

MOVING EDSTART

EYFS - Movement to Music 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)
- **Perform basic body actions and movements**
- **Vary how they move depending on what body parts they are using**
- **Show a range of different body shapes**
- **Move confidently and safely in their own and general space, using changes of speed, level and direction**
- **Be creative in how they move around**
- **Choose some of the movements they have already explored and use them to make their own movement patterns**
- **Observe the effects of activity on their bodies**

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Objective 1/6 - To move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping

Children can:

- Perform basic body actions and movements
- Vary how they move depending on what body parts they are using
- Come up with their own movements depending on the instructions

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 perform the basic actions of travelling, jumping, turning, and making shapes

Children can:

- Perform basic body actions
- Show a range of different body shapes
- Move at different speeds and heights
- Use and remember sequences and patterns of movements which are related to music and rhythm

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 develop the basic actions of travelling, jumping, turning and making shapes

Children can:

- Move confidently and safely in their own and general space, using changes of speed, level, and direction
- Move with control and combine different movements with ease and fluency
- Skip, hop, stand on one leg and hold for a pose for a game like musical statues

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 move at speed with varying movement patterns

Children can:

- Move around looking at changing speed and direction
- Move with control in a variety of ways
- Progress towards a more fluent style of moving, with developing control and grace

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 experiment with different ways of moving

Children can:

- Find new ways of moving
- Be creative in how they move around
- Remember and repeat simple movement patterns
- Negotiate space and obstacles safely, with consideration for themselves and others

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 join a set of movement patterns and to remember small sequences

Children can:

- Choose some of the movements they have already explored and use them to make their own movement patterns
- Combine different movements with ease and fluency
- Use and remember sequences and patterns of movements which are related to music and rhythm

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.)

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
- Walk, run, jump and climb – and start to use the stairs independently
- Clap and stamp to music

On Target

- Use fundamental movements (Jog, jump, hop, balance, skip, side to side, change of direction)
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm
- Skip, hop, stand on one leg and hold a pose for a game like musical statues

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

- 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.