

# MOVING EDSTART

## Year 2 - Gymnastics Assessment Tracker

**Pupils will be taught...**

### Overall Learning Outcomes (Endpoints)

**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**

# Year 2 - Gymnastics

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### 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.)

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## 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**.