


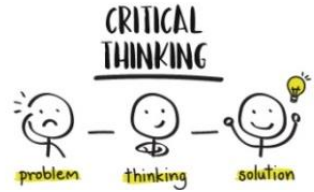






<p><b>Character Profile of a Radford Athlete in Year 6</b></p>	<p><b>Self Manager</b> – organise and be responsible for their progress in PE and the equipment</p>	<p><b>Effective Participants</b> – engage actively with all types of PE</p>	<p><b>Resourceful Thinker</b> – find links and relationships between sports, apply imaginative thinking to create new sporting tasks</p>
	 <ul style="list-style-type: none"> <li>• I can assess risk and make sensible decisions when using PE equipment</li> <li>• I am confident and capable when allowed to organise my own time and space in PE</li> <li>• I can use a range of strategies to help overcome a problem in PE</li> </ul>	 <ul style="list-style-type: none"> <li>• In PE, I can be a good role model for good learning behaviour</li> <li>• I know what the risks are when considering my work in PE</li> <li>• In PE, I control own mood swings if things aren't going my way</li> </ul>	 <ul style="list-style-type: none"> <li>• I am always prepared to explore more than the first possible solution in PE.</li> <li>• I am aware that solutions can depend on an understanding of other areas of PE</li> <li>• In PE, I can adapt and apply learning to new situations.</li> </ul>
<p><b>Literate, Numerate and Digital</b> - apply English, Maths and Computing in PE</p>	<p><b>Independent Enquirer</b> – plan how to improve a game and use tactics</p>	<p><b>Team Worker</b> – work collaboratively with others to improve performance in PE</p>	<p><b>Reflective Learner</b> – Monitor their own and others' performance in PE and reflect on the strengths and areas to improve</p>
 <ul style="list-style-type: none"> <li>• I can read and follow instructions</li> <li>• I can use number work and directions to help with my PE lessons</li> <li>• I can use computing skills to record my work in PE</li> </ul>	 <ul style="list-style-type: none"> <li>• In PE, I can plan a complex task, anticipating blocks and find ways to overcome them.</li> <li>• In a group PE task, I can listen to a range of opinions and reach a conclusion from them.</li> <li>• I can use feedback from a range of sources to help solve a problem in PE</li> </ul>	 <ul style="list-style-type: none"> <li>• In a joint PE activity, when suggesting ideas, I am able to break them into smaller steps to suit the needs of the team</li> <li>• I can work with a range of people, including those with different abilities of their own in PE</li> <li>• In group PE tasks, I can make the most of others' strengths when organising work</li> </ul>	 <ul style="list-style-type: none"> <li>• I can explain and discuss different ways they have learnt from others in PE</li> <li>• In PE, I can identify strengths and weaknesses in my work, and give reasons.</li> <li>• In PE, I can cope with criticism and learn from it.</li> </ul>