

MOVING

EDSTART

EYFS - Fundamental Movement Skills

Body Control - Assessment Tracker

Pupils will be taught...

Overall Learning Outcomes

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)
- **Confidently travel on their feet in different ways and recognise directions**
- **Change the way they are travelling in a controlled manner**
- **Demonstrate different ways of travelling using small and large body parts**
- **Balance upon small body parts and be able to show a variety of different shapes**
- **Demonstrate wide, thin, tall, and curled body shapes when travelling**
- **Hop, bounce, and skip in different directions** (i.e. forwards, backwards and sideways)
- **Stand momentarily on one foot when shown**
- **Observe the effects of activity on their bodies**
- **Dodge, avoid and find space when running**
- **Jump/leap and land safely under control and combine different movements with ease and fluency**

Objective 1/6 - To confidently travel on their feet in different ways and recognise directions

- Children can:
- Understand the word space and use it safely
 - Find, walk and run in space
 - Listen to instructions and engage them in the activity

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.)

Objective 2/6 - To change the way they are travelling in a controlled manner and show an awareness of directions

- Children can:
- Have control when changing direction
 - Vary speed of movements under control
 - Demonstrate different ways of travelling slow and fast

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.)

Objective 3/6 - To demonstrate different ways of travelling using small and large body parts

- Children can:
- Demonstrate different ways of travelling using small and large body parts

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.)

Objective 4/6 - To demonstrate wide, thin, tall, and curled body shapes when travelling

- Children can:
- Show a variety of shapes whilst being under control
 - Travel on small parts of the body and show different shapes

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.)

Objective 5/6 - To know, understand and show how to jump, land and sink down

- Children can:
- Safely jump, hop, and bounce from one position to another
 - Jump from one foot to two feet and from one foot to the other foot and understand how to land safely
 - Jump off an object and land appropriately

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.)

Objective 6/6 - To stand momentarily on one foot when shown

- Children can:
- Move, hop, run, and bounce around under control
 - Balance using small body parts safely

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.)

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
- Can identify changes in their own body as an effect of exercise
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines

Above Target

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- 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
- Utilises space in order to achieve success
- Uses more advanced methods of moving (Hopping, galloping, moving backwards, jumps from 1 leg to 2, jumps from 2 legs to 1)

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.