

CMSSC PE SPECTRUM S

Thinking Me	Healthy Me	Social Me	Physical Me
<p>(1) Students can adapt to suit the situation (Resou).</p> <p>(2) Students take time to think about what they read, saw, heard or did (Reflec). (3) Students can experiment with different methods (Resour). (4) Students can examine the details (Reflec)</p>	<p>(1) Students are willing to have a go (Res).</p> <p>(2) Students set high standards for themselves (Inte). (3) Students can persevere when things get difficult (Res). (4) Students can persevere when things get difficult (Res).</p> <p>(2) Students are able to keep their word (Int).</p>	<p>(1) Students share things with others (not just their belongings) (Trust).</p> <p>(2) Students treat others as they would like to be treated (Respect)</p> <p>(3) Students accept help from others (Trust). (4) Students accept help from others (Trust).</p>	<p>(1) Students can use variety and creativity to engage an audience. (1) Students can use combinations of skills confidently and competently in a range of different sports (Cur).</p> <p>(2) Students can perform a range of skills fluently and accurately in practice situations and can transfer these easily into set plays and game situations. (3) students set high standards for themselves and want to improve (Integ).</p>
<p>(1) Students are willing to move beyond their comfort zone (Cur).</p> <p>(2) Students have new ideas (Imag).</p> <p>(3) Students set themselves a deadline or goal (Conc).</p>	<p>(1) Students can look at themselves instead of comparing themselves to others (S-B).</p> <p>(2) Students respect others property (Ho).</p> <p>(3) Students do the right thing even when it is difficult. (Cour).</p>	<p>(1) Students give something back (Grat).</p> <p>(2) Students show they care about other people (Emp).</p> <p>(3) Students base their decisions on facts not feelings (Fair).</p>	<p>(1) Students can use combinations of skills confidently in sport specific contexts (Cur).</p> <p>(2) Students can perform a range of skills fluently and accurately in practice situations and set high standards for themselves (Integ).</p>
<p>(1) Students set out to discover new things (Cur).</p> <p>(2) Students see different possibilities (Imag).</p> <p>(3) Students have the right resources in place (Conc).</p>	<p>(1) Students can see opportunities, not barriers (S-B).</p> <p>(2) Students don't cheat (Ho).</p> <p>(3) Students can stand up for themselves (Cour).</p>	<p>(1) Students give others credit and praise when it is due (Grat).</p> <p>(2) Students try to understand instead of making judgements (Emp).</p> <p>(3) Students Find ways to include everyone (Fair).</p>	<p>(1) Students can combine and link actions and develop sequences of movements that express their own ideas (Resour, Imag).</p> <p>(2) Students can perform a variety of movements and skills with good body tension (Cur).</p> <p>(3) Students can link actions together so that they flow (Im, Resou).</p>

<p>(1) Students try to find out more about something or someone (Cur). (2) Students put themselves in situations they have not experienced yet (Im). (3) Students can ignore people and things that distract them (Conc).</p>	<p>(1) Students recognise that they can learn new things and improve if they try (S-B). (2) Students present the facts and don't mislead (Ho). (3) Students can overcome challenges. (Cour).</p>	<p>(1) Students thank people for their kindness and generosity (Grat). (2) Students consider why someone thinks the way they do (Emp). (3) Students recognise that people have different needs (Fair).</p>	<p>(1) Students can perform and repeat longer sequences with clear shapes and controlled movement (Conc). (2) Students can combine, select and apply a range of skills with good control and consistency (Resou).</p>
<p>(1) Students ask questions (Cur). (2) Students make pictures in their mind - of real or fictional things. (3) Students focus on the task or the moment (Conc).</p>	<p>(1) Students focus on what they can do and the progress they have made (S-B). (2) Students own up to their mistakes (Ho). (3) Students are willing to have a go at new experiences (Cour)</p>	<p>(1) Students focus on the positives, not on the negatives (Grat). (2) Students consider how someone else feels (Emp). (3) Students treat people equally (Fair).</p>	<p>(1) Students can perform a sequence of movements with some control & changes in level, direction and speed (Cour) (2) Students are respecting others performance/ feelings (Hon)</p>
<p>(1) Students use all their senses: look, listen, touch, taste, smell (Cur). (2) Students see, hear or feel the world in a variety of ways (Im). (3) Students can look and listen carefully (Conc).</p>	<p>(1) Students are positive about who they are (S-B). (2) Students tell the truth (Ho). (3) Students can control their fear (Cour)</p>	<p>(1) Students appreciate all that they have (not just their belongings) (Grat). (2) Students See things from other people's perspectives (Emp). (3) Students don't judge people before they get to know them (Fair).</p>	<p>(1) Students can perform a small range of skills/ movements with increasing confidence and coordination and are beginning to link 2 movements together (Cour, S-B)). (2) Students can move confidently in different ways (Cour, S-B).</p>