		
_	back straight.		others to solve problems.	others to solve problems.	Take up a ready position	Start quickly and
n	Work off the balls of your			others to solve problems.	with your knees bent and	accelerate by pushing off
	feet.		Approach the task with a	Approach the task with a	your feet apart (front to	hard with your feet.
	Bend your knees to push		positive attitude.	positive attitude.	back).	Drive your arms from
	off and land.			positive attitude.	Start quickly and	'hips to lips' to help you
			Pagin to work with others	Begin to work with others.	accelerate by pushing off	accelerate.
			Begin to work with others.	begin to work with others.		
	UKS2				hard with your feet.	Keep watching the ball
	Take up a balanced		UKS2	UKS2	Bend your knees to help	and concentrate on your
	position, making sure				you slow down.	timing so you arrive at
						the right time.





	and the second		De able te bue la la	De able te bread	Devel the loss of	
	your hands are in a good		Be able to break a problem	Be able to break a problem	Bend the knee on your	
	ready position.		into steps.	into steps.	'catching leg' and take	UKS2
	Vary the pace of the ball				your weight back to	
	to find which is best.		Use techniques to work	Use techniques to work	enable you to stop	Keep your feet a shoulder
	Keep your eyes focused		effectively with others.	effectively with others.	quickly.	width apart and bend
	on the ball(s).					your knees.
	Start quickly by pushing		Speak clearly and concisely	Speak clearly and concisely to	UKS2	Keep your head up
	off hard with your feet		to deliver information.	deliver information.		looking forward.
	and by driving your arms				Bend your knees before	Use smooth, controlled
	Move your feet quickly to		Competently tackle	Competently tackle	take-off and on landing.	movements.
	get into the collecting		adventurous tasks.	adventurous tasks.	Swing your arms to get	Bend your knees and use
	position.				height and use them to	your arms to help your
	Run well past the ball to				help balance on landing.	balance.
	give you more time.				Land softly on the balls of	Sulance.
	Get into a stable position				your feet so there is no	
	as early as you can.				noise.	
	When facing your partner,				Keep your tummy (core	
	turn with a reverse pivot,				muscles) tight.	
	bend your knees and push				Use your arms to help you	
	off.				balance.	
	When facing away from				Use smooth, controlled	
	your partner, use your				movements.	
	peripheral vision to spot				Keep your centre of	
	the ball and then react				gravity over your base of	
	quickly.				support on landing.	
Cog	Y3 – Stay on task.	Y3 – Understand others	Y3 – Observe and describe	Y3 – Explore and describe	Y3 – perform single skills	Y3 – Explain benefits of
developme	Keep trying	Help and encourage	Recognise and order	Compare and develop	Perform simple	exercise
nt	Y4 – Take control	Y4 – Work well with	Y4 – Explain why	Y4 – Recognise and respond	sequences	Practise safely
	Consistently try to	others	Describe how to improve	Refine and change	Y4 – Perform with control	Y4 – Explain why
	improve	Organise and guide	Y5 – Make good decisions	Y5 – Express adapt and adjust	Link with quality	Explain how to exercise
	Y5 – Embrace challenge	others	Y6 – Analyse performance	Y6 – Variety and disguise	Y5 – Combine with	Y5 – Prepare myself for
	Y6 – Take responsibility	Y5 – Improve others			fluency	activity
	for my learning	Y6 – Lead others			Y6 – Apply with	Y6 - Plan my own fitness
	, ,				consistency	,
					001.010001109	





LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	new contexts transfer	design a course of action
knowledge about the	compare, and	creative thinking strategies	explain and check the	and apply information in	draw on prior knowledge
world	categorise facts and	to propose a range of	processes used to come to	one setting to enrich	and use evidence when
	opinions found in a	alternatives	conclusions	another	choosing a course of
Identify and clarify	wide range of sources	Seek solutions and put			action or drawing a
information and ideas		ideas into action	Reflect on processes identify	Apply logic and reasoning	conclusion
identify main ideas and	Imagine possibilities	experiment with a range of	pertinent information in an	- identify and apply	
select and clarify	and connect ideas	options when seeking	investigation and separate	appropriate reasoning	Evaluate procedures and
information from a range	expand on known ideas	solutions and putting ideas	into smaller parts or ideas	and thinking strategies for	outcomes explain and
of sources	to create new and	into action		outcomes	justify ideas and
	imaginative		UKS2		outcomes
	combinations	UKS2		UKS2	
			Think about thinking		UKS2
UKS2	UKS2	Consider alternatives	(metacognition) reflect on	Transfer knowledge into	
		identify situations where	assumptions made, consider	new contexts apply	Draw conclusions and
Pose questions pose	Organise and process	current approaches do not	reasonable criticism, and	knowledge gained from	design a course of action
questions to clarify and	information analyse,	work, challenge existing	adjust their thinking if	one context to another	scrutinise ideas or
interpret information and	condense, and combine	ideas, and generate	necessary	unrelated context and	concepts, test
probe further to discover	relevant information	alternative solutions		identify new meaning	conclusions and modify
causes and consequences	from multiple source s		Reflect on processes identify		actions when designing a
		Seek solutions and put	and justify the thinking	Apply logic and reasoning	course of action
Identify and clarify	Imagine possibilities	ideas into action assess	behind choices they have	 assess whether there is 	
information and ideas	and connect ideas	and test options to identify	made	adequate reasoning and	Evaluate procedures and
identify and clarify	combine ideas in a	the most effective solution		evidence to justify a	outcomes evaluate the
relevant information and	variety of ways and	and put ideas into action		claim, conclusion, or	effectiveness of ideas,
prioritise ideas	from a range of sources			outcome	products, performances,
	to create new				methods, and courses of
	possibilities				action against given
					criteria





Year D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Buzzards Concept	Civilisation and Democracy	Culture	All Around the World	Exploration and Discoveries	Natural Wonder	Community
NC Objectives	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Knowledge Jasmine 5/6	LKS2 Balance and control throughout Fluent, smooth movements Performing movements in both directions/on both sides	Swimming	LKS2 Smooth movements and minimum wobble Staying on a line with head up Opposite arm and leg moving forwards	LKS2 Good take off and height Balance and control on landing Soft landings UKS2	LKS2 Reacting and moving quickly Catching the ball Slowing down with control after catch UKS2	LKS2 Starting and stopping quickly Timing to get in the right position Balance/control when collecting ball





			UKS2	Fluidity and minimum wobble		UKS2
	UKS2			Staying on the line with head	Good take off and height	
	Accuracy and weight of		Able to work the ball in	up	Balance and control on	Staying on line/low beam
	throws		both directions	Opposite arm and leg driving	landing	Minimum wobble
	Fluency		Smooth movements with	forwards	Soft landings	(control)
	Consistency (repeatable)		the ball	Staying in balance	Stability	Good posture (head
	Able to turn over either		Fluidity when changing	Smooth, controlled	Smooth, controlled	up/back straight)
	shoulder		hands	movements	movements	Smooth, controlled
	Timing to get in the right		Quick reaction and good	Coordinated movements	Repeatable performance	movements
	position		acceleration			Fluency and rhythm
	Balance/control when		Catching the ball			Performing consistently
	collecting ball		Balance and control after			on both sides/in both
			catch			directions
Skill	LKS2	See separate document	LKS2	LKS2	LKS2	LKS2
Progressio	Keep your head up and		Keep your head still and	Bend your knees on take-off		
n	back straight.		look forward.	and on landing.	Take up a ready position	Start quickly and
	Work off the balls of your		Use your arms to help you	Swing your arms to help gain	with your knees bent and	accelerate by pushing off
	feet.		move and balance as you	height and use them to help	your feet apart (front to	hard with your feet.
	Bend your knees to push		walk (opposite arm and	balance on landing.	back).	Drive your arms from
	off and land.		leg).	Try to land softly so there is	Start quickly and	'hips to lips' to help you
			Work off the balls of your	no noise.	accelerate by pushing off	accelerate.
	UKS2		feet.		hard with your feet.	Keep watching the ball
	Take up a balanced		UKS2	UKS2	Bend your knees to help	and concentrate on your
	position, making sure				you slow down.	timing so you arrive at
	your hands are in a good		Keep the ball moving and	Keep your head still and back	Bend the knee on your	the right time.
	ready position.		away from your body.	straight.	'catching leg' and take	
	Vary the pace of the ball		Keep your head up, looking	Use your arms to help you	your weight back to	UKS2
	to find which is best.		forward.	balance as you walk, bringing	enable you to stop	
	Keep your eyes focused		Concentrate on performing	them 'from hips to lips'.	quickly.	Keep your feet a shoulder
	on the ball(s).		the movements smoothly	Practise the movement		width apart and bend
	Start quickly by pushing		to begin with and then	slowly at first.	UKS2	your knees.
	off hard with your feet		gradually increase their	Keep your core muscles tight.		Keep your head up
	and by driving your arms		speed.	Keep your body straight	Bend your knees before	looking forward.
				throughout.	take-off and on landing.	Use smooth, controlled
						movements.





	Move your feet quickly to		React and move early so it	Start leaning in and then	Swing your arms to get	Bend your knees and use
	get into the collecting		gives you time to get	slowly lean back using	height and use them to	your arms to help your
	position.		balanced.	smooth, controlled	help balance on landing.	balance.
	Run well past the ball to		Start quickly and accelerate	movements.	Land softly on the balls of	
	give you more time.		by pushing off hard with	Concentrate on keeping your	your feet so there is no	
	Get into a stable position		your feet.	centre of gravity over your	noise.	
	as early as you can.		Extend your front leg across	base of support.	Keep your tummy (core	
	When facing your partner,		your body and bend your	Use smooth, controlled	muscles) tight.	
	turn with a reverse pivot,		knees to enable you to stop	movements.	Use your arms to help you	
	bend your knees and push		quickly and get into a		balance.	
	off.		balanced position.		Use smooth, controlled	
	When facing away from		Keep your back straight		movements.	
	your partner, use your		throughout.		Keep your centre of	
	peripheral vision to spot		Focus on using 'soft hands'		gravity over your base of	
	the ball and then react		throughout.		support on landing.	
	quickly.		Concentrate on performing			
			the movements smoothly			
			and with control.			
			React and move early so it			
			gives you time to get			
			balanced.			
			Start quickly and accelerate			
			by pushing off hard with			
			your feet.			
			Extend your front			
			leg across your body and			
			bend your knees to enable			
			you to stop quickly and get			
			into a balanced position.			
Cog	Y3 – Stay on task.	Y3 – Understand others	Y3 – Observe and describe	Y3 – Explore and describe	Y3 – perform single skills	Y3 – Explain benefits of
developme	Keep trying	Help and encourage	Recognise and order	Compare and develop	Perform simple	exercise
nt	Y4 – Take control	Y4 – Work well with	Y4 – Explain why	Y4 – Recognise and respond	sequences	Practise safely
	Consistently try to	others	Describe how to improve	Refine and change	Y4 – Perform with control	Y4 – Explain why
	improve	Organise and guide	Y5 – Make good decisions	Y5 – Express adapt and adjust	Link with quality	Explain how to exercise
	Y5 – Embrace challenge	others	Y6 – Analyse performance	Y6 – Variety and disguise		





	Y6 – Take responsibility	Y5 – Improve others			Y5 – Combine with	Y5 – Prepare myself for
	for my learning	Y6 – Lead others			fluency	activity
					Y6 – Apply with	Y6 - Plan my own fitness
					consistency	
	LKS2	LKS2	LKS2	LKS2	LKS2	LKS2
	Pose questions pose	Organise and process	Consider alternatives	Think about thinking	Transfer knowledge into	Draw conclusions and
	questions to expand their	information collect,	explore situations using	(metacognition) reflect on,	new contexts transfer	design a course of action
	knowledge about the	compare, and	creative thinking strategies	explain and check the	and apply information in	draw on prior knowledge
	world	categorise facts and	to propose a range of	processes used to come to	one setting to enrich	and use evidence when
		opinions found in a	alternatives	conclusions	another	choosing a course of
	Identify and clarify	wide range of sources	Seek solutions and put			action or drawing a
	information and ideas		ideas into action	Reflect on processes identify	Apply logic and reasoning	conclusion
	identify main ideas and	Imagine possibilities	experiment with a range of	pertinent information in an	 identify and apply 	
	select and clarify	and connect ideas	options when seeking	investigation and separate	appropriate reasoning	Evaluate procedures and
	information from a range	expand on known ideas	solutions and putting ideas	into smaller parts or ideas	and thinking strategies for	outcomes explain and
	of sources	to create new and	into action		outcomes	justify ideas and
		imaginative		UKS2		outcomes
		combinations	UKS2		UKS2	
				Think about thinking		UKS2
	UKS2	UKS2	Consider alternatives	(metacognition) reflect on	Transfer knowledge into	
			identify situations where	assumptions made, consider	new contexts apply	Draw conclusions and
	Pose questions pose	Organise and process	current approaches do not	reasonable criticism, and	knowledge gained from	design a course of action
	questions to clarify and	information analyse,	work, challenge existing	adjust their thinking if	one context to another	scrutinise ideas or
	interpret information and	condense, and combine	ideas, and generate	necessary	unrelated context and	concepts, test
	probe further to discover	relevant information	alternative solutions		identify new meaning	conclusions and modify
	causes and consequences	from multiple sources		Reflect on processes identify		, actions when designing a
			Seek solutions and put	and justify the thinking	Apply logic and reasoning	course of action
	Identify and clarify	Imagine possibilities	ideas into action assess	behind choices they have	- assess whether there is	
	information and ideas	and connect ideas	and test options to identify	made	adequate reasoning and	Evaluate procedures and
	identify and clarify	combine ideas in a	the most effective solution		evidence to justify a	outcomes evaluate the
	relevant information and	variety of ways and	and put ideas into action		claim, conclusion, or	effectiveness of ideas,
	prioritise ideas	from a range of sources			outcome	products, performances,
		to create new				methods, and courses of
		possibilities				methods, and courses of
L						





			action against given criteria