

# MOVING EDSTART

## EYFS - Movement to Music Unit of Work

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**

### Learning Objective

### Learning Outcomes

**1 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

**2 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

**3 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

**4 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

**5 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

**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

### Nursery

#### Assessment Mark      Requirements

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#### 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

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#### 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

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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
- 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

- 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

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#### 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

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#### 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 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**.