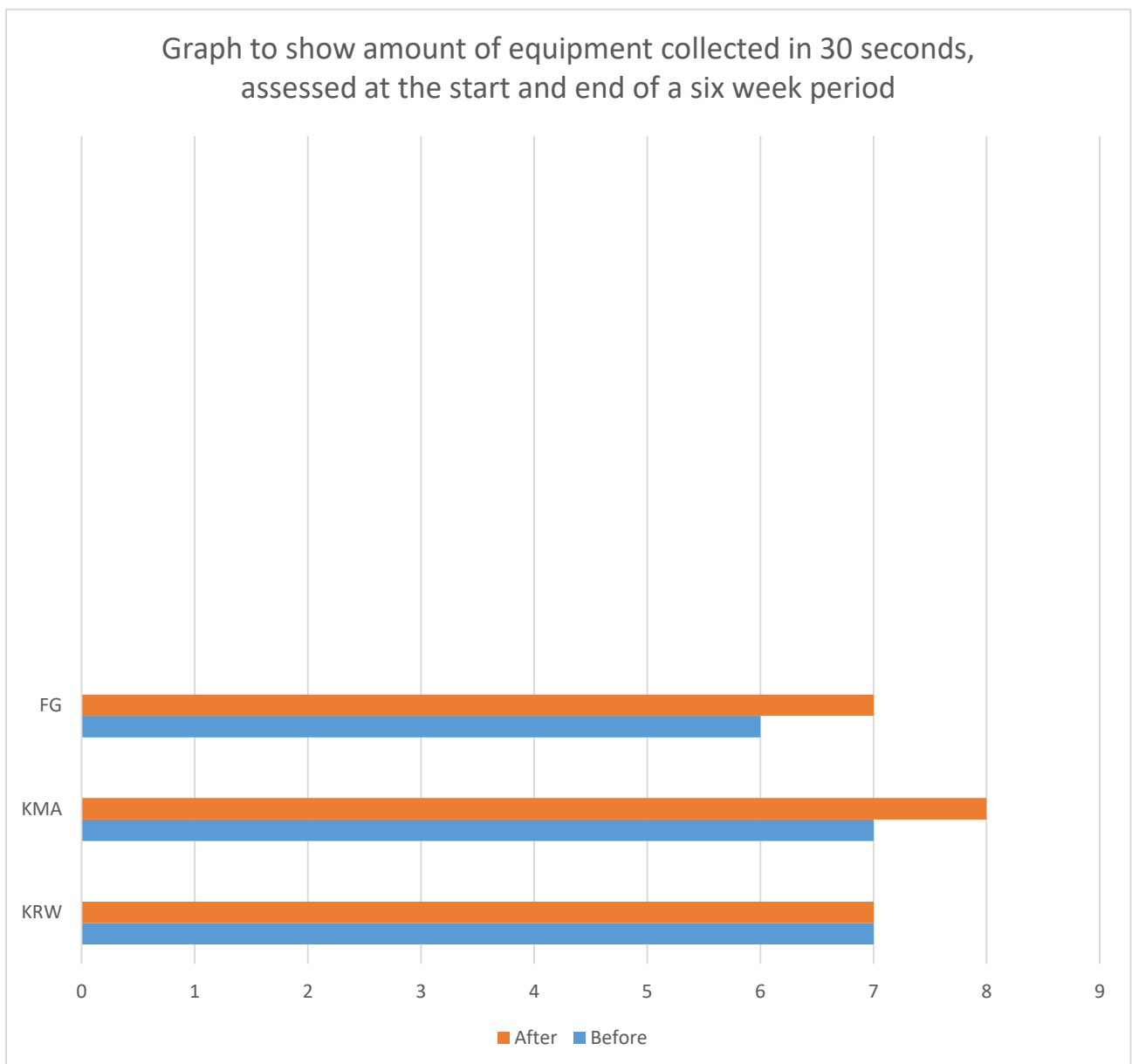
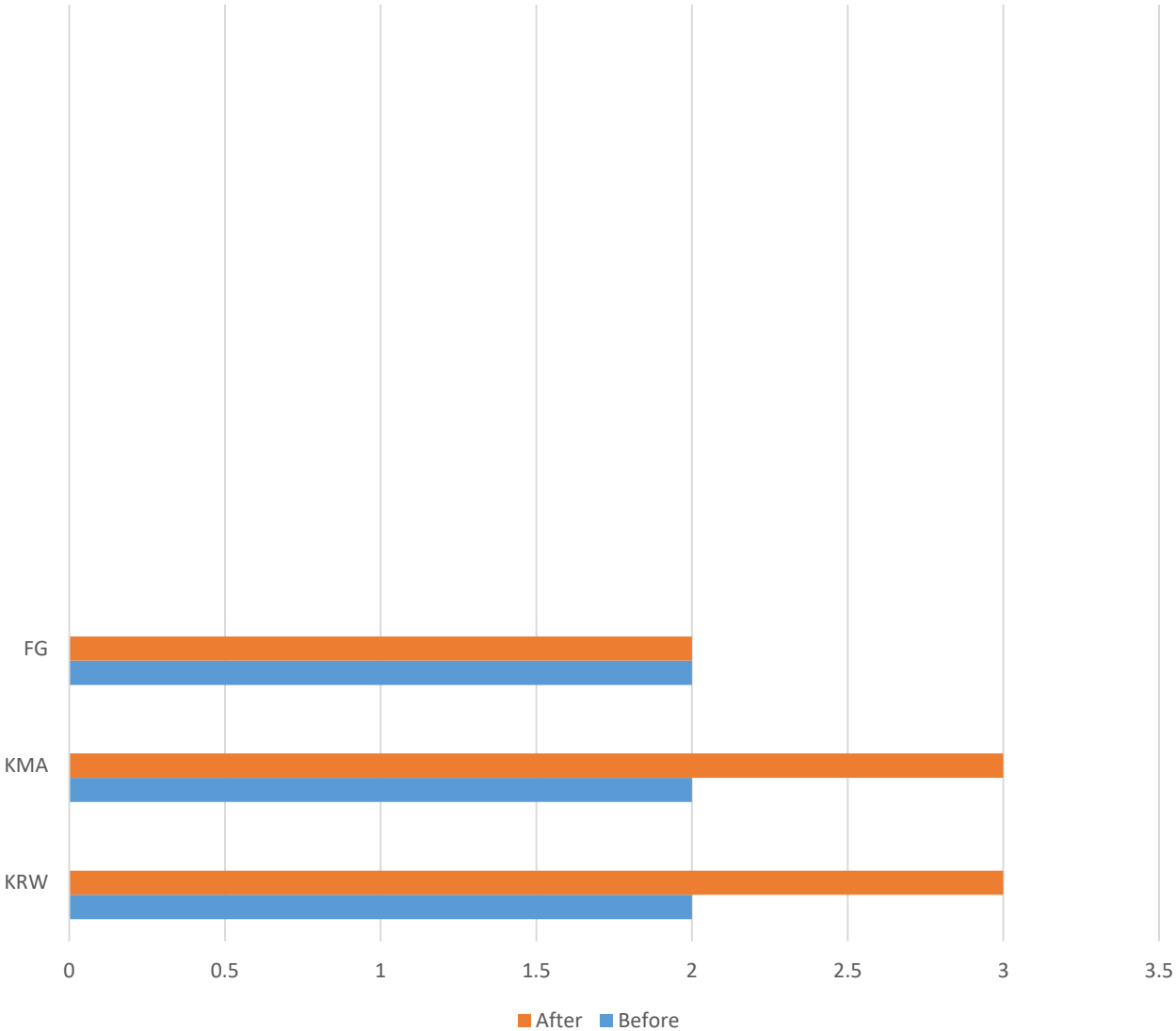


### Year 1 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six-week period in what they started at and their current score.



Graph to show performance in agility over 6 weeks



**Key:**

**1 = Emerging**

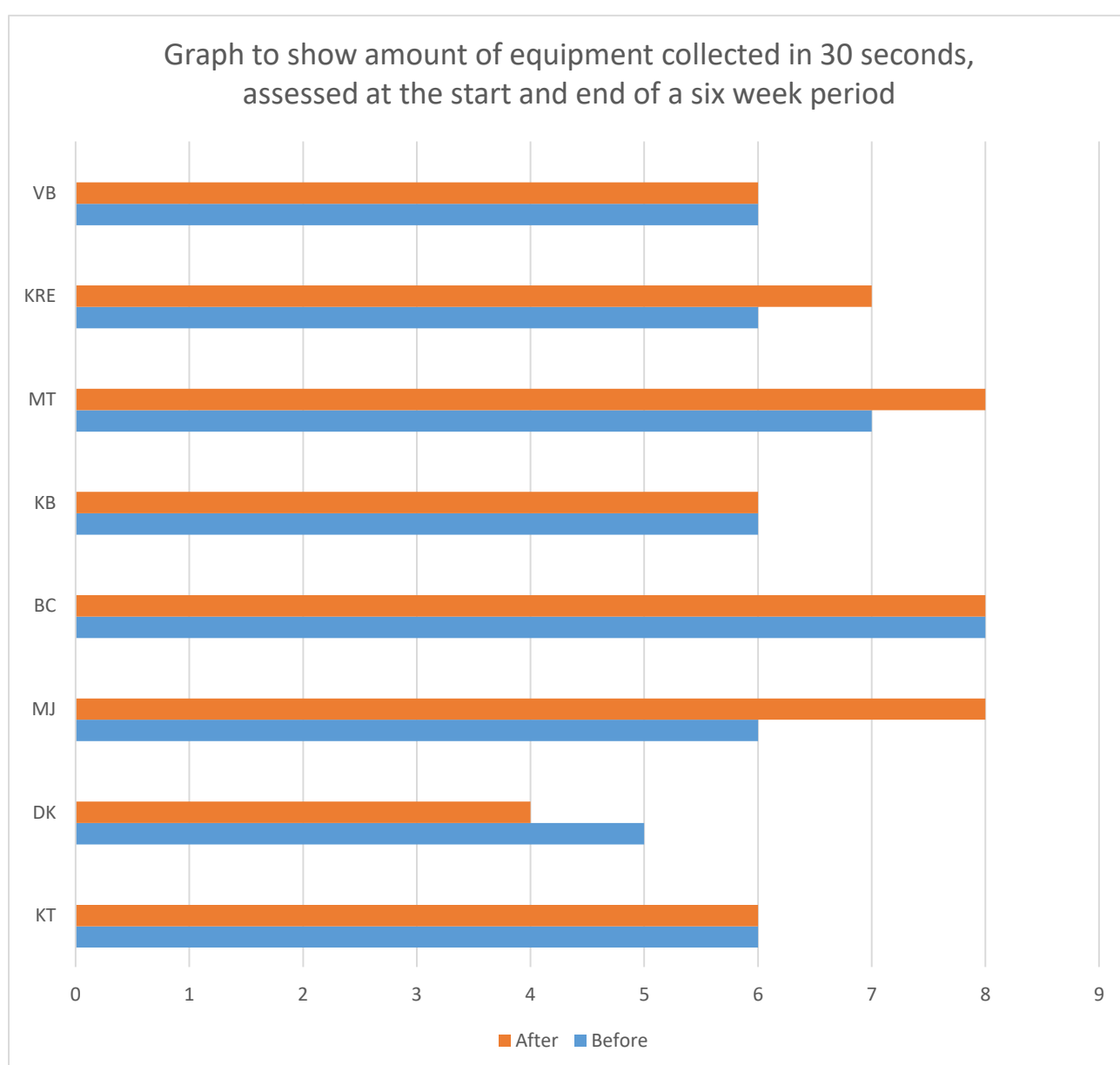
**2 = Developing**

**3 = Expected**

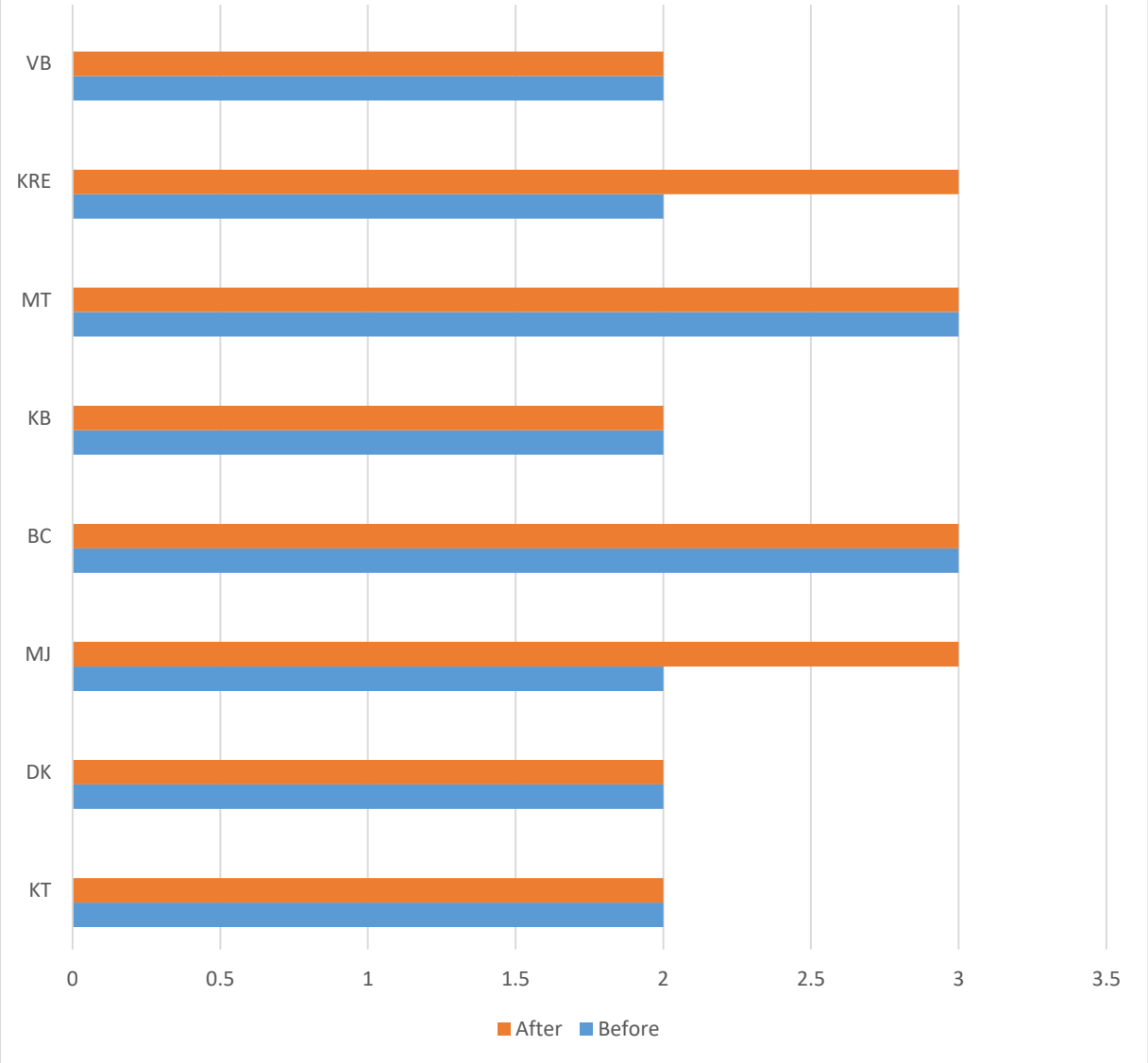
**4 = Exceeding**

### Year 2 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six week period in what they started at and their current score.



Graph to show performance in agility over six weeks



**Key:**

**1 = Emerging**

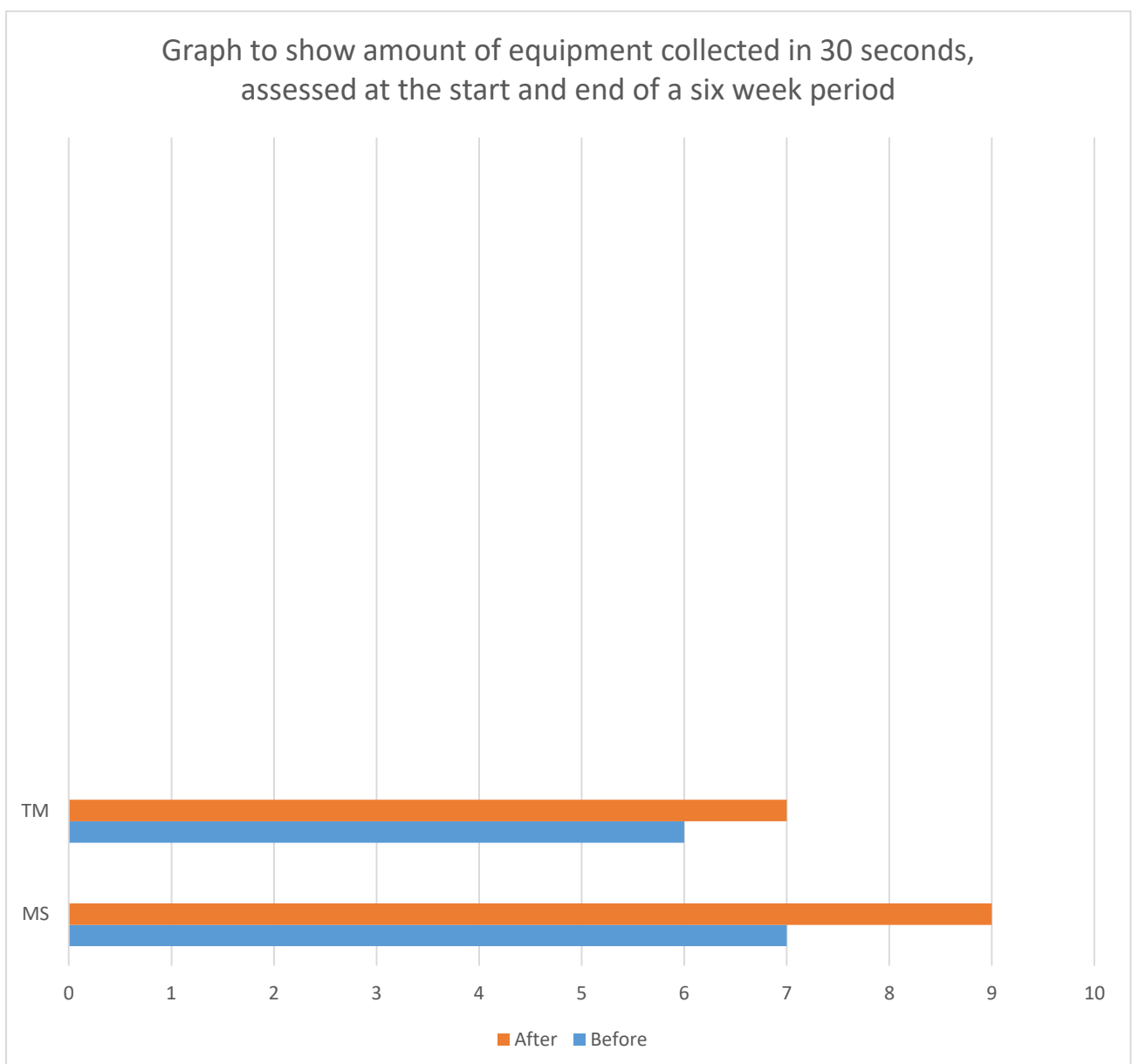
**2 = Developing**

**3 = Expected**

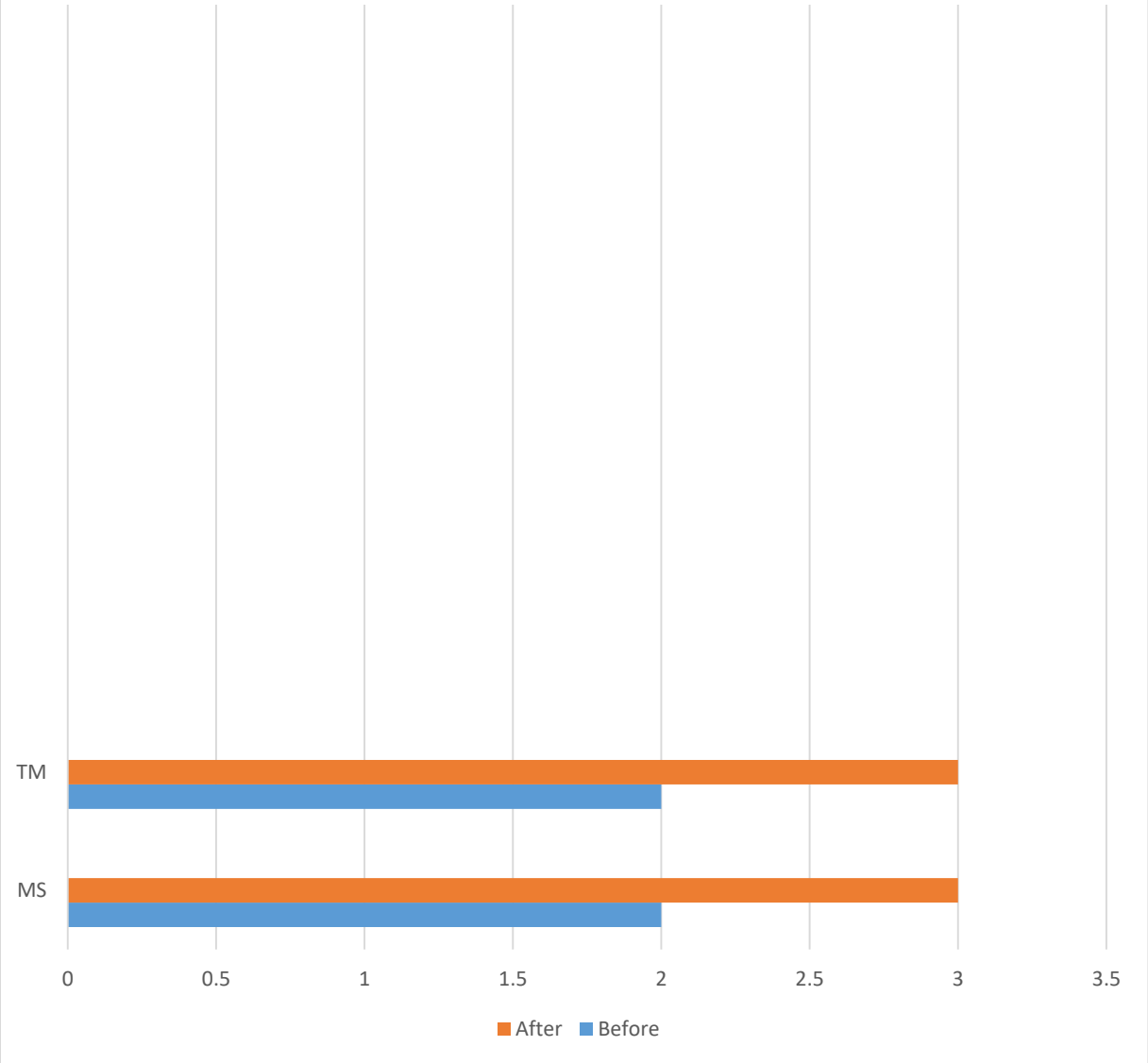
**4 = Exceeding**

### Year 3 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six week period in what they started at and their current score.



Graph to show performance in agility over six weeks



**Key:**

**1 = Emerging**

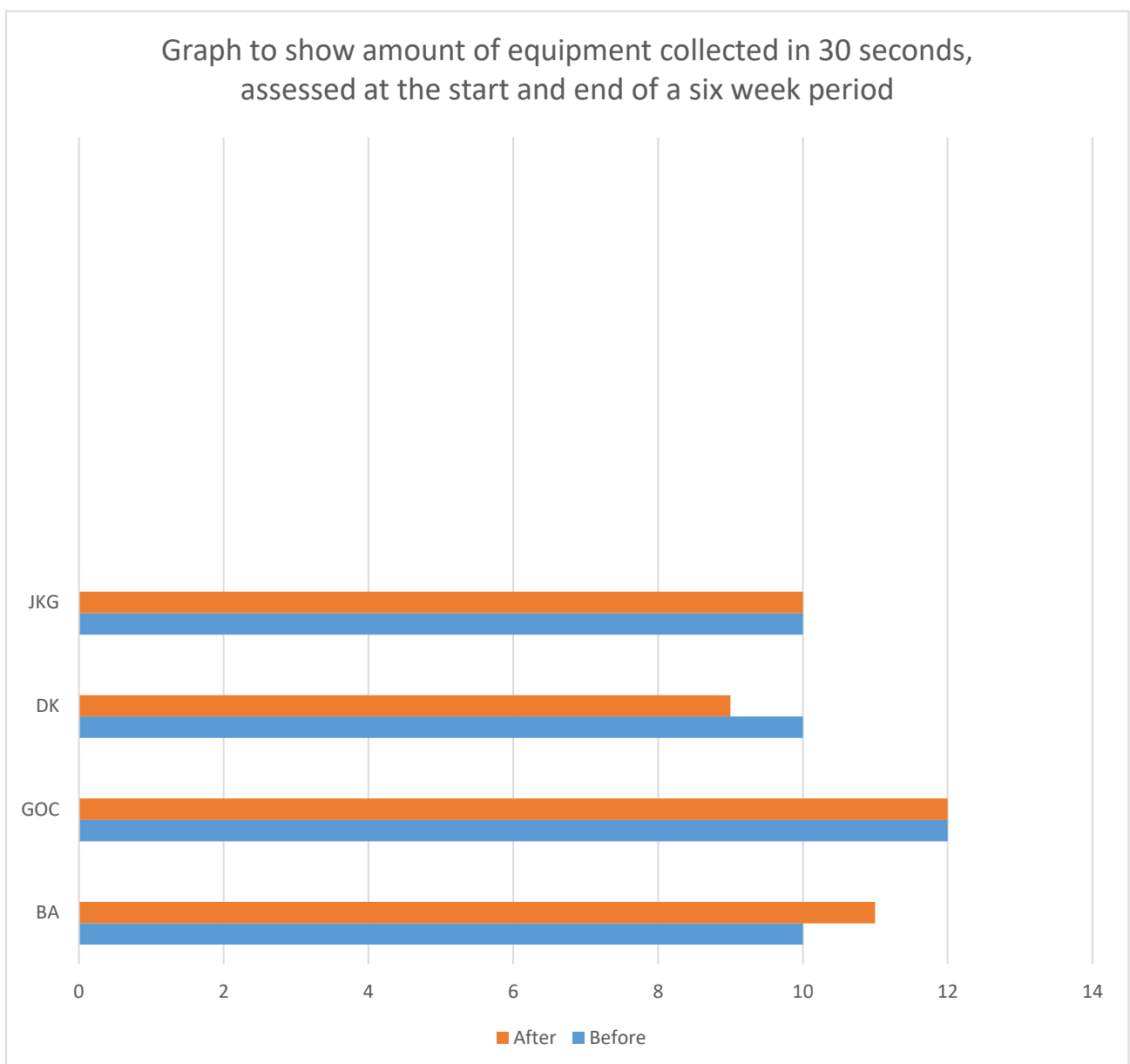
**2 = Developing**

**3 = Expected**

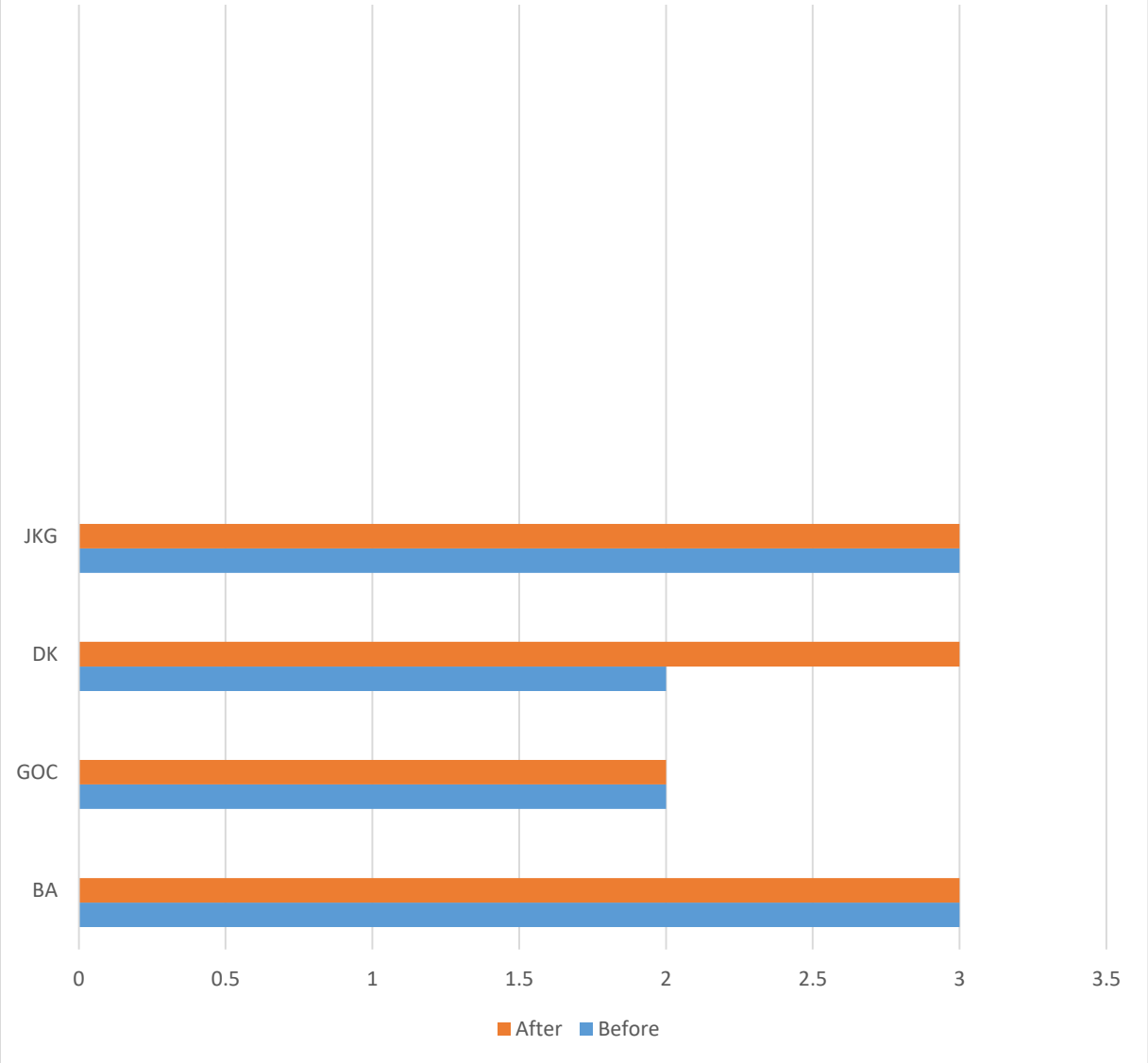
**4 = Exceeding**

### Year 4 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six week period in what they started at and their current score.



Graph to show performance in agility over six weeks



**Key:**

**1 = Emerging**

**2 = Developing**

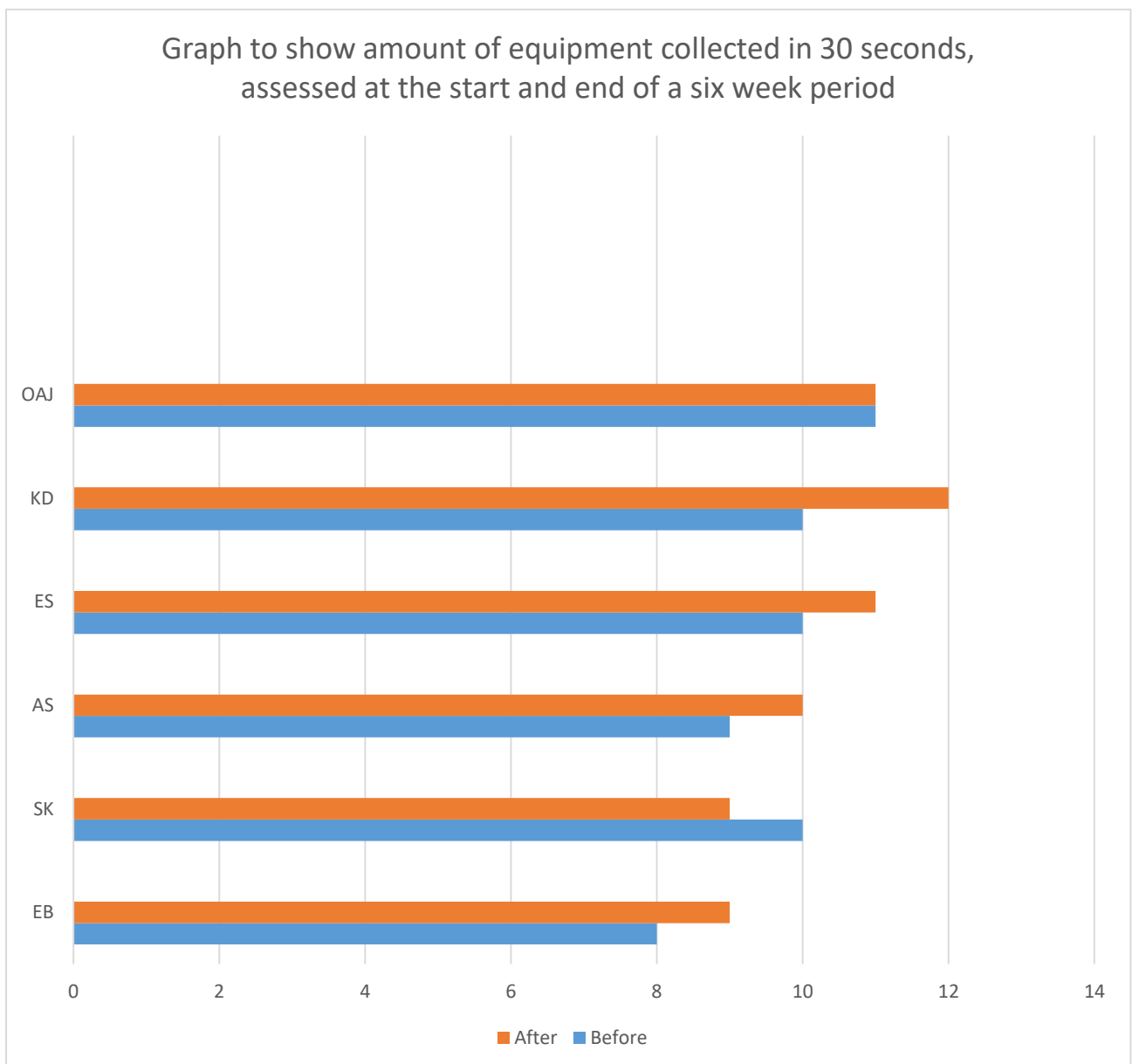
**3 = Expected**

**4 = Exceeding**

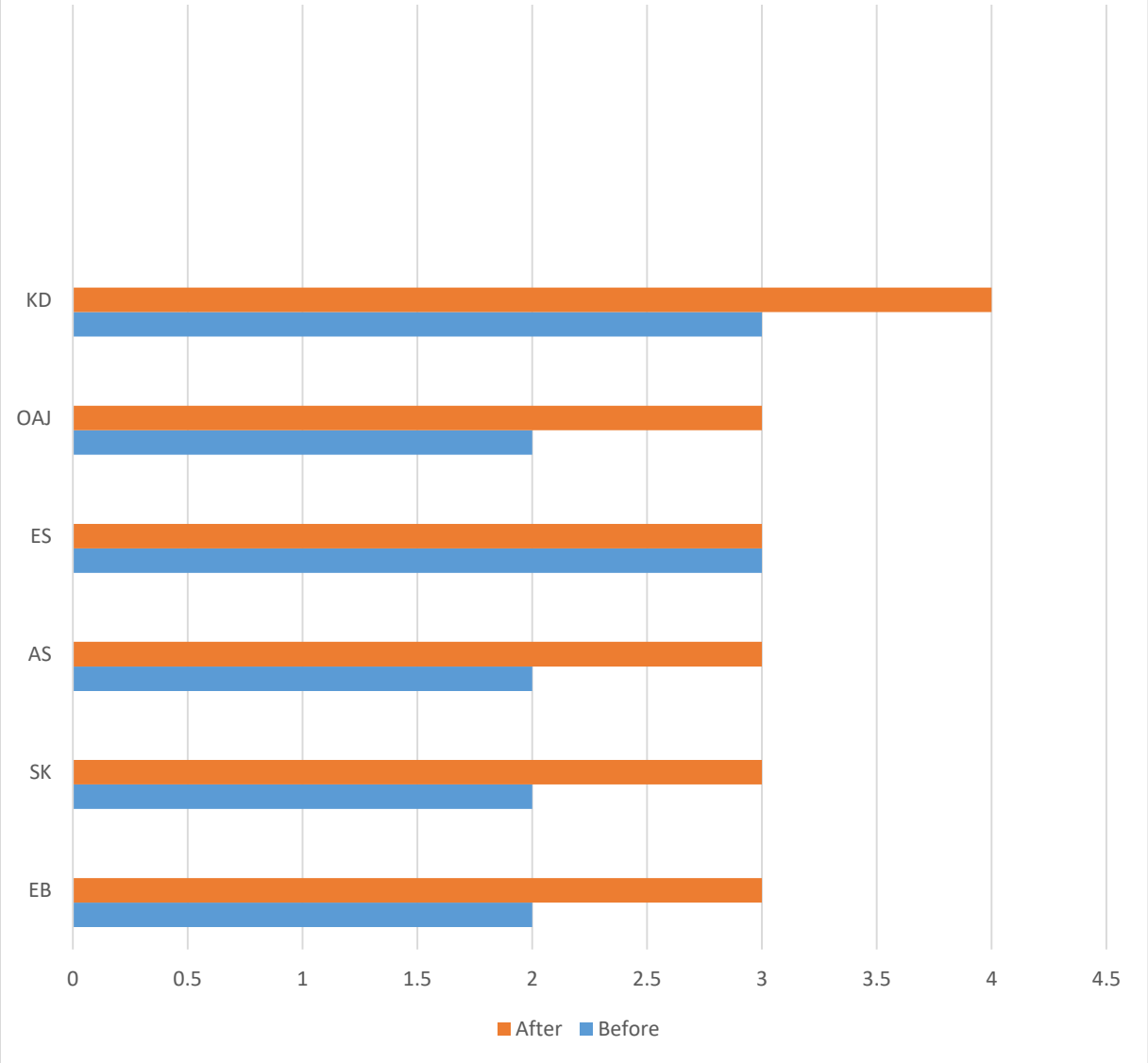


### Year 5 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six week period in what they started at and their current score.



Graph to show performance in agility over six weeks



**Key:**

**1 = Emerging**

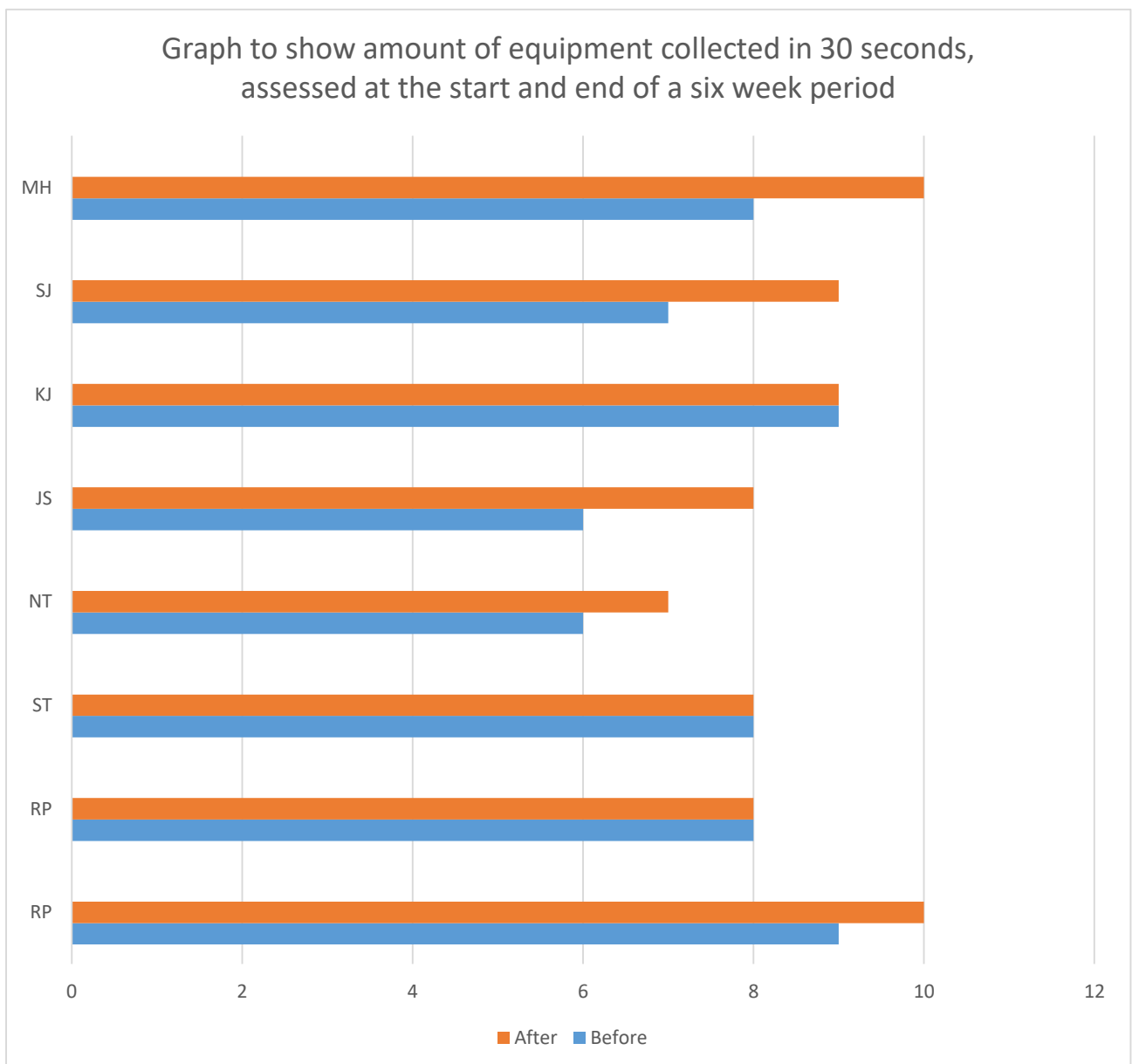
**2 = Developing**

**3 = Expected**

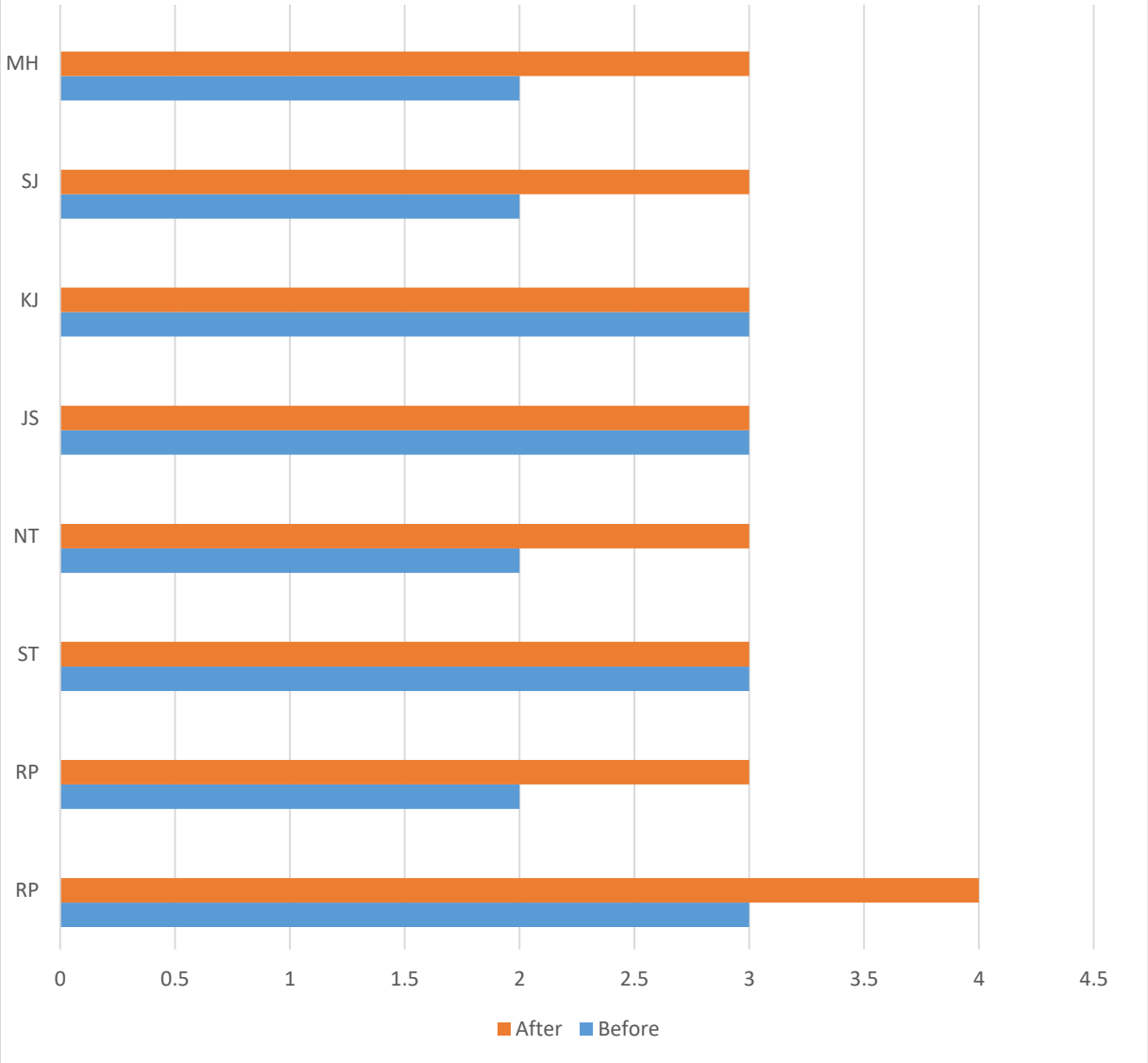
**4 = Exceeding**

### Year 6 Healthy Groups Tracking - Autumn 1

This is a bar chart, to show the effects of how my “healthy groups” impact children actively by comparing scores in what they have been practising. The first autumn 1 term, they had been focusing on agility and changing direction quickly, the graph below shows progress of an assessment over a six-week period. This task was to collect as many beanbags/cones from a 5 metre distance zone, in a 30 second time period as fast as they could. From this, they have been learning how to change direction quickly playing different agility games each week in the aid that they better their score by the end. The second graph is based on their performance rating over the six week period in what they started at and their current score.



Graph to show performance in agility over six weeks



**Key:**

**1 = Emerging**

**2 = Developing**

**3 = Expected**

**4 = Exceeding**