

MOVING EDSTART

Year 2 - Movement to Music Assessment Tracker

Pupils will be taught...

Overall Learning Outcomes (Endpoints)

Children can:

- **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**

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
 - Understand basic ways to travel

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
 - Retain key information (Gestures, canon and unison)

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
 - Respond in the correct manner to commands (Inside, outside, freeze, etc.)

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
 - Vary the movement whilst changing direction and speed
 - Perform a range of basic movements (Gestures, canon and unison)

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
- Respond imaginatively to a stimulus used

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
- Link actions (Simple dance routine in pairs or small groups)
- Use movements which express ideas, moods or feelings

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.)

Assessment Mark

Requirements

Working Towards

- Understand basic ways to travel
- Retain key information (Gestures, canon and unison)
- Can respond in the correct manner to commands (Inside, outside, freeze, etc.)

On Target

- Use fundamental shapes/movements (Jog, jump, hop and balancing)
- Can perform a range of movements (Gestures, canon and unison)
- Show some idea of rhythm, coordination, expression and creativity
- Can travel in different ways
- Respond imaginatively to a stimulus used
- Work well in a group

Above Target

- Can link actions (Simple dance routine in pairs or small groups)
- Use movements which express ideas, moods or feelings
- Show creative ideas

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.