

# MOVING EDSTART

## EYFS (Reception) - Gymnastics Assessment Tracker

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

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#### Children can:

- Explore and perform basic gymnastic shapes, balances, rolls, and jumps with growing control and confidence.
- Link movements together into simple routines with a clear start and finish to show their learning.
- Develop body control, balance, and safe use of mats and apparatus during different activities.
- Grow confidence in performing and working with others by sharing ideas and practising together.

### Objective 1/6 - To explore rocket, star, and moon shapes with control and stillness.

Children can:

- Make rocket, star, and moon shapes using strong, imaginative body positions.
- Hold my shape still for 3 seconds while balancing carefully and staying focused.
- Copy and perform shapes to a partner 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.) |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------|
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### Objective 2/6 - To perform balances with stillness.

Children can:

- Balance on 1 foot, knees, or front support using steady, controlled body positions.
- Hold for 3-5 seconds while staying focused, still, and balanced.
- Copy a partner's balance by watching carefully and matching their 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.) |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------|
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## Objective 3/6 - To explore rolling actions safely

Children can:

- Rock in a tucked shape using smooth, controlled movements.
- Roll sideways safely by stretching long and moving in a straight line.
- Finish in a shape to show clear control and good body awareness.

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 perform rocket and star jumps with control.

Children can:

- Perform rocket and star jumps using strong, confident body shapes.
- Land safely with bent knees to stay balanced and controlled.
- Link jumps together smoothly to create a short jumping 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 link travel, roll, and jump into a routine.

- Children can:
- Link 3 skills together smoothly to create a short sequence.
  - Show a start and finish to a simple routine with clear body shapes.
  - Rehearse a routine with others by practising, sharing ideas, and working together.

| 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 6/6 - To perform and evaluate routines.

- Children can:
- Perform a short routine confidently, showing clear and controlled movements.
  - Repeat with improvements by focusing on what went well and what to change.
  - Offer feedback to others kindly, helping partners improve their routines.

| 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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### Assessment Mark Requirements

#### Working Towards

- Copy simple shapes and balances, even if they sometimes wobble while trying their best.
- Try a roll or jump and listen for reminders to help them stay safe and controlled.
- Join two moves together and use help when needed to make the sequence smooth.
- Work on staying still or finishing a move by practising focus and body control.

#### On Target

- Show rocket, star, moon, and simple balances with control and clear body shapes.
- Do a tuck rock or log roll and land a jump safely with good balance.
- Join 2-3 moves into a routine with a clear start and finish to show their skills.
- Perform to their friends with growing confidence and pride in their movements.

#### Above Target

- Show shapes, balances, rolls, and jumps with good control and clear body awareness.
- Make smooth transitions between moves to help their routine flow confidently.
- Create a short routine with a partner or group by sharing ideas and working together.
- Give kind feedback to others and improve their own work by listening and reflecting.

#### Excelling

- Perform a variety of shapes, balances, rolls, and jumps with control and imagination to show creativity.
- Create and perform a sequence that is smooth, clear, and confident, linking movements effectively.
- Lead their partner or group in planning and performing by sharing ideas and guiding others.
- Use feedback to improve and help others improve too by listening carefully and giving thoughtful suggestions.

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**.