

	EXPLORATION	DEVELOPING	MASTERING
Head	<ul style="list-style-type: none"> Looking down rather than straight ahead. 	<ul style="list-style-type: none"> Eyes are more focused on a target with head up The pupil will still occasionally lose balance forwards 	<ul style="list-style-type: none"> Eyes are focused on the target
Balance	<ul style="list-style-type: none"> No consistent stable base of support is evident 	<ul style="list-style-type: none"> A stable base is evident 	<ul style="list-style-type: none"> A wide stable base is evident
Legs	<ul style="list-style-type: none"> Very little bending of the knees to absorb force 	<ul style="list-style-type: none"> The knees bend after the heel touches the ground 	<ul style="list-style-type: none"> Force is absorbed by bending the knees, ankles and hips
Overall	<ul style="list-style-type: none"> The landing is flat footed with no toes-ball-heel action 	<ul style="list-style-type: none"> Upon landing the toes-ball-heel action is more evident 	<ul style="list-style-type: none"> The landing movement is controlled

LANDING

Tuirlingt



Target Pupil								Comments
Head stable and eyes looking straight ahead		Head						
Stomach pulled in and bum tucked under the body		Trunk						
Land with the feet wide apart but still in a stable position		Legs						
Bend the knees and land on toes first, then ball, then heel.								
Arms stretched out in front to maintain balance		Arms						

Hints	What instructions should I give?	From where should I observe this skill?	What equipment do I need?
	Do a two feet to two feet jump and when you land, hold the pose for a count of 5 seconds.	? The side for the trunk and toe to heel landing. The front for landing with feet wide apart, eyes forward and arms out in front.	Cones, whistle.

PUPIL ASSESSMENT: PEER OBSERVATION

My name is:

Class:

My partner's name is:

Date:

Today we are looking at the skill of: **Landing**



Looks good



Needs more practice

My partner needs to:

It:

1 Land with their feet wide apart



2 Bend their knees and land on their toes, then ball, then heel



3 Keep their head stable and eyes looking forward



4 Stretch arms out in front to hold the balance



5 Hold the balance for three seconds



Pupil's Comments:

Teacher's Comments:

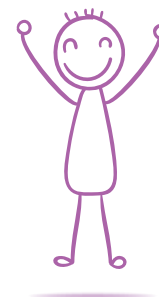
PUPIL ASSESSMENT: SELF-ASSESSMENT

My name is:

Class:

My challenge is:

Date:



What steps do I need to take to get there?

What I want to do next:

3

2

1

What I can do now:

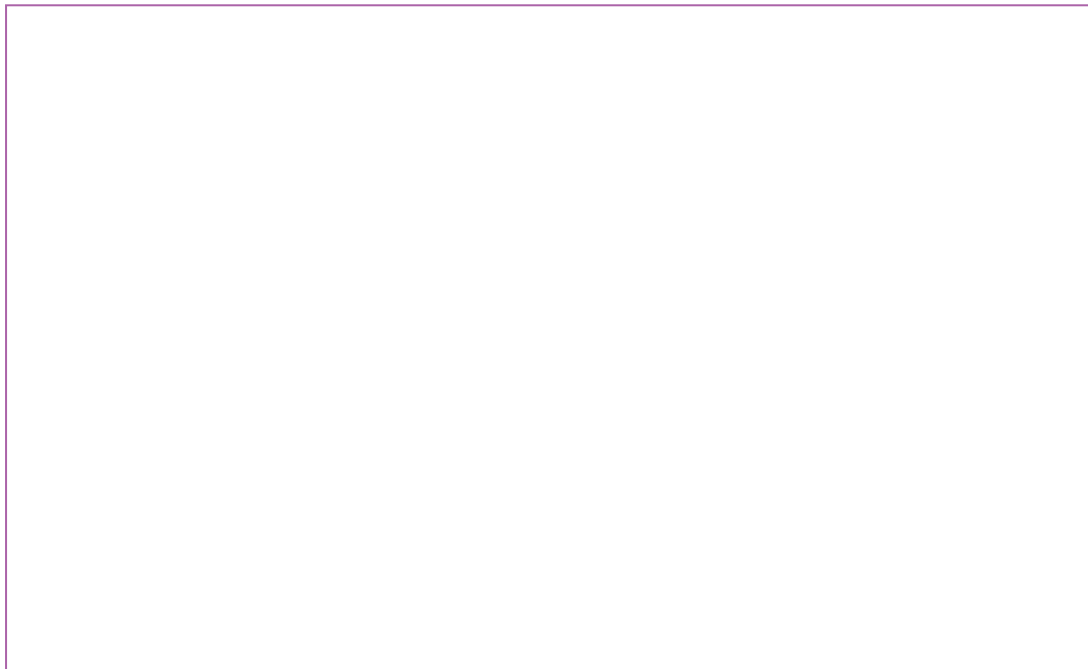
Teacher's Comments:

SELF-ASSESSMENT FOR INFANT CLASSES

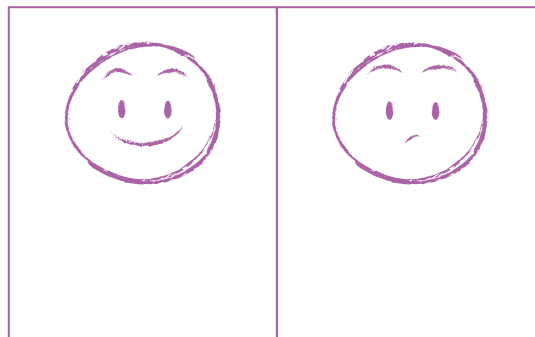
My name is:

Date:

Here is a picture of me landing.



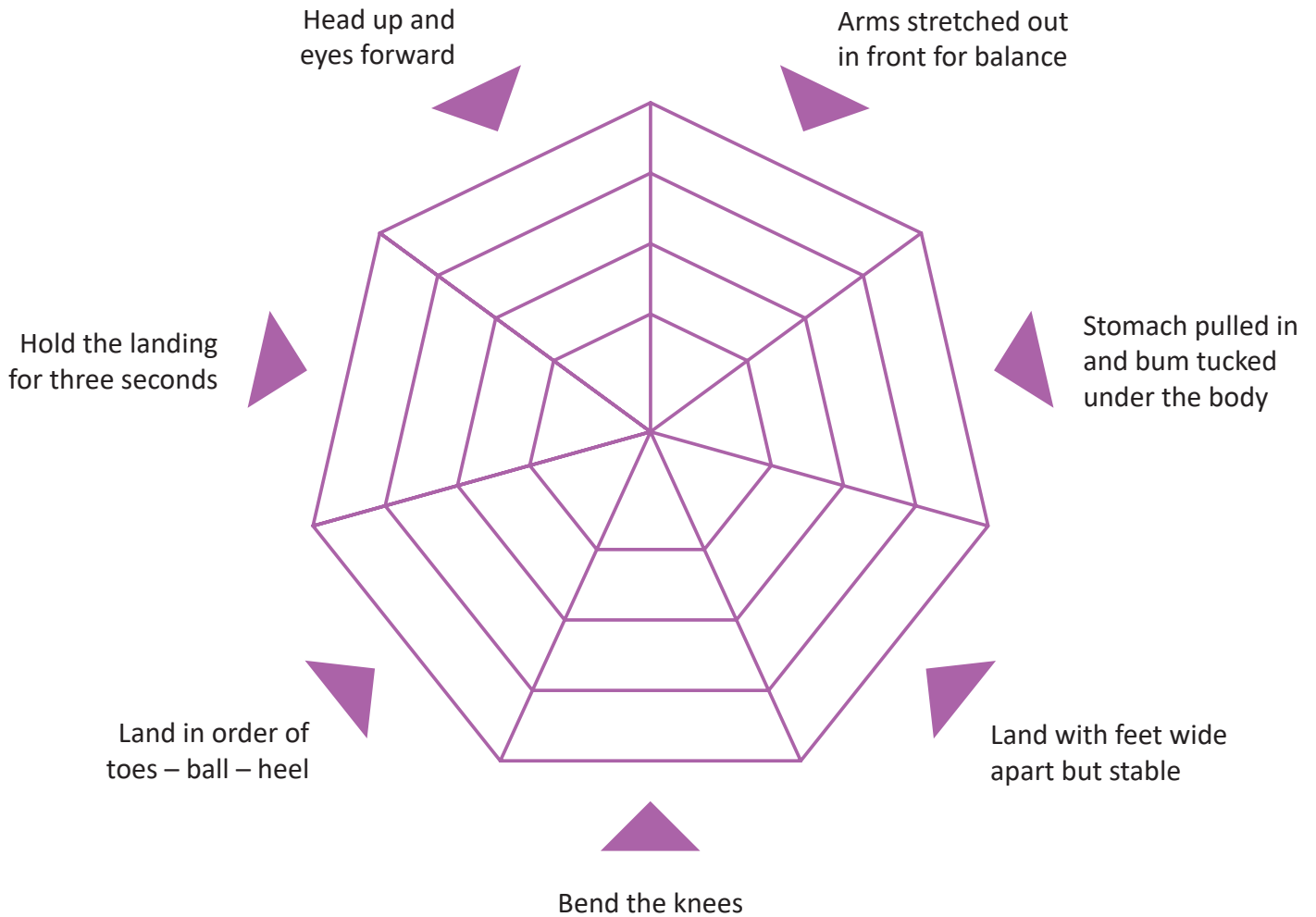
How did this activity make you feel?



Teacher's Comments:

A large, empty rectangular box with a thin black border, intended for the teacher to write their comments.

PUPIL ASSESSMENT: SELF-ASSESSMENT WEB



1. I don't think I can do this

2. I can do this but I find it hard

3. I can do this most of the time

4. I can do this all of the time

Pupil's Comments:
While attempting this skill, I felt:

Teacher's Comments:

Rate your effort level:
Light Moderate Vigorous