

# MOVING EDSTART

## Year 2 - Gymnastics Assessment Tracker

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

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**Children can:**

- Explore jungle-themed shapes, balances, rolls, and jumps.
- Travel across small apparatus like explorers moving through the jungle.
- Develop safe climbing, stepping, and landing techniques.
- Link 2–3 animal-inspired moves into mini routines.
- Perform simple sequences to others with confidence.
- Reflect on what they enjoyed and one way to improve

Objective 1/6 - To be able to perform simple gymnastic shapes with control.

- Children can:
- Show shapes like jungle animals using strong, imaginative body positions.
  - Hold shapes still for 3 seconds while balancing carefully and confidently.
  - Copy a friend's jungle shape by watching closely and matching their movement.

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 be able to perform balances on floor and low apparatus.

- Children can:
- Balance like flamingos, crocodiles, and monkeys using steady, controlled body positions.
  - Hold for 3 seconds while staying focused and still.
  - Share balances with a partner and try matching their shape.

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 be able to perform simple rolls safely.

- Children can:
- Rock in tuck like monkeys, keeping their body small and controlled.
  - Log roll like crocodiles, stretching long and rolling smoothly across the floor.
  - Finish rolls in an animal shape, showing control and a clear ending position.

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 be able to perform animal-inspired jumps and land safely

- Children can:
- Jump like frogs and birds, using clear, strong body shapes.
  - Land softly on mats with bent knees for safety.
  - Link 2 jumps together smoothly to create a short sequence.

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 be able to travel in different ways across apparatus.

- Children can:
- Travel like jungle animals across benches using safe, controlled movements.
  - Add a roll or jump at the end to complete their sequence.
  - Show start and finish shapes clearly to demonstrate control.

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 be able to perform and reflect on a short jungle sequence.

- Children can:
- Perform a jungle routine using floor and apparatus skills confidently and safely.
  - Share one thing they enjoyed to celebrate their learning experience.
  - Try again to improve their routine and show better control.

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

- Can copy and attempt basic shapes and balances but may wobble or lose control.
- Can attempt simple rolls or jumps but may need reminders for safety.
- Needs support to link 2 skills into a sequence.
- Relies on teacher guidance for routines.

### On Target

- Can perform basic shapes, balances, rolls, and jumps with some control.
- Can link 2-3 movements into a simple routine with start and finish.
- Uses mats and benches safely with reminders.
- Beginning to describe what they liked in another's routine.

### Above Target

- Performs shapes, balances, rolls, and jumps with consistent control.
- Creates and performs routines (3+ skills) with smooth transitions.
- Uses apparatus safely and shows awareness of others.
- Can give simple feedback and use advice to improve.

### Excelling

- Shows high control and tension in shapes, balances, rolls, and jumps.
- Creates imaginative routines that include variety and presentation.
- Works independently and safely, adapting skills to apparatus.
- Gives clear feedback using gymnastics words (balance, shape, jump) and applies it to improve.

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**.

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