



Sport Xplorers Assessment Overview and Mapping Document

Pupils Should Be Taught to: (30-50months)	Date Achieved
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	
Mounts stairs, steps or climbing equipment using alternate feet.	
Can stand momentarily on one foot when shown	
Enjoys joining in with dancing and ring games.	
Beginning to move rhythmically.	
Imitates movement in response to music.	
Moves freely and with pleasure and confidence in a range of ways	
Shows understanding of how to transport and store equipment safely.	
Practices some appropriate safety measures without direct supervision.	
Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	
Observes the effects of activity on their bodies.	
Draws lines and circles using gross motor movements.	
Can tell adults when hungry or tired or when they want to rest or play.	
Pupils Should Be Taught to: (40-60months)	Date Achieved
Experiments with different ways of moving	
Jumps off an object and lands appropriately	
Negotiates space successfully when playing racing and chasing games with others, adjusting speed/ changing direction to avoid obstacles.	
Travels with confidence and skill around, under, over and through balancing and climbing equipment.	
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	
Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	
Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	
Shows understanding of how to transport and store equipment safely.	
Practices some appropriate safety measures without direct supervision.	

Fast Freddie Notes	Balancing Bella Notes	Handy Harry Notes	Skilful Sally Notes

Links to Characteristics of Effective Learning: *Playing and exploring*: Showing curiosity about objects, events and people, using senses to explore the world around them, engaging in open-ended activity, showing particular interests, pretending objects are things from their experience, representing their experiences in play, taking on a role in their play, acting out experiences with other people, Initiating activities, seeking challenge, showing a ‘can do’ attitude, taking a risk, engaging.

***Active learning*:** Maintaining focus on their activity for a period of time, showing high levels of energy, fascination, not easily distracted, paying attention to details, persisting with activity when challenges occur, showing a belief that more effort or a different approach will pay off, bouncing back after difficulties, showing satisfaction in meeting their own goals, being proud of how they accomplished something – not just the end result, enjoying meeting challenges for their own sake rather than external rewards or praise.

***Creating and thinking critically*:** Thinking of ideas, finding ways to solve problems, finding new ways to do things, making links and noticing patterns in their experience, making predictions, testing their ideas, developing ideas of grouping, sequences, cause and effect, planning, making decisions about how to approach a task, solve a problem and reach a goal, checking how well their activities are going, changing strategy as needed, reviewing how well the approach worked.

Sport Xplorers Assessment Overview (cont.)

Date:

Teacher:

Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively. They know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Those Working Below:			Those Working Above:		
Name	Reason	Learning Plan	Name	Reason	Learning Plan

Assessment Ideas for Baseline

Set up a variety of small activities that will allow you to look at the children's ability to already perform the skills asked for at the end of unit. Identify where you feel the strengths and areas for development are. Also ask pupils questions to gain a picture not only of their physical ability and application but also their understanding of concepts as well. Use any baseline information gained from looking a previous stage in development matters for the group.

End of Year assessment		Notes
Exceeded Level:		
Expected Level:		
Emerging Level:		

Continuous provision opportunities available for children to consolidate and enhance their skills: