
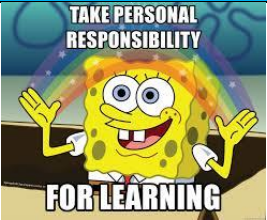

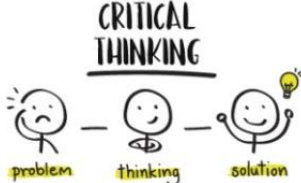






Character Profile of a Radford Athlete in Year 5	Self Manager – organise and be responsible for their progress in PE and the equipment	Effective Participants – engage actively with all types of PE	Resourceful Thinker – find links and relationships between sports, apply imaginative thinking to create new sporting tasks
	 <ul style="list-style-type: none"> • I can organise things well, including resources and others in PE • I know the difference between sensible risks and fool-hardy risks in PE • I appreciate how learning can happen from mistakes in PE 	 <ul style="list-style-type: none"> • When making suggestions in PE, I can break down ideas into small steps • I can act as a school ambassador when taking part in school competitions • I can act as a buddy or mediator in PE 	 <ul style="list-style-type: none"> • I can link ideas from different areas of PE to solve problems and improve my performance • I can give alternative solutions or explanations in PE • I can persevere even when the solution is not readily available in PE
Literate, Numerate and Digital - apply English, Maths and Computing in PE	Independent Enquirer – plan how to improve a game and use tactics	Team Worker – work collaboratively with others to improve performance in PE	Reflective Learner – Monitor their own and others' performance in PE and reflect on the strengths and areas to improve
 <ul style="list-style-type: none"> • I can read and follow instructions • I can use number work and directions to help with my PE lessons • I can use computing skills to record my work in PE 	 <ul style="list-style-type: none"> • In PE, I can set targets for completing tasks and work to them. • I can recognise that sometimes I need expertise from others to improve my performance in PE • I can make constructive judgments about someone else's work in PE 	 <ul style="list-style-type: none"> • I can accept constructive criticism from others in a group to enable improvement in my performance in a joint PE activity • I can share a working environment with others and respect their varying abilities in a PE task • I can motivate others to contribute more effectively in PE 	 <ul style="list-style-type: none"> • I can make good use of time to reflect on what I have learnt in PE • In PE, I can use a range of criteria to reflect on my own and others' work • In PE, I can accept different types of feedback and learn from it