

Physical Education Intention Map

Upper Key Stage Two



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Learning Intentions

Week 1	<ul style="list-style-type: none"> Understand and practise some of the fundamental skills of tennis.
Week 2	<ul style="list-style-type: none"> Hit a ball with accuracy using the forehand technique.
Week 3	<ul style="list-style-type: none"> Be able to play a backhand stroke with control and accuracy.
Week 4	<ul style="list-style-type: none"> Be able to perform an overhead tennis serve.
Week 5	<ul style="list-style-type: none"> Develop a volley for use in a tennis mini-game.
Week 6	<ul style="list-style-type: none"> Apply learnt skills in a variety of tennis mini-games.



Term One (Net & Wall Games - Tennis)



Assessment

Play and score a game of tennis.

Be able to evaluate their own performance.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Move around a space while maintaining control of a ball on a racket. Catch and control a ball using a racket. Get into a good position to catch and control a ball.
Week 2	<ul style="list-style-type: none"> Grip and hold the tennis racket correctly when hitting a forehand. Know how and when to use the ready position. Use the forehand technique to successfully land a ball in the opposition's side of the court.
Week 3	<ul style="list-style-type: none"> Know the advantages and disadvantages of the different types of backhand stroke. Strike a ball using the correct technique for a backhand groundstroke. Hit a backhand accurately at a targeted area.
Week 4	<ul style="list-style-type: none"> Use the correct technique to perform a toss suitable for serving. Successfully strike a tossed ball using an overhead service stroke. Aim a serve accurately at a target area.
Week 5	<ul style="list-style-type: none"> Strike a tennis ball before it bounces, using the volley technique. Use my racket and technique to play a volley, with varying degrees of power. Get into position quickly to play a volley.
Week 6	<ul style="list-style-type: none"> Show an understanding of the rules and the scoring system in tennis. Take part in a rally in a tennis mini-game, by playing a groundstroke or volley. Serve the ball. I can evaluate my performance.

National Curriculum

- Use running, jumping, throwing and catching in isolation and in combination.
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- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.



Learning Intentions

Week 1	<ul style="list-style-type: none"> Dribble a basketball with control
Week 2	<ul style="list-style-type: none"> Use a range of techniques to pass a basketball successfully
Week 3	<ul style="list-style-type: none"> Move effectively around the court. Know how to pivot.
Week 4	<ul style="list-style-type: none"> Use strategies to keep possession of the ball.
Week 5	<ul style="list-style-type: none"> Know how to mark a player effectively. To get free from a defender
Week 6	<ul style="list-style-type: none"> Apply our basketball skills when playing as part of a team in a game. Evaluate our performance.



Term One (Invasion Games - Basketball)



Assessment

Play a game of basketball showing an understanding of the rules and positioning when attacking and defending.

Be able to evaluate their own performance.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Use the correct dribbling technique for basketball. Move in different directions and at different speeds with the ball. Dribble with control and fluency.
Week 2	<ul style="list-style-type: none"> Pass the ball with control and accuracy. Use dribbling and passing skills together.
Week 3	<ul style="list-style-type: none"> Use light and quick footwork to move around the court. Know when I need to pivot. Combine the skill of pivoting with other basketball skills I have learnt.
Week 4	<ul style="list-style-type: none"> Use strategies to shield the ball from a defender while dribbling. Use strategies to shield the ball from a defender while stationary. Perform the crossover
Week 5	<ul style="list-style-type: none"> Mark an opposition player, who is in possession of the ball. Mark an opposition player, without possession of the ball. Use a quick change of speed or direction to get free.
Week 6	<ul style="list-style-type: none"> Apply attacking and defending skills and tactics I have learnt in a game. Work as part of a team. Answer questions to help evaluate my own performance.

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- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.
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Learning Intentions

Week 1	• Use transitions to link movements together smoothly
Week 2	• Develop spatial awareness and demonstrate this skill effectively in a dance.
Week 3	• Demonstrate an ongoing motif throughout a dance.
Week 4	• Demonstrate variations in timing throughout a dance.
Week 5	• Demonstrate strong, expressive movements throughout a dance.
Week 6	• Combine movements to create a fluent sequence.



Term Two (Dance – Eco Dance)



Assessment

As a group create an extended dance sequence that is able to communicate different ideas via movement.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Improvise movements to represent ideas.</i> • <i>Use the transfer of weight to create smooth transitions between movements. Perform a group dance in canon.</i>
Week 2	<ul style="list-style-type: none"> • <i>Use different levels to communicate ideas effectively.</i> • <i>Use my body in the space around me to represent ideas.</i>
Week 3	<ul style="list-style-type: none"> • <i>Develop a series of movements to create an ongoing motif.</i> • <i>Use movements and motifs to communicate ideas.</i>
Week 4	<ul style="list-style-type: none"> • <i>Use a stimulus to inspire variations in timing for a dance.</i> • <i>Develop a dance that uses variations in timing to communicate different ideas</i>
Week 5	<ul style="list-style-type: none"> • <i>Demonstrate strong, clear lines and shapes with my body.</i> • <i>Use lines and shapes to express moods and ideas in a dance.</i>
Week 6	• <i>Communicate different ideas through movement in an extended dance sequence. Combine movements fluently and perform a cohesive, extended dance.</i>

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- *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
- ***Perform dances using a range of movement patterns.***
- *Take part in outdoor and adventurous activity challenges both individually and within a team.*
- ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best***



Term Two (Invasion Games - Football)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Use a range of skills to move with the ball.
Week 2	<ul style="list-style-type: none"> Use the correct technique to pass the ball.
Week 3	<ul style="list-style-type: none"> Keep possession of the ball.
Week 4	<ul style="list-style-type: none"> Use different tactics for attacking in invasion games.
Week 5	<ul style="list-style-type: none"> Win back possession of the ball.
Week 6	<ul style="list-style-type: none"> Adapt my movements for attacking and defending.

Assessment

Play a game of 'Cops and Robbers' demonstrating different methods of marking.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Dribble with control. Change direction and speed whilst dribbling. Look up whilst travelling with the ball.
Week 2	<ul style="list-style-type: none"> Pass and receive the ball with control. Pass the ball with accuracy over a range of distances. Use a range of techniques to pass the ball
Week 3	<ul style="list-style-type: none"> Control and pass the ball using two touches. Find and use space to help keep possession. Work as part of a team.
Week 4	<ul style="list-style-type: none"> Know when to pass and when to dribble. Shoot at a target. Work as part of a team.
Week 5	<ul style="list-style-type: none"> Know when and how to block tackle in football. Know when and how to block tackle in hockey. Know different ways to win back possession of the ball.
Week 6	<ul style="list-style-type: none"> know how to mark a player without the ball (man-to-man marking). Know how to mark a player with the ball. Know how to pivot. Contribute towards the success of my team when attacking or defending.

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Term Three (Gymnastics – Shape & Balance)



Learning Intentions

Week 1	<ul style="list-style-type: none"> • Link shapes and movement using rhythmic gymnastics to represent ideas about the Earth, Sun and Moon
Week 2	<ul style="list-style-type: none"> • Create two, three and four-point balances and movements to represent the discovery and exploration of a new planet
Week 3	<ul style="list-style-type: none"> • Create part-weight balances with a partner to resemble an alien.
Week 4	<ul style="list-style-type: none"> • Create and perform a gymnastics routine that includes shapes on apparatus
Week 5	<ul style="list-style-type: none"> • To plan a space-themed gymnastics routine that includes a range of shapes, balances and movements.
Week 6	<ul style="list-style-type: none"> • To perform a space-themed gymnastics routine that includes a range of shapes, balances and movements

Assessment

Create a 'Space' themed routine that demonstrates both a range of body shape and movement.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • Create a range of shapes with my body and a gymnastics ribbon. • Use shape and movement to communicate ideas about the Earth, Sun and Moon.
Week 2	<ul style="list-style-type: none"> • Hold balances on two, three and four-points of my body. • Vary the speed, shape, levels and dynamics of my movements to tell a story. • Link movements and balances to tell a story.
Week 3	<ul style="list-style-type: none"> • Use body tension, strength and the correct technique to hold the different partner balances. • Evaluate my own and others' performances and identify ways to improve.
Week 4	<ul style="list-style-type: none"> • Create tuck, star, straddle and pike shapes on apparatus. • Link shapes and movement to tell a story. Evaluate my own and others' performances and identify ways to improve.
Week 5	<ul style="list-style-type: none"> • Plan a routine with a range of shapes, balances, movements and rhythmic gymnastics elements. • Plan a routine which represents a space theme. • Evaluate my own and others' performances and identify ways to improve.
Week 6	<ul style="list-style-type: none"> • Perform a range of body shapes as part of a routine. • Perform individual two, three and four-point balances and part-weight partner balances as part of a routine. • Perform linking actions and movements to structure my routine. • Use different speeds, levels and dynamics to create effects.

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Term Three (Circuit Training)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Know the importance of helping the body to prepare for and recover from exercise and how this should be done. Complete a simple circuit of exercises.
Week 2	<ul style="list-style-type: none"> Set individual challenges and work towards achieving them.
Week 3	<ul style="list-style-type: none"> Compete fairly against a classmate in a circuit training activity.
Week 4	<ul style="list-style-type: none"> Improve your speed, agility and quickness within circuit training
Week 5	<ul style="list-style-type: none"> Develop teamwork skills in a group task featuring different exercises.
Week 6	<ul style="list-style-type: none"> Use my knowledge of the effects of exercise to develop an effective fitness routine.

Assessment

Create a fitness plan that uses different stations and equipment.

Be able to explain the effects of the different exercises on the body.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Know what circuit training involves. Follow instructions to complete a range of different exercises. Know the importance of looking after the body before and after exercise, including how to warm up, cool down and stretch.
Week 2	<ul style="list-style-type: none"> Follow instructions to complete a range of different exercises. Set appropriate individual challenges for different exercises. Work towards achieving my individual challenges.
Week 3	<ul style="list-style-type: none"> Explain what makes a good sportsperson and can demonstrate this behaviour. Follow instructions to complete a range of different exercises. Compete in a fair and healthy way.
Week 4	<ul style="list-style-type: none"> Explain speed, agility and quickness and why they are important skills to have. Follow instructions to complete a range of different exercises. Identify how I have improved my speed, agility and quickness.
Week 5	<ul style="list-style-type: none"> Follow instructions to complete a range of different exercises. Identify the parts of the body that different exercises target. Share my strengths in different exercises to help my team compete in the best way we can.
Week 6	<ul style="list-style-type: none"> Identify the effects of different exercises. Select exercises that have certain effects to build a fitness plan.

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Term Four (Dance - WWII)

Learning Intentions

Week 1	• <i>Perform the Charleston</i>
Week 2	• <i>Perform the Lambeth Walk</i>
Week 3	• <i>Perform the Lindy Hop</i>
Week 4	• <i>Plan an interpretive dance which tells the story of a wartime event.</i>
Week 5	• <i>Perform an interpretive dance which reflects an aspect of WWII.</i>
Week 6	• <i>Plan and perform in a WWII style dance party.</i>



Assessment

Be able to perform a WWII style dance to an audience.

Be able to explain the features of dances of that time.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Describe and perform some traditional Charleston dance steps.</i> • <i>Dance in unison with a partner.</i> • <i>Dance in time to music.</i>
Week 2	<ul style="list-style-type: none"> • <i>Dance in unison.</i> • <i>Reflect the appropriate style and mood of the Lambeth Walk song when dancing.</i> • <i>Choreograph some of my own dance steps for the Lambeth Walk.</i>
Week 3	<ul style="list-style-type: none"> • <i>Describe and perform some Lindy Hop dance steps.</i> • <i>Name and describe some different types of swing dances.</i> • <i>Create a dance sequence with a partner.</i> • <i>Improvise some dance steps during a breakaway section.</i>
Week 4	<ul style="list-style-type: none"> • <i>Create a dance motif to represent a WWII event or theme.</i> • <i>Show different techniques in my dance.</i> • <i>Include a climax in my dance sequence.</i> • <i>Work co-operatively with others</i>
Week 5	<ul style="list-style-type: none"> • <i>Link dance motifs to create a complete dance.</i> • <i>Identify how to improve my dance.</i> • <i>Perform my dance with appropriate expression and emotion.</i>
Week 6	<ul style="list-style-type: none"> • <i>Say what dances were popular during World War II.</i> • <i>Work on my dance techniques to improve a dance.</i> • <i>Perform confidently in front of an audience.</i>

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- *Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]*
- *Perform dances using a range of movement patterns.*
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Learning Intentions

Week 1	<ul style="list-style-type: none"> Practise ball control, agility and quickness.
Week 2	<ul style="list-style-type: none"> Develop and refine throwing and catching skills
Week 3	<ul style="list-style-type: none"> Combine the skills of moving and passing in handball.
Week 4	<ul style="list-style-type: none"> Use the defensive skills of marking and intercepting in a game.
Week 5	<ul style="list-style-type: none"> Aim for a target. Protect a target
Week 6	<ul style="list-style-type: none"> Work as part of a team. Participate in a class handball tournament



Term Four (Handball)



Assessment

Play a game of Handball showing and understanding of positioning and tactics.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Manipulate (handle) and control a ball in a range of different ways. Take part in agility drills to improve my agility. Take part in quickness drills to improve my quickness.
Week 2	<ul style="list-style-type: none"> Know how to grip a handball. Throw a handball using an overhead pass. Use an effective technique to catch a ball. Take part in throwing and catching activities.
Week 3	<ul style="list-style-type: none"> Know the 'Rule of 3' for moving and passing in handball. Combine the skills of moving and passing. Take part in moving, passing and shooting drills.
Week 4	<ul style="list-style-type: none"> How to mark a player in handball. Intercept the ball. Apply a range of different attacking and defending handball skills in a game.
Week 5	<ul style="list-style-type: none"> Shoot with accuracy and power at a target. Take part in drills to test my reactions. Use effective body positioning and technique to protect a target
Week 6	<ul style="list-style-type: none"> Try to do my best for my team. Know and follow the rules of handball. Apply a range of handball skills in a game. Understand how tactics can be used to help win games.

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Term Five (Gymnastics - Movement)



Learning Intentions

Week 1	• Perform a stag jump and split leap.
Week 2	• Perform pike rolls.
Week 3	• Perform a squat through vault
Week 4	• Perform a round-off.
Week 5	• Independently plan a sequence of gymnastics movements that are creatively linked together.
Week 6	• Perform a gymnastics sequence in a pair or group in time to music.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • Take off and land showing control. • Describe and perform a range of jumps. • Demonstrate the correct form for a stag jump and split leap.
Week 2	<ul style="list-style-type: none"> • Perform a range of rolls safely and with correct control. • Demonstrate the correct form for a pike forward roll. • Demonstrate the correct form for a backward roll to standing pike.
Week 3	<ul style="list-style-type: none"> • Perfect my hurdle step onto a springboard. Take off successfully from a springboard. • Show body strength and control to move over equipment in a controlled way. • Take off and land neatly and safely.
Week 4	<ul style="list-style-type: none"> • Use my core and arm strength to control my movements. • Begin and end my movements clearly and in a safe manner. • Perform a short sequence of movements including a round-off.
Week 5	<ul style="list-style-type: none"> • Select and perform a range of different gymnastics movements as part of a sequence. • Use jumps, pivots and other linking movements to create flow in my gymnastics sequence.
Week 6	<ul style="list-style-type: none"> • Work with a partner or group to plan a gymnastics routine. • Perform in time to music. • Adapt my movements to reflect a style or theme.

Assessment

Perform a themed routine to music as part of a pair and a group.

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- **Develop flexibility, strength, technique, control and balance** [for example, through athletics and gymnastics]
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Learning Intentions



Term Five (OAA - Orienteering)

Week 1	<ul style="list-style-type: none"> To work as part of a team to complete a range of challenges.
Week 2	<ul style="list-style-type: none"> To demonstrate agility and endurance in a range of situations.
Week 3	<ul style="list-style-type: none"> To know what a compass is and how to use it. To know the eight directions on a compass.
Week 4	<ul style="list-style-type: none"> To read, follow and understand maps
Week 5	<ul style="list-style-type: none"> To take part in an orienteering exercise.
Week 6	<ul style="list-style-type: none"> To work collaboratively to plan and prepare an orienteering course. To work collaboratively to complete a timed orienteering course.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Work effectively with others to complete the challenges. Use a range of different methods to communicate effectively
Week 2	<ul style="list-style-type: none"> Pace yourself when running for continuous periods, to suit the activity and distance. Change direction quickly and effectively, performing different movements with coordination and control.
Week 3	<ul style="list-style-type: none"> Locate where north is using a compass and use this information to find other directions. Know the eight different directions on a compass. Follow directional instructions, including clockwise/anti-clockwise, as well as 90°, 180°, 270° & 360° turns.
Week 4	<ul style="list-style-type: none"> Know and understand the different features of a map, including symbols, key, scale and compass directions. Follow a map to give clear, concise directions. Complete the missing information on a map.
Week 5	<ul style="list-style-type: none"> Use a map to navigate around the school grounds. Know the meaning of the school orienteering symbols. Mark and find control points on a map. Collaborate and communicate effectively with others to complete a task.
Week 6	<ul style="list-style-type: none"> Help to set up an orienteering course for others to complete. Work collaboratively to follow a map, planning the best route to complete an orienteering course, in order to do this in the quickest time possible. Collaborate and communicate effectively with others to complete a challenge.



Assessment

Successfully complete the 'Coded Pop Sticks' activity.

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Learning Intentions

Week 1	<ul style="list-style-type: none"> Learn the correct techniques for batting and bowling in rounders.
Week 2	<ul style="list-style-type: none"> Use the correct techniques for throwing and catching when fielding in rounders.
Week 3	<ul style="list-style-type: none"> Know the roles and responsibilities of the backstop and base fielders in rounders.
Week 4	<ul style="list-style-type: none"> Know the roles and responsibilities of the deep fielders in rounders. Field effectively in these positions and demonstrate good skill and technique.
Week 5	<ul style="list-style-type: none"> To be able to 'read' the game and apply tactics to outwit opponents
Week 6	<ul style="list-style-type: none"> To know and apply the rules of rounders during a game. To use a range of throwing, catching, fielding and batting strategies.



Term Six (Striking & Fielding - Rounders)



Assessment

Play a game of rounders showing an understanding of tactics and strategies required to win the game.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Hold a rounders bat correctly and adopt the correct stance for batting. Swing the bat and lean in to hit a ball that is bowled. Bowl underarm to reach a target. Control the height, speed and distance of my bowls
Week 2	<ul style="list-style-type: none"> Position yourself correctly to receive a catch. Adapt my body, hand and arm positions to make different types of catches. Throw overarm using the correct technique. Throw towards and reach a target using different types of throws where necessary.
Week 3	<ul style="list-style-type: none"> Explain where the backstop and base fielders should stand and what they need to do. Judge who I need to throw the ball to when fielding, to try and stop the opposing team from scoring.
Week 4	<ul style="list-style-type: none"> Explain where the deep fielders should stand and what they need to do. Stop a moving ball using the appropriate technique. Judge who I need to throw the ball to when fielding to try and stop the opposing team from scoring.
Week 5	<ul style="list-style-type: none"> Explain and apply different tactics. Demonstrate awareness of the game to make decisions which positively affect gameplay. Play strategically as part of a team
Week 6	<ul style="list-style-type: none"> Play a rounders match according to the rules and show good sportsmanship. Demonstrate a range of skills and techniques when fielding and batting. Employ a range of tactics and strategies to help drive the success of my team.

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Term Six (Athletics)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Practise and refine existing running, jumping and throwing skills.
Week 2	<ul style="list-style-type: none"> Use an effective technique for sprinting including the sprint start.
Week 3	<ul style="list-style-type: none"> Sustain my running pace over longer distances.
Week 4	<ul style="list-style-type: none"> Practise jumping for height.
Week 5	<ul style="list-style-type: none"> Learn the fling throw technique
Week 6	<ul style="list-style-type: none"> Use a variety of throwing techniques.

Assessment

Be able to successfully demonstrate the correct techniques required to throw a Shot-Put, Javelin and Discus.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Perform basic running, jumping and throwing skills. Use and combine the skills of running, jumping and throwing in games.
Week 2	<ul style="list-style-type: none"> Test and practise my reaction times. Perform, compare and evaluate my sprint start from a variety of starting position. Refine my sprinting technique.
Week 3	<ul style="list-style-type: none"> Pace yourself when running for continuous periods. Control the pace I run at to suit the activity. Demonstrate stamina.
Week 4	<ul style="list-style-type: none"> Demonstrate power in the take-off. Demonstrate an effective flight phase and land safely. Use a learnt technique to jump as high as possible.
Week 5	<ul style="list-style-type: none"> Identify and describe how to perform a fling throw. Use the correct technique for a fling throw. Develop my ability to throw for distance and accuracy.
Week 6	<ul style="list-style-type: none"> Throw a variety of throwing implements using the correct technique. Develop my ability to throw for distance and accuracy. Measure and record my throwing distance.

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