

Physical Education Intention Map

Key Stage One



Placing learning at the heart of everything we do.



Year One Intention Map



Learning Intentions

1. *Pat, throw, kick, stop and catch a ball.*
2. *Comment on their own or others' performance, routine or game.*
3. *Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.*

Net and Racket Games

Knowledge Intentions

1. *Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown.*
2. *Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.*
3. *Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.*

Learning Intentions

1. *Copy, create and remember simple movement patterns, showing awareness of rhythm*
2. *Follow a simple route around the school grounds or a given outdoor space.*
3. *Comment on their own or others' performance, routine or game.*
4. *Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.*



Dance

Knowledge Intentions

1. *Copy, create and remember simple movement patterns, showing awareness of rhythm.*
2. *Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of travelling to get from one place to another, such as walking, jogging, skipping or jumping.*
3. *Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.*
4. *Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.*



Learning Intentions

1. *Demonstrate control and coordination when moving or balancing, performing basic sequences that use space safely.*
2. *Comment on their own or others' performance, routine or game.*
3. *Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.*



Gymnastics

Knowledge Intentions

1. *Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.*
2. *Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.*
3. *Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.*



Learning Intentions

1. *Participate in simple playground games, following the rules.*
2. *Comment on their own or others' performance, routine or game.*
3. *Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.*

Team Games

Knowledge Intentions

1. *Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.*
2. *Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.*
3. *Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.*



Learning Intentions

1. Participate in simple playground games, following the rules.
2. Comment on their own or others' performance, routine or game.
3. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.



Team Games



Knowledge Intentions

1. Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.
2. Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.
3. Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.



Learning Intentions

1. Participate in simple playground games, following the rules.
2. Comment on their own or others' performance, routine or game.
3. Record achievement in running, jumping and throwing activities by measuring how fast or far something has travelled.



Athletics

Knowledge Intentions

1. Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.
2. Words, such as exciting, brilliant, bouncy and fast can be used to describe feelings, movements and actions.
3. Blocks, measuring sticks and trundle wheels can be used to measure how far something has travelled in metres and centimetres. Counting aloud or using a timer can tell us how fast something has travelled in minutes and seconds.



Year Two Intention Map



Learning Intentions

1. Pat, throw, kick, stop and catch a ball.
2. Confidently send or receive an object, such as a beanbag or ball.
3. Use appropriate vocabulary to comment on performance and opportunities for improvement.
4. Collect data over time to show how repetition improves overall performance.



Net and Racket Games

Sending & Striking

Knowledge Intentions

1. *Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown.*
2. *There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.*
3. *Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.*
4. *Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.*

Learning Intentions

1. Copy, create and remember simple movement patterns, showing awareness of rhythm.
2. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.
3. Move over, under and through spaces and obstacles outdoors.
4. Use appropriate vocabulary to comment on performance and opportunities for improvement.
5. Collect data over time to show how repetition improves overall performance.



Dance

Knowledge Intentions

1. *Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern.*
2. *Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction.*
3. *Obstacles can be overcome by moving into spaces around, over, under or through them.*
4. *Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.*
5. *Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.*



Learning Intentions

1. *Demonstrate control and coordination when moving or balancing, performing basic sequences that use space safely.*
2. *Demonstrate a sequence of linked balances, creating a variety of body shapes.*
3. *Move over, under and through spaces and obstacles outdoors.*
4. *Use appropriate vocabulary to comment on performance and opportunities for improvement.*
5. *Collect data over time to show how repetition improves overall performance.*

Gymnastics

Knowledge Intentions

1. *Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting.*
2. *Two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab.*
3. *Obstacles can be overcome by moving into spaces around, over, under or through them.*
4. *Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.*
5. *Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.*

Learning Intentions

1. *Participate in simple playground games, following the rules.*
2. *Play simple team games, understanding the rules and developing basic tactics to score*
3. *Use appropriate vocabulary to comment on performance and opportunities for improvement.*
4. *Collect data over time to show how repetition improves overall performance.*



Team Games



Knowledge Intentions

1. *Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.*
2. *A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.*
3. *Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.*
4. *Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.*



Learning Intentions

1. Participate in simple playground games, following the rules.
2. Play simple team games, understanding the rules and developing basic tactics to score
3. Use appropriate vocabulary to comment on performance and opportunities for improvement.
4. Collect data over time to show how repetition improves overall performance.

Team Games

1. Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair.
2. A tactic is an action, such as passing the ball to a team member who is closer to the net, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points.
3. Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.
4. Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.

Knowledge Intentions

Learning Intentions

1. Practice basic running, jumping, throwing and catching techniques.
2. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful.
3. Use appropriate vocabulary to comment on performance and opportunities for improvement.
4. Collect data over time to show how repetition improves overall performance.



Athletics

1. Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands.
2. Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.
3. Improve means to get better at doing something. Performance in PE can be described using different vocabulary, such as tried hard, found it a challenge, listened carefully and could improve.
4. Skills are learned in PE and then improved by practising (doing something over and over again to become better). Information can be collected over time to show how practice improves performance.

Knowledge Intentions

Checklist



National Curriculum Programme of Study		2020 - 2021	2021 - 2022
History			

	YEAR A 2020 - 2021						Year B 2021 - 2022					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

<i>Completed in depth</i>		<i>Light touch, not every PoS addressed</i>	
---------------------------	--	---	--