

# COMPLETE EDSTART

## Year 6 - Wellbeing Through PE Assessment Tracker

Pupils will be taught...

### Overall Learning Outcomes (Endpoints)

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**Children can:**

- understand how different types of movement (calm, energetic, focused) can support wellbeing.
- practise and perform movements that build confidence, energy, and focus.
- work with friends, partners, and groups to support each other through encouragement and teamwork.
- reflect on how movement affects feelings and how these skills can be used beyond PE.
- celebrate personal and group achievements in movement and wellbeing.

### Objective 1/6 - To be able to understand what wellbeing means for me.

Children can:

- Say what wellbeing means in simple, clear words.
- Explain one way movement helps my wellbeing each day.
- Notice how being active makes me feel inside.

| 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 be able to balance activity and rest.

Children can:

- Notice when their body needs rest and time to recover.
- Keep active without overdoing it by listening carefully to their body.
- Explain why balance is important for staying healthy and feeling good.

| 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 connect wellbeing with friendships.

- Children can:
- Explain how friends help my wellbeing by making me feel supported.
  - Show kindness in games by helping others and taking turns.
  - Celebrate my friends' efforts with smiles, praise, and encouragement.

| 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 4/6 - To be able to notice how movement helps my mind.

- Children can:
- Notice how their mind feels after moving and becoming more active.
  - Use moving to calm or energise their thoughts when they need it.
  - Explain why their brain feels better after activity and gentle exercise.

| 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 5/6 - To be able to use movement to feel confident.

- Children can:
- Perform movements confidently in different activities.
  - Try new challenges bravely, even when unsure.
  - Show pride in what they achieve 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.) |
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Objective 6/6 - To be able to celebrate my wellbeing journey.

- Children can:
- Share what I learned about wellbeing this term.
  - Celebrate how movement helps me feel better.
  - Enjoy celebrating with my friends happily 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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## Assessment Mark

## Requirements

### Working Towards

- Join in with activities but sometimes need help to try new movements confidently.
- Find it hard to switch between calm and active actions but improve with gentle guidance.
- Need reminders to encourage and include others while practising positive teamwork
- Work towards joining in more confidently by practising new movements with support and encouragement.

### On Target

- Join in with most activities and try new movements with growing confidence each lesson.
- Switch between calm and active movements with some control and steady focus.
- Use kind words to support my friends and help them feel included.
- Begin noticing how movement affects their feelings and energy levels positively.

### Above Target

- I join in confidently and choose movements that show effort and determination.
- I can show control in calm, active, and focused movements across different activities.
- I encourage others and help my group to work as a supportive, positive team.
- I can explain how movement helps my wellbeing and makes me feel good.

### Excelling

- Show pride and confidence in all activities, demonstrating effort and enjoyment in movement.
- Create and perform routines that include calm, active, and focused movements with control and expression.
- Celebrate friends' achievements and recognise how supporting others helps everyone feel good.
- Reflect on how movement supports wellbeing inside and outside PE, noticing positive changes in body and mind.

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**.