

# MOVING

# EDSTART

## Year 3 - Intro to Wellbeing Through Sport Assessment Tracker

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

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#### Children can:

- Notice and describe how their body feels when they are moving and when they are calm.
- Try new movements with confidence and resilience, keeping going even when challenged.
- Use breathing, stretching, and calm movements to help regulate their body and emotions.
- Choose movements that match their energy levels and explain why.
- Recognise and celebrate how movement supports both physical health and positive feelings.
- Share and reflect on their favourite ways to move, showing pride in their progress.

### Objective 1/6 - To be able to notice how my body feels when I move.

Children can:

- Notice how their body feels when they start moving and being active.
- Move in different ways with growing confidence during different activities.
- Enjoy being active and joining in with fun movement games.

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 try new movements and keep going

Children can:

- Try new movements, even if they feel tricky at first.
- Keep going when something is challenging and needs more effort.
- Feel proud for trying and giving their best each time.

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 stay calm through movement.

Children can:

- listen to my body when it feels tired or full of energy.
- change how they move depending on how they feel.
- use movement to feel better.

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 listen to what my body needs.

Children can:

- Listen to their body when it feels tired or full of energy and respond appropriately.
- Change how they move depending on how they feel to stay comfortable and safe.
- Use movement to feel better, calmer, or more focused during the day.

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 understand how being active helps my body and mind feel good.

Children can:

- Explain how moving helps me feel happy and full of energy.
- Tell others why being active is good for me and my wellbeing.
- Show that movement helps both my body and mind to feel better.

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 share and celebrate my favourite way to move.

Children can:

- Share their favourite way to move and enjoy being active.
- Explain how PE makes them feel inside and out.
- Celebrate what they have learned about myself through moving.

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**

- Struggles to notice how their body feels during movement.
- Finds it hard to try new actions without giving up quickly.
- Needs support to stay calm or choose appropriate movements.
- Rarely shares or reflects on how movement affects them.

**On Target**

- Can notice some changes in their body when active (e.g., breathing, heartbeat).
- Tries new movements and keeps going with encouragement.
- Can stay calm and choose movements that match their energy most of the time.
- Can explain how movement makes them feel with simple examples.

**Above Target**

- Confidently notices and explains changes in their body and energy levels.
- Shows resilience by practising new movements independently.
- Uses calm movements and breathing to regulate themselves when needed.
- Can clearly explain how different movements affect both body and mind.

**Excelling**

- Independently reflects on body signals and adapts movement choices.
- Perseveres with challenging actions and encourages others to keep trying.
- Demonstrates calmness, control, and awareness across all activities.
- Explains and celebrates how movement supports their happiness, confidence, and growth.

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**.