

PLAYING

EDSTART

EYFS - Intro to Racket Skills

Assessment Tracker

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- Hold a tennis racket correctly with one and two hands
- Keep control of a ball when on a racket, by balancing and bouncing
- Judge the flight/bounce of the ball and meet it with their racket
- Make contact/strike a ball that has been thrown towards them
- Play a simple forearm pass to a partner
- Move towards the ball and be able to play a shot to get the ball back towards their partner
- Judge the path of a ball that it is bouncing towards them
- Get their body in line with the ball early and stop the travelling ball from going past them
- Move their body depending on where the ball is travelling and make contact with the ball

Objective 1/6 - To hold a tennis racket correctly and be able to balance a ball on their racket

Children can:

- Know what hand they will mostly hold their racket in and be able to hold a racket at the bottom of the grip
- Know where they need to hold their racket in relation to the body

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 keep the tennis ball off the floor by bouncing it on their racket

Children can:

- Be encouraged to watch the ball and follow it with their racket
- Control the racket, keep it flat and move it smoothly
- Bounce the ball at waist height and hit it into the air

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 hold a racket and make contact with the ball from a self-feed

Children can:

- Hold the variety of rackets/bats safely and can contact a ball
- Feed a ball to them and be able to contact it

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 hit a bouncing ball towards a partner

Children can:

- Be in a balanced position when hitting the ball
- Have their racket back before the ball has bounced
- Have the strings of their racket facing their partner

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 understand that the shot they are playing is called the forearm shot

Children can:

- Know what a forearm shot is and know when this shot is played
- Move towards the ball and be able to play a shot to get the ball back towards their partner

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 hit the ball over the net towards a partner

Children can:

- Hit the ball over a short distance towards a target area
- Know to swing their racket from low to high and leave racket facing towards the target area

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
- 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
- Makes contact with the ball when batting more often than not
- Confidently and safely use a range of large and small apparatus indoors and outside, alone in a group
- 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
- Is confident when striking a bouncing ball
- 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.