



# ***Gifted & Talented Year 5 Identification***

# Identification of athletic talent in Year 5

## RATIONALE

- A simple sets of tests, which effectively identify athletic ability in gifted and talented students.
- Easy to administer tests which are both valid and reliable.
- The tests are designed to be administered to a class of 30 students in a typical PE lesson.
- One teacher working with a teaching assistant (if possible) and a minimum of 7 responsible Year 6 pupils will be needed.
- Teacher Observation Sheet

## 1. TESTS

<u>Test</u>	<u>Athletic ability</u>
1. Sprint Test	Linear Speed
2. T- Test	Agility
3. Broad Jump	Linear Leg Power
4. Target Throw	Balance, strength, decision making
5. Ball throw	Hand/eye co - ordination

## 2. TEACHER OBSERVATION SHEET

Based on teacher's opinions of performance/ability consistently shown during PE lessons/OSHL.

# TEST ADMINISTRATION

One PE lesson (1 hour) should be sufficient to administer the tests.

It is vital that the tests are administered consistently to ensure accuracy and reliability. It is advised that the teacher meets with year 6 helpers and teaching assistant in advance to explain responsibilities and answer any questions.

## Method

- Divide class into 2 equal Groups (A and B)
- Teacher takes Group A
- Divide Group B into 3 sub groups to be taken by responsible Year 6 pupils (and teaching assistant)
- Group A complete Sprint and T Test with teacher timing, assisted by Year 6 pupil recording
- Group B sub groups to rotate between Target throw, Ball throw and Broad jump. Administered and recorded by the teaching assistant and/or Year 6's
- On completion of the above swap groups A and B (Group A need to be sub divided into 3 smaller groups to do the 3 tests with the teaching assistant and/or Year 6's)
- Group B to complete Sprint and T Test with the teacher
- Group A to complete the Broad Jump, Target Throw and Ball Throw

## RECORDING

- Teacher times Sprint and T Test. Year 6 pupil records on Results Sheet (run pupils in register order for ease of recording)
- 2 year 6 pupils need to be allocated to each of other 3 tests (broad jump, target throw and ball throw). 1 counts and 1 records the score on the results sheet
- When all test results sheets are completed Year 6 pupils need to complete the rank order column, taking best attempt into account
- On the overall results sheet complete the Rank Order for each test. Add these together for each pupil and complete the 'Total column'. This will give the rank order for each pupil for all the tests.
- All results sheets to be forwarded to your SScO.

## Equipment Needed:

### 10m Sprint

- Stopwatch
- 6 Cones
- Tape Measure

### T Test

- Stopwatch
- 4 Cones
- Tape Measure
- Chalk

### Broad Jump

- Tape Measure
- Chalk

### Target Throw

- 4 hoops 40cm
- 6 bean bags
- Number cards 1, 2, 4, 8
- Tape

### Ball Throw and Catch

- Tennis Balls
- Tape Measure
- Cones

# Fitness

# Tests



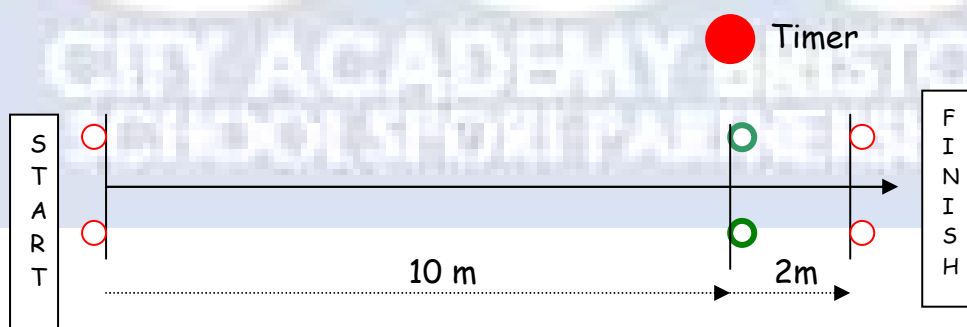
# 1.10 Meter Sprint Test

Testing: Linear Speed

Equipment: 6 Cones/ Stop watch

Results are timed

- 6 cones are needed: 2 for the start line, 2 for the finish line and 2 for the 10m distance separated at an equal distance apart
- The distance between the start and finish line is 12 meters with 2 cones at the 10m mark
- Athlete stands with both feet and body behind start line, on the command of *GO* the athlete sprints to the finish line (end cones)
- Athletes are timed from the command of *GO* to them crossing the 10m line (green cones)
- Scoring is recorded for 3 attempts



## 2.T - Test

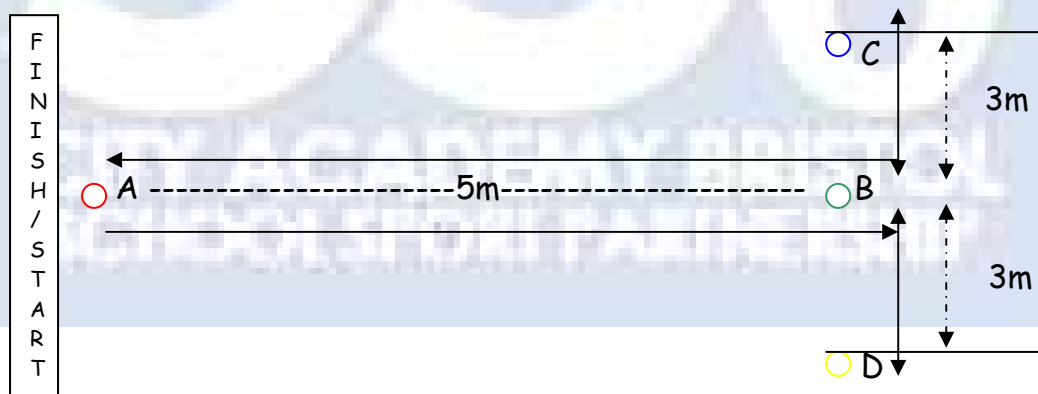
Testing: Agility

Equipment: 4 Cones/ Stopwatch

Results are timed

Any lines required may be marked in chalk if not already shown

- Athletes stand with both feet and body behind the start line next to cone A
- On the command of *GO* the athlete sprints towards and beyond Cone B to the right side
- From cone B the athlete sides steps to cone C where the athletes left foot must cross a line
- Once the athletes left foot has crossed the line at cone C they side step to cone D where the athletes right foot must cross the line
- On completing cone D the athlete must side step to the far side of cone B
- Once at the far side of cone B the student turns to sprint back to cone A towards the opposite side from where they started
- Athletes are timed from the command of *GO* to them crossing the finish line
- Scoring is recorded for 2 attempts



Notes:

Ensure pupils side step to cone C and D and do not at any point turn to run forward until they reach cone B on their return

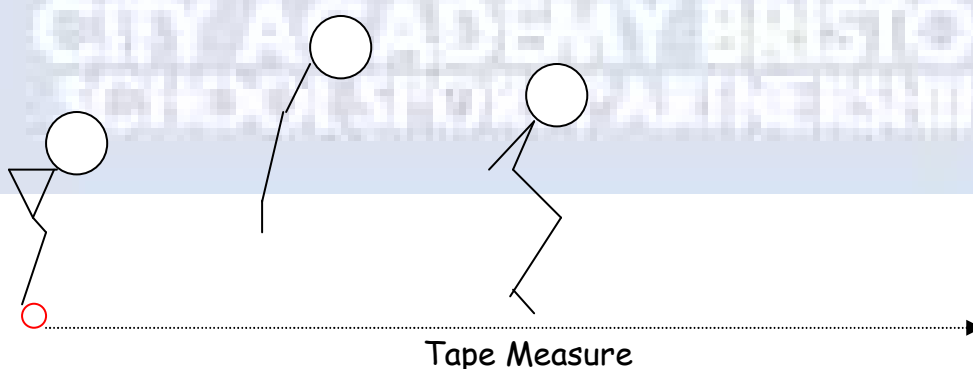
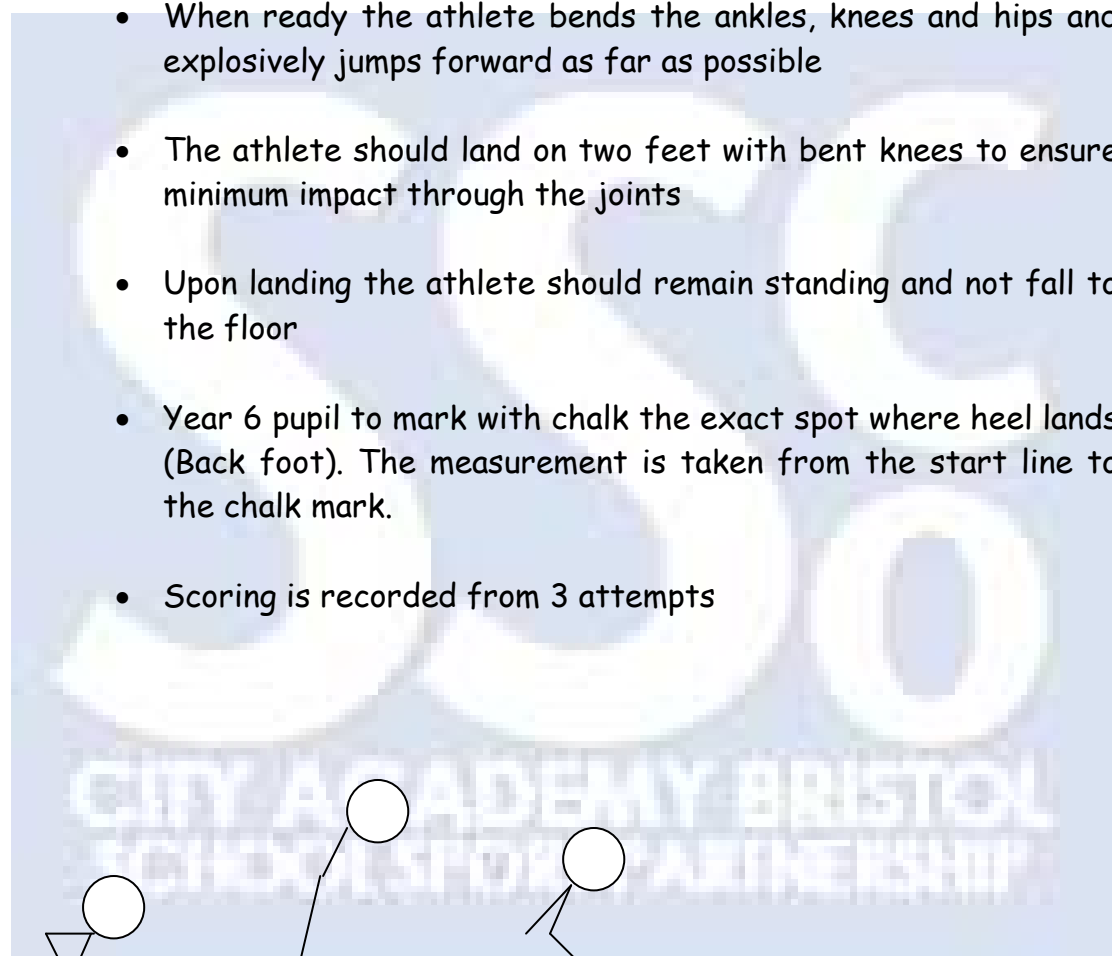
# 3. Broad Jump

**Testing: Linear Leg Power**

**Equipment: Tape Measure/ Cones**

**Results are measured**

- The athlete stands with their toes up to the start line touching the start
- When ready the athlete bends the ankles, knees and hips and explosively jumps forward as far as possible
- The athlete should land on two feet with bent knees to ensure minimum impact through the joints
- Upon landing the athlete should remain standing and not fall to the floor
- Year 6 pupil to mark with chalk the exact spot where heel lands (Back foot). The measurement is taken from the start line to the chalk mark.
- Scoring is recorded from 3 attempts



## 4. Target Throw

**Testing: Balance/Strength/Decision Making**

**Equipment: 4 hoops (40cm)/6 Bean Bags/Number cards/Tape**

**Results are added**

- Child stands behind the line and has 6 bean bags to throw into the hoops of their choice to try and score the most points
- Firstly they stand on 2 feet and throw the 6 bean bags into the hoops
- Add up the points, record and retrieve the bean bags
- They then stand on their left leg and throw the 6 bean bags into the hoops
- Add up the points, record and retrieve the bean bags
- They lastly stand on their right leg and throw the bean bags into the hoops
- Add up the points and record

**Score:**

Hoop 1 = 1 point

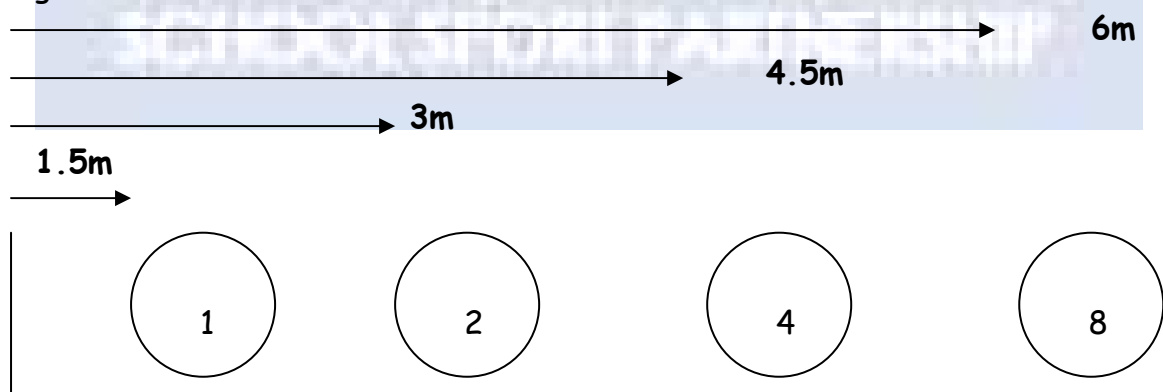
Hoop 2 = 2 points

Hoop 3 = 4 points

Hoop 4 = 8 points

**What counts as a score?**

The bean bag must land wholly within the hoop on first contact with ground.



**NB Measure from the start line to the front edge of the hoop.**

**Best to stick hoops to the floor as they slide when bean bags hit them**

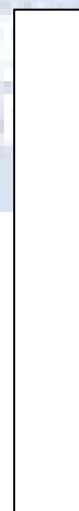
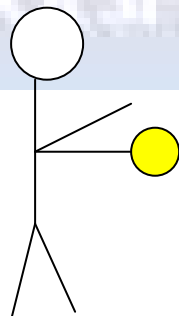
## 5. Ball Throw

**Testing: Hand/Eye Co - ordination**

**Equipment: Tennis balls**

**Results are recorded**

- Child stands 1.5m away from the wall (marked with cones)
- Using their right hand they throw the ball 5 times against the wall and catch with the same hand. Record how many times they catch it
- Using their left hand they repeat, throw the ball 5 times against the wall and catch with the left hand. Record how many times they catch it.
- Finally they alternate hands. Firstly throw from their right, catch with their left, throw with their left, catch with their right etc. Total 10 consecutive throws using alternate hands
- Record how many times they catch it



Wall













## Gifted and Talented Teacher Observation Sheet

Consider any child who consistently shows a minimum of 3 'abilities' (in PE lessons/OSHL) from the table below. Write their full name in the appropriate boxes. (As a guideline we would expect no more than 10% to

Abilities	Boys	Girls
<b>PHYSICAL</b> Shows exceptional agility, co-ordination, balance and strength		
<b>PERSONAL</b> Shows will to succeed, positive with good levels of self control		
<b>CREATIVE</b> Demonstrates inventive and innovative ideas and is confident in experimenting		
<b>SOCIAL</b> Well motivated, communicates well and encourages others, shows leadership		
<b>COGNITIVE</b> Able to understand, use and adapt tactics/strategies		

be Gifted and Talented.)

