

# MOVING EDSTART

## EYFS - Story Book Sports Assessment Tracker

**Pupils will be taught...**

### Overall Learning Outcomes

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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 the ball with their hands in a stationary position**
- **Use their bodies to protect the ball against the 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 - Gruffalo:  
To use a different way of travelling and finding a space successfully

- Children can:
- Travel using – running, hopping, skipping, jumping, sidestepping
  - Use imaginative ways of moving – using animals
  - Travel at different heights – tall, small, wide, thin
  - Successfully know what a space is and how to find one

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 - Room on the Broom:  
To change direction quickly whilst using the fundamental movement skills

- Children can:
- Take turns when playing
  - Move safely when using equipment
  - Move imaginatively
  - Move at different speeds
  - Develop agility, speed and coordination

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 - Going on a Bear Hunt:  
To move around the area changing directions and avoiding obstacles

- Children can:
- Move freely avoiding different obstacles
  - Move imaginatively using fundamental movement skills
  - Negotiate the space when moving
  - Copy different actions successfully

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 - Little Blue Truck:  
To develop different balancing skills using equipment and body

- Children can:
- Use balancing equipment and move around with increasing success
  - Follow basic instructions and remember different instructions
  - Move freely whilst balancing equipment on different 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 5/6 - The Snail and the Whale:  
To explore different ways of rolling and to look at different  
balancing techniques

- Children can:
- Balance on different body parts
  - Roll using different shapes – tall, small
  - Move freely using different fundamental movement styles

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 - The Dinosaur that Pooed a Planet:  
To use 'big' and 'little' kicks with increasing control

- Children can:
- Control the ball when moving around
  - Have a degree of accuracy when kicking a ball
  - Negotiate space when moving with a 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.)

## Nursery & 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, 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.