

PE Curriculum



Cooperative
Education East

Aims of PE at Cooperative Education East Trust

Please refer to our Curriculum and Rationale document which can be found on our schools' websites.

<https://banham.cee.coop/>, <https://bunwell.cee.coop/>, <https://thompson.cee.coop/>

At the Cooperative Education East Trust, we believe that Physical Education not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim for both teachers and children to be aware of its importance. We strive to provide a broad and balanced program for Physical Education that is linked to wider health, physical activity and sporting opportunities.

We believe every child should have access to these opportunities and activities that are designed to be enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged.

Our aim is to increase participation in physical activity outside of the PE curriculum and in line with government recommendations of pupils being active for an hour a day.

At the Cooperative Education East Trust, we follow the National Curriculum for PE which can be found here:

https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf

We have taken the National Curriculum attainment targets for PE and grouped them into units following our scheme of work which is Get Set 4 PE in order to align them with our **C.A.R.E.** vision.

As a Trust we ensure we **C.A.R.E.** and that our children will be **C**onfident, **A**ble to meet future challenges, be **R**esponsible members of the community and **E**ffective Learners.

Get Set 4 PE can be found here:

<https://pe.getset4education.co.uk/?publicaccesstoken=fe0G5E72Q%2bmX9HnJIAi6hDpU7KHqS1ZvtNN1HYwz9A%3d>

Curriculum Map

Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Introduction to PE	Fundamentals	Gymnastics/ Apparatus	Dance	Ball skills	Games
<u>Year 1/2</u>	Fundamentals (1)	Gymnastics (1)	Dance (1)	Ball Skills (1)	Sending and receiving – tennis (1)	Striking and Fielding (1)
<u>Year 3/4</u>	Fitness (3/4)	Gymnastics (3)	Ball Skills (3/4)	Football (3/4)	OAA (3)	Cricket (3/4)
<u>Year 5/6</u>	Fitness (5/6)	Gymnastics (5)	Dance (5)	Football (5/6)	OAA (5/6)	Rounders (5/6)

Cycle B

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Introduction to PE	Fundamentals	Gymnastics/ Apparatus	Dance	Ball skills	Games
<u>Year 1/2</u>	Team Building (1)	Gymnastics (2)	Dance (2)	Invasion Games (1)	Sending and receiving – football (2)	Athletics (1)
<u>Year 3/4</u>	Hockey (3/4)	Gymnastics (4)	Dance (4)	Tag rugby (3/4)	Netball (3/4)	Athletics (3)
<u>Year 5/6</u>	Fitness (5/6)	Gymnastics (6)	Dance (6)	Tennis (5)	Netball (5/6)	Athletics (6)

Early Years Curriculum

The EYFS framework is structured across seven areas of learning rather than subject areas. Below is a table highlighting how skills taught in Reception feed into the National Curriculum subjects.

The Statutory Framework for EYFS states that:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

The following statements are taken from the physical development section and are what the children will be assessed against throughout their time in EYFS:

<u>Early Years Curriculum</u>	<u>When is it taught?</u>
<p>Gross Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Negotiate space and obstacles safely, with consideration for themselves and others;- Demonstrate strength, balance and coordination when playing;- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<p>These skills are taught throughout all PE units in EYFS. The repetition of these allows the children's gross motor skills to develop and become embedded, ensuring they have the appropriate foundations on which to build when they enter KS1.</p>
<p>Fine Motor Skills</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;- Use a range of small tools, including scissors, paint brushes and cutlery;- Begin to show accuracy and care when drawing.	<p>These specific skills are taught throughout a number of specific areas of learning in particular; literacy, mathematics, knowledge and understanding of the world and the expressive arts and design.</p> <p>Many gross motor activities contribute towards the development of fine motor skills for example pushing/ pulling of large objects will help to develop core strength and shoulder/ hand strength. The repetition of these actions enables children's fine motor skills to develop and become embedded, ensuring they have the appropriate foundations on which to build when they enter KS1.</p>

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

<u>National Curriculum</u>	<u>When is it taught?</u>	<u>Links with EYFS and KS2</u>
Pupils should be taught to: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities	Cycle A: Fundamentals Cycle A & B: Sending and receiving (tennis and football) Cycle A & B Dance Striking and fielding Cycle A & B: Gymnastics Cycle A: Team building Cycle B: Athletics	EYFS: Fundamentals, Ball skills, Games, Gymnastics/ Apparatus KS2: Fitness, Gymnastics, Ball skills, OAA, Athletics, Tennis
Pupils should be taught to: Participate in team games, developing simple tactics for attacking and defending	Cycle A & B: Sending and receiving (tennis and football) Cycle A: Ball skills Cycle A: Striking and fielding Cycle B: Invasion games	EYFS: Fundamentals, Games, Ball skills. KS2: Football, Cricket, Rounders, Hockey, Tag Rugby, Netball,
Pupils should be taught to: Perform dances using simple movements and patterns	Cycle A & B: Dance	EYFS: Dance KS2: Dance

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

<u>National Curriculum</u>	<u>When is it taught?</u>	<u>Links with EYFS and KS1</u>
Pupils should be taught to: Use running, jumping, throwing and catching in isolation and in combination	Year 3/4 Cycle A - Fitness, Ball skills, Football, Cricket, Cycle B - Ball Skills, Athletics, Netball Year 5/6 Cycle A – Fitness, Football, Rounders Cycle B - Athletics, Tennis, Netball	EYFS: Fundamentals, Ball skills, Games, Gymnastics/ Apparatus KS1 Cycle A: Fundamentals Cycle A & B: Sending and receiving (tennis and football) Cycle A & B Dance Striking and fielding Cycle A & B: Gymnastics Cycle A: Team building Cycle B: Athletics
Pupils should be taught to: Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Year 3/4 Cycle A – Ball Skills, Football, Cricket Cycle B - Hockey, Athletics, Tag Rugby, Netball Year 5/6 Cycle A – Football, Cricket Cycle B – Tennis, Netball, Athletics	EYFS: Fundamentals, Games, Ball skills. KS1 Cycle A & B: Sending and receiving (tennis and football) Cycle A: Ball skills Cycle A: Striking and fielding Cycle B: Invasion games
Pupils should be taught to: Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	Year 3/4 Cycle A - Gymnastics Cycle B - Athletics, Gymnastics, Dance Year 5/6 Cycle A - Gymnastics, Dance Cycle B - Athletics, Gymnastics, Dance	EYFS: Gymnastics/ Apparatus KS1 Cycle A & B: Gymnastics Cycle B: Athletics
Pupils should be taught to: Perform dances using a range of movement patterns	Year 3/4 Cycle B - Dance Year 5/6 Cycle A - Dance Cycle B - Dance	EYFS: Dance KS1 Cycle A & B: Dance
Pupils should be taught to: Take part in outdoor and adventurous activity challenges both individually and within a team	Year 3/4 Cycle A – OAA Year 5/6 Cycle A - OAA	n/a
Pupils should be taught to: Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	A common skill taught and carried out within all units the children complete in Key Stage 2	Where appropriate during KS1 and EYFS

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

Please refer to each school's website relating to the PE and Sports Premium documents as this will illustrate the swimming achievement for children in Year 6 relating to the above attainment targets.



Progression Journey: Dance

NC KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.		
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Use mirroring and unison when completing actions with a partner.	Match dynamic and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to count to music.	Begin to use counts.	Show a character through actions, dynamics and expression.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.

Progression Journey: F.M.S through fundamentals, fitness and athletics



Get Set 4 PE.

NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



Get Set 4 PE.

EYFS

1

2

3

4

5

6

Drop and catch with two hands.

Move a ball with feet.

Throw and roll a variety of beanbags and larger balls to space.

Kick larger balls to space.

Stop a beanbag or large ball sent to them using hands.

Attempt to stop a large ball sent to them using feet.

Hit a ball with hands.

Run and stop when instructed.

Move around showing limited awareness of others.

Make simple decisions in response to a situation.

Drop and catch a ball after one bounce on the move.

Move a ball using different parts of the foot.

Throw and roll towards a target with some varying techniques.

Kick towards a stationary target.

Catch a beanbag and a medium-sized ball.

Attempt to track balls and other equipment sent to them.

Strike a stationary ball using a racket.

Run, stop and change direction with some balance and control.

Recognise space in relation to others.

Begin to use simple tactics with guidance.

Dribble a ball with two hands on the move.

Dribble a ball with some success, stopping it when required.

Throw and roll towards a target using varying techniques with some success.

Show balance when kicking towards a target.

Catch an object passed to them, with and without a bounce.

Move to track a ball and stop it using feet with limited success.

Strike a ball using a racket.

Run, stop and change direction with balance and control.

Move to space to help score goals or limit others scoring.

Use simple tactics.

Dribble the ball with one hand with some control in game situations.

Dribble a ball with feet with some control in game situations.

Use a variety of throwing techniques in game situations.

Kick towards a partner in game situations.

Catch a ball passed to them using one and two hands with some success.

Receive a ball sent to them using different parts of the foot.

Strike a ball with varying techniques.

Change direction with increasing speed in game situations.

Use space with some success in game situations.

Use simple tactics individually and within a team.

Link dribbling the ball with other actions with increasing control.

Change direction when dribbling with feet with some control in game situations.

Use a variety of throwing techniques with increasing success in game situations.

Kick with increasing success in game situations.

Catch a ball passed to them using one and two hands with increasing success.

Receive a ball using different parts of the foot under pressure.

Strike a ball using varying techniques with increasing accuracy.

Change direction to lose an opponent with some success.

Create and use space with some success in game situations.

Use simple tactics to help their team score or gain possession.

Use dribbling to change the direction of play with some control under pressure.

Dribble with feet with some control under increasing pressure.

Use a variety of throwing techniques with some control under increasing pressure.

Use a variety of kicking techniques with some control under increasing pressure.

Catch and intercept a ball using one and two hands with some success in game situations.

Receive a ball using different parts of the foot under pressure with increasing control.

Strike a ball using a wider range of skills. Apply these with some success under pressure.

Use a variety of techniques to change direction to lose an opponent.

Create and use space for self and others with some success.

Understand the need for tactics and can identify when to use them in different situations.

Use dribbling to change the direction of play with control under pressure.

Use a variety of dribbling techniques to maintain possession under pressure.

Use a variety of throwing techniques including fake passes to outwit an opponent.

Select and apply the appropriate kicking technique with control.

Catch and intercept a ball using one and two hands with increasing success in game situations.

Receive a ball with consideration to the next move.

Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.

Confidently change direction to successfully outwit an opponent.

Effectively create and use space for self and others to outwit an opponent.

Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Progression Journey: Body Management through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.



Get Set 4 PE.

EYFS

1

2

3

4

5

6

Create shapes showing a basic level of stillness using different parts of their bodies.

Begin to take weight on different body parts.

Show shapes and actions that stretch their bodies.

Copy and link simple actions together.

Perform balances making their body tense, stretched and curled.

Take body weight on hands for short periods of time.

Demonstrate poses and movements that challenge their flexibility.

Remember, repeat and link simple actions together.

Perform balances on different body parts with some control and balance.

Take body weight on different body parts, with and without apparatus.

Show increased awareness of extension and flexibility in actions.

Copy, remember, repeat and plan linking simple actions with some control and technique.

Complete balances with increasing stability, control and technique.

Demonstrate some strength and control when taking weight on different body parts for longer periods of time.

Demonstrate increased flexibility and extension in their actions.

Choose actions that flow well into one another both on and off apparatus.

Use body tension to perform balances both individually and with a partner.

Demonstrate increasing strength, control and technique when taking own and others weight.

Demonstrate increased flexibility and extension in more challenging actions.

Plan and perform sequences showing control and technique with and without a partner.

Show increasing control and balance when moving from one balance to another.

Use strength to improve the quality of an action and the range of actions available.

Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.

Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.

Combine and perform more complex balances with control, technique and fluency.

Demonstrate more complex actions with a good level of strength and technique.

Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.

Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Progression Journey: OAA

NC KS2: take part in outdoor and adventurous activity challenges both individually and within a team.



EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Follow a path.						
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Progression Journey: Swimming

NC: All schools must provide swimming instruction either in key stage 1 or key stage 2.



Beginners

Submerge and regain feet in the water.

Breathe in sync with an isolated kicking action from poolside.

Use arms and legs together to move effectively across a short distance in the water.

Glide on front and back over short distances.

Float on front and back for short periods of time.

Confidently roll from front to back and then regain a standing position.

Developers

Confidently and consistently retrieve an object from the floor with the same breath.

Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.

Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.

Combine gliding and floating on front and back over an increased distance.

Float on front and back using different shapes with increased control.

Comfortably demonstrate sculling head first, feet first and treading water.

Intermediate

Confidently combine skills to retrieve an object from greater depth.

Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.

Confidently demonstrate good technique in a wider range of strokes over increased distances.

Combine gliding and transitioning into an appropriate stroke with good control.

Confidently link a variety of floating actions together demonstrating good technique and control.

Select and apply the appropriate survival technique to the situation.

Progression Journey: SET

EYFS

1 2

3 4

5 6

SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.

