



**Learning Behaviour Cog**

Autumn 1 - Personal



**KS1 End Point:**

Stay on Task  
Stay on Task with Help

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<b>Year 4</b>	<p>Keep Trying</p> <p>Accept Challenge</p> <p>Take Control</p>	<p><b>Emerging</b> I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p><b>Expected</b> I know where I am with my learning. I have begun to challenge myself.</p>	<ul style="list-style-type: none"> <li>• Keep going when things are hard.</li> <li>• Try to view things I can't do as an opportunity to improve</li> <li>• Think about whom, within the group, I can ask for help.</li> <li>• Only move on when I can do things consistently.</li> <li>• Think about what I can improve when I find things hard.</li> <li>• Find a challenge I can't quite do and then see if I can do it.</li> <li>• Use opportunities away from the lesson to keep practising.</li> </ul>
<b>Year 5</b>	<p>Take Control</p> <p>Consistently Try to Improve</p> <p>Embrace Challenge</p> <p>Take Responsibility for my Learning</p>	<p><b>Expected</b> I know where I am with my learning I can cope well and react positively when things become difficult. I can persevere with a task and improve my performance through regular practice.</p> <p><b>Exceeding</b> I see all new challenges as opportunities to learn and develop. I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes.</p>	<ul style="list-style-type: none"> <li>• Try to view things I can't do as an opportunity to improve.</li> <li>• Think about what I can improve when I find things hard.</li> <li>• Use my own and others' feedback to help recognise my strengths and weaknesses.</li> <li>• Demonstrate a desire to keep trying as a positive reaction to difficulty.</li> <li>• Talk through my strengths and weaknesses with others who can help me.</li> <li>• Set myself targets that are challenging but achievable through practice.</li> <li>• Use opportunities away from the lesson to keep practising.</li> <li>• Consider the transferable physical skills I can develop from new opportunities.</li> <li>• Use my own and others' feedback to help recognise my strengths and weaknesses.</li> <li>• Deliberately seek critical feedback and review what changes I might make.</li> <li>• Prioritise changes that will have a long-term benefit.</li> </ul>



**Learning Behaviour Cog**

Autumn 2 - Social



**KS1 End Point:**

Understand Others  
Play with others with help

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<b>Year 3/4</b>	<p>Help and Encourage</p> <p>Work Well with Others</p>	<p><b>Emerging</b> I can help, praise and encourage others in their learning.</p> <p><b>Expected</b> I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.</p>	<ul style="list-style-type: none"> <li>• Use positive words when others do well.</li> <li>• Use positive gestures/words to keep others going.</li> <li>• Listen to and support others when they need help.</li> <li>• Share my ideas with my team</li> <li>• Take turns speaking and give specific feedback on what others have done well.</li> <li>• Give clear, simple instructions and check for understanding.</li> </ul>
<b>Year 5/6</b>	<p>Organise and Guide Others</p> <p>Improve Others</p> <p>Lead Others</p>	<p><b>Expected</b> I cooperate well with others and give helpful feedback. I help organise roles and responsibilities. I can guide a small group through a task.</p> <p><b>Exceeding</b> I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately. I can involve others and motivate those around me to perform better.</p>	<ul style="list-style-type: none"> <li>• Give specific feedback on what others have done well</li> <li>• Take responsibility for making sure everyone is clear on what they are doing</li> <li>• Listen to and take on others' opinions and then discuss the best way forward.</li> <li>• Give a positive comment before any improvement feedback</li> <li>• Ensure all team members are involved and if not, encourage them and ask for their input.</li> <li>• Use a combination of praise, positive body language and challenge to motivate other team members.</li> <li>• Ensure all team members are involved and if not, encourage them and ask for their input.</li> <li>• Use a combination of praise, positive body language and challenge to motivate other team members.</li> </ul>



**Learning Behaviour Cog**

Spring 1 - Cognitive



**KS1 End Point:**  
Follow Instructions  
Observe and Describe

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<b>Year 3/4</b>	<p>Recognise Success Recognise and Order</p> <p>Explain Why</p>	<p><b>Emerging</b> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance.</p> <p><b>Expected</b> I can explain what I am doing well. I have begun to identify areas for improvement.</p>	<ul style="list-style-type: none"> <li>• Start with simple movements and gradually add more difficult ones.</li> <li>• Look at different parts of the body to help recognise similarities and differences.</li> <li>• Think of non-physical and physical skills in terms of what you are doing well.</li> <li>• Have a clear idea and agree what successful performance looks like.</li> <li>• Use your own and others' feedback to help you identify areas for improvement.</li> </ul>
<b>Year 5/6</b>	<p>Describe How to Improve</p> <p>Make Good Decisions</p> <p>Analyse Performance</p>	<p><b>Expected</b> I can understand ways (criteria) to judge performance. I can identify specific parts of performance to work on. I can use awareness of space/others to make good decisions.</p> <p><b>Exceeding</b> I can suggest patterns of play which will increase chances of success. I can develop methods to outwit opponents. I can read and react to different game situations as they develop.</p>	<ul style="list-style-type: none"> <li>• Think of non-physical and physical skills in terms of what you are doing well.</li> <li>• Have a clear idea and agree what successful performance looks like.</li> <li>• Refer to the success criteria as a starting point for judging performance.</li> <li>• Demonstrating a desire to keep trying is a positive reaction to difficulty.</li> <li>• Try to look around you and think ahead to see where the space is.</li> <li>• Try different tactics and strategies to see what works.</li> <li>• Use your own and others' feedback to help recognise your strengths and weaknesses.</li> <li>• Identify specific strengths and weaknesses within the opposition.</li> </ul>



**Learning Behaviour Cog**

Spring 2 - Creative



**KS1 End Point:**  
Observe and Copy  
Explore and Describe

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<b>Year 4</b>	<p>Compare and Develop</p> <p>Recognise and Respond</p>	<p><b>Emerging</b> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</p> <p><b>Expected</b> I I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music I can recognise similarities and differences in movements and expression.</p>	<ul style="list-style-type: none"> <li>• Think about different parts of the body and how they move when comparing movements and skills.</li> <li>• Think about movements and skills that fit together effectively.</li> <li>• Use positive words when others do well.</li> <li>• Think about movements and skills that fit together effectively.</li> <li>• Change or adapt your movements according to the task, situation or stimulus.</li> <li>• Use others' ideas as a starting point and then make your own adjustments.</li> <li>• Start with an idea and then see if you can make changes to make it more fun or more challenging.</li> <li>• Use others' ideas as a starting point and then make your own adjustments.</li> </ul>
<b>Year 5</b>	<p>Recognise and Respond</p> <p>Refine and Change</p> <p>Express, Adapt, Adjust</p>	<p><b>Expected</b> I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging.</p> <p><b>Exceeding</b> I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others. I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.</p>	<ul style="list-style-type: none"> <li>• Start with an idea and then see if you can make changes to make it more fun or more challenging.</li> <li>• Try using different ways to send and receive the ball, e.g. different parts of the body.</li> <li>• Start with an idea and then see if you can make changes to make it more fun or more challenging.</li> <li>• Try using different ways to send and receive the ball, e.g. different parts of the body.</li> <li>• Start with an idea and then see if you can make changes to it to make it more fun or more challenging.</li> <li>• Observe others and then see if you can do something completely different.</li> <li>• Observe others and then see if you can do something completely different.</li> <li>• Think of different ways to disguise what you are about to do, for example, use of eyes.</li> <li>• Observe others and then see if you can do something completely different.</li> <li>• Think of different ways to disguise what you are about to do, for example, use of eyes.</li> </ul>



**Learning Behaviour Cog**

Summer 1 - Physical



**KS1 End Point:**

Perform Single Skills  
Travel in Different Ways

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<b>Year 4</b>	<p>Perform with Simple Sequences</p> <p>Perform with Control</p>	<p><b>Emerging</b> I can perform a range of skills with some control and consistency.</p> <p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p><b>Expected</b> I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p>	<ul style="list-style-type: none"> <li>• Use positive words when others do well.</li> <li>• Maintain a good 'ready position' (bend knees and wide base).</li> <li>• Maintain a good 'ready position' (bend knees and wide base).</li> <li>• Try to react and move early.</li> <li>• Move your feet quickly, rather than stretch, to get the ball.</li> <li>• Take your 'centre of gravity' forwards to help you move quickly.</li> <li>• Move your feet quickly, rather than stretch, to get the ball.</li> <li>• Take your 'centre of gravity' forwards to help you move quickly.</li> </ul>
<b>Year 5</b>	<p>Link with Quality</p> <p>Combine with Fluency</p> <p>Apply with Consistency</p>	<p><b>Expected</b> I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow in running, jumping and throwing activities.</p> <p><b>Exceeding</b> I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p> <p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>	<ul style="list-style-type: none"> <li>• Bend your knees to help slow down and stay balanced.</li> <li>• Re-establish balance as quickly as you can.</li> <li>• Move your feet quickly, rather than stretch, to get the ball.</li> <li>• Bend your knees to help slow down and stay balanced.</li> <li>• Move your feet quickly, rather than stretch, to get the ball.</li> <li>• Keep head up and scan ahead when combining jumps.</li> <li>• Try to combine and control jumps with throws to extend yourself.</li> <li>• Agree on what an accurate movement should look like and judge performance against this.</li> </ul>



**Learning Behaviour Cog**

Summer 2 - Health and Fitness



**KS1 End Point:**

Describe Simple Changes  
Explain Benefits of Exercise

	End Points	Declarative 'What they need to do/have/use'	Procedural 'The Knowledge they need to know HOW they will achieve it'
<p><b>Year 3/4</b></p>	<p>Practise Safely  Explain Why</p>	<p><b>Emerging</b> I use equipment appropriately and move and land safely. <b>Expected</b> I can describe how and why my body changes during and after exercise. I can explain why we need to warm-up and cool down. I can describe the basic fitness components.</p>	<ul style="list-style-type: none"> <li>• Moving and landing safely is helped by having good health and fitness, for example, good stability and strength in our muscles and joints.</li> <li>• Developing Fundamental Movement Skills will help support us to move and land safely.</li> <li>• Learning how to move and use our body correctly helps prevent us getting injured, for example bending our knees when we land.</li> <li>• Changes to the body during and after exercise include increased body temperature which causes us to sweat.</li> <li>• During exercise our body temperature rises, resulting in sweating, which helps to regulate our body temperature.</li> <li>• Warming up also helps us to prepare mentally for the activity to follow, for example, by helping us focus.</li> <li>• Cooling down can help prevent our muscles being sore in the first couple of days after exercise.</li> <li>• When we exercise, our muscles demand more oxygen. Our body responds by increasing our breathing rate.</li> <li>• As blood flow to our muscles increases, they get warmer and contract, relax and stretch more easily.</li> </ul>
<p><b>Year 5/6</b></p>	<p>Explain How to Exercise  Prepare Myself for Activity  Plan my Own Fitness</p>	<p><b>Expected</b> I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. <b>Exceeding</b> I can identify possible dangers when planning an activity. I can self select and perform appropriate warm-up and cool down activities.</p>	<ul style="list-style-type: none"> <li>• Basic fitness components include strength, stamina and flexibility.</li> <li>• Over-competing and inappropriate training, for example, too much too soon, can have a long-term negative impact on health and fitness.</li> <li>• Warm-ups help us to focus and prepare the mind as well as the body for activity. Taking our pulse before and after exercise helps us to see how hard we are working.</li> <li>• When planning an activity, some dangers to consider are the environment, e.g. weather/surface, equipment, frequency and intensity.</li> <li>• Maximum heart rate on average is 220 minus age.</li> <li>• Warm-ups should include pulse raising activities (gradually increasing intensity), with dynamic flexibility activities.</li> <li>• When planning an activity, some dangers to consider are the environment, e.g. weather/surface, equipment, frequency and intensity.</li> <li>• Whilst all round fitness is ideal, different sports and different positions within sports may require more focus on certain components.</li> </ul>

			<ul style="list-style-type: none"><li>• Children should engage in moderate to vigorous physical activity for at least 60 minutes every day.</li></ul>
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