

# COMPETING EDSTART

## EYFS - Intro to Games Assessment Tracker

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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#### Children can:

- **Dress with help** (E.g. puts arms into open-fronted coat or shirt when help up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom)
- **Dribble the ball with their feet, keeping it under control**
- **Dribble a ball with their hands in a stationary position**
- **Use their bodies to protect the ball against a defender**
- **Dodge a defender using a variety of different techniques**
- **Know what technique is needed depending on the game and/or ball**
- **Dodge and avoid players on the opposite teams**
- **Understand basic rules of games and can follow them**
- **Observe the effects of activity on their bodies**

### Objective 1/6 - To walk, run, stop, and start using different commands during different small sided games

Children can:

- Follow simple movement patterns
- Dodge, avoid, and find space when running
- Stop and start quickly following set instructions
- Know how to safely find space and move around avoiding obstacles
- Travel at various speeds and can change the way they are travelling
- Safely under control stop and start running/moving

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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### Objective 2/6 - To walk, move and run whilst using various pieces of equipment

Children can:

- Move around safely whilst holding various pieces of sporting equipment
- Know how to stop, start running whilst using various pieces of equipment
- Change speed and direction safely and under control
- Jump/leap and land safely under control
- Move around using jumps and leaps

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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Objective 3/6 - To move with a ball using a variety of technique against an opponent

- Children can:
- Play against an opponent and understand how to keep the ball under control
  - Use their bodies to protect the ball against the defender
  - Know what technique is needed depending on the game and/or ball

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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Objective 4/6 - To dodge an opponent whilst running and change direction quickly

- Children can:
- Dodge a defender using a variety of different techniques
  - Move away from crowded areas into space
  - Change direction quickly, make sharp turns and off balance the person trying to defend them

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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Objective 5/6 - To show control and accuracy with the basic actions of throwing, rolling, bouncing and moving with an object

- Children can:
- Understand their arm action whilst rolling a ball
  - Roll a ball using two hands
  - Track balls and other equipment, moving in line to collect them and understand when a ball is at the top of its bounce
  - Throw and kick a ball in a variety of ways, depending on the game

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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Objective 6/6 - To play small sided games using the techniques learnt

- Children can:
- Play small sided games using the skills learnt throughout the term
  - Dodge and avoid players on the opposite teams
  - Understand basic rules of games and can follow them

| Names of children who have excelled in the objective and show a greater depth of understanding | Names of children working below (Include notes on why) | Any other notes (Stars of the Week, Future Learning, etc.) |
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## Nursery

### Assessment Mark

### Requirements

#### Working Towards

- Retain key information
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking
- Enjoy starting to kick, throw and catch balls

#### On Target

- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Match their developing physical skills to tasks and activities in the setting
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Start taking part in some group activities which they can make up for themselves, or in teams
- Continue to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills

#### Above Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Can identify changes in their own body as an effect of exercise

To be **On Target**, pupils must achieve all **Working Towards** bullet points from **On Target**.

To be working **Above Target**, pupils must achieve all points from **Working Towards** and **On Target** as well as at least 4 **Above Target** points.

## Reception

### Assessment Mark

### Requirements

#### Working Towards

- Retain key information
- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm

#### On Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Can listen to and follow commands
- Can utilise space, avoiding other pupils and equipment
- Combine different movements with ease and fluency
- Progress towards a more fluent style of moving, with developing control and grace
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines

#### Above Target

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Can adapt changes in direction and speed in varied situations
- Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball

To be **On Target**, pupils must achieve all **Working Towards** bullet points from **On Target**.

To be working **Above Target**, pupils must achieve all points from **Working Towards** and **On Target** as well as at least 4 **Above Target** points.