

# MOVING EDSTART

## **EYFS - Fundamental Movement Skills Locomotor Skills - Unit of Work**

**Pupils will be taught...**

### **Overall Learning Outcomes (Endpoints)**

**Children can:**

- **Know how to safely find space and move around avoiding obstacles**
- **Safely under control stop and start running/moving**
- **Travel at various speeds and can change the way they are travelling**
- **Move around safely whilst holding various pieces of sporting equipment**
- **Change speed and direction safely and under control**
- **Understand the difference between rolling, bouncing and throwing and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball**
- **Dodge, avoid and find space when running**
- **Jump/leap and land safely under control and combine different movements with ease and fluency**
- **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, whilst safely negotiating space**
- **Watch the flight/path of an object and know what equipment can be used to further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming**

# EYFS - Fundamental Movement Skills

## Locomotor Skills - Unit of Work

MOVING  
EDSTART

### Learning Objective

### Learning Outcomes

**1 To safely move around at different speeds, heights and being able to stop and start under control**

Children can:

- Know how to safely find space and move around avoiding obstacles
- Travel at various speeds and can change the way they are travelling
- Safely under control stop and start running/moving
- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing

**2 To walk, move and run whilst using various pieces of equipment**

Children can:

- Move around safely whilst holding various pieces of sporting equipment
- Know how to stop/start running whilst using various pieces of equipment
- Change speed and direction safely and under control
- Develop overall body strength, balance, coordination and agility

**3 To move around using various techniques**

Children can:

- Develop confidence, competence, precision and accuracy when engaging in movement
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing, whilst safely negotiating space

**4 To walk, run, stop and start using different commands**

Children can:

- Follow simple movement patterns
- Dodge, avoid and find space when running
- Stop and start quickly following set instructions
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

**5 To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles**

Children can:

- Negotiate space and avoid obstacles with consideration for themselves and others
- Know how to change direction quickly and under control
- Understand racing and chasing games and how to avoid getting caught
- Demonstrate strength, balance and coordination when playing

**6 To play small team games involving different types of movement**

Children can:

- Jump/leap and land safely under control
- Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming

### Nursery

#### Assessment Mark      Requirements

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#### Working Towards

- Retain key information
- Enjoy starting to kick, throw and catch balls
- Walk, run, jump and climb – and start to use the stairs independently
- Match their developing physical skills to tasks and activities in the setting

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#### On Target

- Show a preference for a dominant hand
- Understand basic rules
- 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

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#### Above Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming
- 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 bullet points from **WORKING TOWARDS** and at least 3 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 3 bullet points from **ABOVE TARGET**.

### Reception

#### Assessment Mark      Requirements

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#### Working Towards

- Understand basic rules
- 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

#### On Target

- Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, and aiming
- 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

#### 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)
- Can use basic throwing techniques to hit large targets

To be **ON TARGET**, pupils must achieve all bullet points from **WORKING TOWARDS** and at least 3 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 3 bullet points from **ABOVE TARGET**.