

Physical Education Intention Map

Key Stage One



Intention Map 2023 - 2024

Placing learning at the heart of everything we do.



Term One

(Gymnastics – Landscapes & Cityscapes)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Move and balance with agility and coordination.
Week 2	<ul style="list-style-type: none"> Roll with control and coordination.
Week 3	<ul style="list-style-type: none"> Make long thin shapes with my body.
Week 4	<ul style="list-style-type: none"> Take my weight on my hands and feet.
Week 5	<ul style="list-style-type: none"> Take my weight on my hands.
Week 6	<ul style="list-style-type: none"> Create a sequence of movements.

Assessment

Perform and evaluate a sequence of movements.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Successfully complete three types of roll. Roll from one roll into another. Make a shape and hold it to give my movements a clear finish.
Week 2	<ul style="list-style-type: none"> Rock forwards and backwards with strong body tension. I can forward roll from a crouch position. I can stand to finish
Week 3	<ul style="list-style-type: none"> Complete a straight jump. Hurdle step onto a springboard. Balance in a long thin shape on your own and with a partner.
Week 4	<ul style="list-style-type: none"> Make a forward's bridge shape. Make a backwards bridge shape. Balance in my bridge shape. Move in my bridge shape. Travel along equipment with my hands and feet at different levels.
Week 5	<ul style="list-style-type: none"> Share my weight across different points of contact. Complete a movement that takes the weight off both feet. Support another in attempting a handstand.
Week 6	<ul style="list-style-type: none"> Compose my own movement sequence. Perform my movement sequence to the class. Evaluate my own performance. Evaluate the performance of others.

National Curriculum

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- 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 One

(Striking & Feilding – Throwing & Catching)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Learn how to track and receive a ball.
Week 2	<ul style="list-style-type: none"> Throw underarm.
Week 3	<ul style="list-style-type: none"> Catch an object by myself
Week 4	<ul style="list-style-type: none"> Throw and catch an object with a partner
Week 5	<ul style="list-style-type: none"> Bounce a ball on the spot
Week 6	<ul style="list-style-type: none"> Throw, catch and bounce an object.

Assessment

Play a game that involves being able to throw underarm with some accuracy, catch and bounce a ball.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Track a ball as it rolls. Get in line to receive a ball. Roll a ball in the right direction. Stop a rolling ball with my hands.
Week 2	<ul style="list-style-type: none"> Use an underarm technique to throw an object. Use an underarm technique to aim an object in a certain direction.
Week 3	<ul style="list-style-type: none"> Track an object with my eyes. Move my hands into the correct position. Catch an object with two hands.
Week 4	<ul style="list-style-type: none"> Throw an object accurately so that someone else can catch it. Catch an object someone has thrown to me. Catch an object and pass it on quickly
Week 5	<ul style="list-style-type: none"> Bounce a ball on the floor and catch it. Bounce a ball at a target and catch it.
Week 6	<ul style="list-style-type: none"> Throw an object underarm. Catch an object. Bounce a ball on the spot.

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

Week 1	• <i>Develop coordination while in basic yoga poses and moving between them.</i>
Week 2	• <i>Increase coordination while on all fours.</i>
Week 3	• <i>Develop agility by correctly coming into and out of the dog pose.</i>
Week 4	• <i>Develop agility by varying the speed of movements and poses.</i>
Week 5	• <i>Develop balance in standing positions</i>
Week 6	• <i>Develop balance when moving between positions.</i>



Term Two (Yoga – Salute the Sun)



Assessment

Create a sequence of poses and balances.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Stretch my body up smoothly.</i> • <i>Fold my body forwards in a smooth and comfortable movement.</i> • <i>Move between yoga poses while keeping my balance.</i>
Week 2	<ul style="list-style-type: none"> • <i>Arch my back up smoothly and comfortably.</i> • <i>Dip my back down smoothly and comfortably.</i> • <i>Keep my balance while moving between yoga poses.</i>
Week 3	<ul style="list-style-type: none"> • <i>Move smoothly into the dog pose.</i> • <i>Move back to all fours smoothly.</i> • <i>Keep my balance while moving between yoga poses.</i>
Week 4	<ul style="list-style-type: none"> • <i>Move slowly and smoothly.</i> • <i>Move smoothly at increased speed.</i> • <i>Keep my balance while moving between yoga poses.</i> • <i>Follow instructions to keep safe through a series of movements.</i>
Week 5	<ul style="list-style-type: none"> • <i>Stay steady on two feet.</i> • <i>Balance on one leg.</i> • <i>Follow instructions to keep safe.</i>
Week 6	<ul style="list-style-type: none"> • <i>Move smoothly between poses.</i> • <i>Create a movement pattern.</i> • <i>Follow instructions to keep safe.</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 – Attack & Defend)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Think about using space in a team game.
Week 2	<ul style="list-style-type: none"> Mark another player.
Week 3	<ul style="list-style-type: none"> Defend the space between players.
Week 4	<ul style="list-style-type: none"> Pass a ball to another player.
Week 5	<ul style="list-style-type: none"> Get past a defender.
Week 6	<ul style="list-style-type: none"> Use attacking and defending skills in a team game.

Assessment

Play a game of 'Cone Ball' that involves throwing, catching with the aim of touching the cone to score a point.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Attack and defend in a team game. Identify useful spaces to move to in a team game. Move to useful spaces in a team game.
Week 2	<ul style="list-style-type: none"> Defend a goal safely. Stay close to an attacker. Move the same way as an attacker.
Week 3	<ul style="list-style-type: none"> Defend a goal safely. Stay close to an attacker. Move the same way as an attacker.
Week 4	<ul style="list-style-type: none"> Look for players in useful spaces and pass to them. Get into useful spaces to receive passes. Make eye contact with other players so they know I am ready to pass.
Week 5	<ul style="list-style-type: none"> Move side to side to dodge a defender. Change direction quickly. I can look for space to get past a defender.
Week 6	<ul style="list-style-type: none"> Sort attacking and defending skills. Use attacking skills to score points. Use defending skills to stop the other team scoring points. Talk about the things I want to improve on and the things I am good at.

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- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
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Term Three (Dance – Seasons)

Learning Intentions

Week 1	• <i>Move in response to a video stimulus.</i>
Week 2	• <i>Improvise with a partner.</i>
Week 3	• <i>Show awareness of others when working in a group.</i>
Week 4	• <i>Understand mirroring and use this with a partner.</i>
Week 5	• <i>Keep in time with a steady beat to perform a traditional style of dance.</i>
Week 6	• <i>Vary the shape and speed of movements to represent an object</i>

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Create different shapes with my body. I can put actions together to create a motif.</i> • <i>Move my body with control.</i> • <i>Watch and describe a performance.</i>
Week 2	<ul style="list-style-type: none"> • <i>Keep in time with a steady beat.</i> • <i>Work Cooperatively with a partner.</i> • <i>Improvise independently.</i> • <i>Perform movements in unison.</i>
Week 3	<ul style="list-style-type: none"> • <i>Work cooperatively in a group.</i> • <i>Perform movements in canon. I can improvise independently.</i> • <i>Put movements together to create a motif.</i>
Week 4	<ul style="list-style-type: none"> • <i>Work cooperatively in a group.</i> • <i>Mirror the movements of a partner.</i> • <i>Evaluate the work of others and give feedback.</i>
Week 5	<ul style="list-style-type: none"> • <i>Copy and repeat actions.</i> • <i>Move in time with a steady beat.</i> • <i>Work cooperatively in a group.</i>
Week 6	<ul style="list-style-type: none"> • <i>Vary the shape and speed of my movements.</i> • <i>Perform movements in canon.</i> • <i>Work cooperatively in a group</i>



Assessment

Produce a group dance with varied shapes and speed in a canon.

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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 Three (Circuit Training)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Move over or round an obstacle with control.
Week 2	<ul style="list-style-type: none"> Jump in different ways with control.
Week 3	<ul style="list-style-type: none"> Show control and balance when travelling along a pathway.
Week 4	<ul style="list-style-type: none"> Show control when rolling and bouncing a ball.
Week 5	<ul style="list-style-type: none"> Combine skills to complete circuit activities independently.
Week 6	<ul style="list-style-type: none"> Watch and evaluate the performance of a partner. Complete activities independently and to try to improve my own performance.

Assessment

Complete a range of previously performed exercises independently and be able to evaluate performance.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Vary the speed of my running. Leap from one foot to the other. Control my movements
Week 2	<ul style="list-style-type: none"> Hop along a path. Perform a two-footed jump. Explain why I need to warm up and cool down in my PE lessons.
Week 3	<ul style="list-style-type: none"> Stay balanced when travelling along a line. Show control when balancing a beanbag on my body
Week 4	<ul style="list-style-type: none"> Roll a ball along a marked path. Bounce and catch a ball with two hands. Travel along a path while bouncing a ball.
Week 5	<ul style="list-style-type: none"> Use the skills that I have practised independently. Describe how I feel after exercise. I can evaluate my own performance.
Week 6	<ul style="list-style-type: none"> Use the skills that I have practised independently. Improve my previous performance. Describe the performance of a partner.

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- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]**
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- Compare their performances with previous ones and demonstrate improvement to achieve their personal best**



Learning Intentions



Term Four (Gymnastics – Under the Sea)



Assessment

Complete a matching movement sequence with a partner.

Week 1	<ul style="list-style-type: none"> Perform and improve upon balances on different parts of the body.
Week 2	<ul style="list-style-type: none"> Create matching balances with a partner.
Week 3	<ul style="list-style-type: none"> Roll in different ways while showing control.
Week 4	<ul style="list-style-type: none"> Jump safely in a variety of ways, including on and off apparatus.
Week 5	<ul style="list-style-type: none"> Combine a selection of movements to create a gymnastic sequence
Week 6	<ul style="list-style-type: none"> Work with a partner to create a matching sequence.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Create different shapes with my body and hold them still. Evaluate the work of others and give appropriate feedback. Understand how to improve the quality of my balances. Compose and perform a sequence on apparatus.
Week 2	<ul style="list-style-type: none"> Perform quality balances on a range of body parts. Perform my balances on apparatus. Work with a partner to evaluate my work.
Week 3	<ul style="list-style-type: none"> Perform three different types of roll. Control my body when I am rolling in different ways. Understand that rolls can be used to link movements together in a sequence.
Week 4	<ul style="list-style-type: none"> Show control when landing my jumps. Show clear body shapes when I am jumping. Jump on and off apparatus safely. Evaluate the work of others.
Week 5	<ul style="list-style-type: none"> Explore and remember movements to create a sequence. Link my movements together to help my sequence flow. Evaluate the work of others and say how it could be improved.
Week 6	<ul style="list-style-type: none"> Explore and remember movements to create a sequence. Link my movements together to help my sequence flow. Show good control when performing a variety of movements.

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

Week 1	• <i>Travel in different ways with control.</i>
Week 2	• <i>Travel with a ball in different ways.</i>
Week 3	• <i>Travel with a ball in different directions</i>
Week 4	• <i>Travel with a ball in different directions.</i>
Week 5	• <i>Pass the ball to another player.</i>
Week 6	• <i>Use all the travelling and passing skills I have learnt in a game.</i>



Term Four (Invasion Games)



Assessment

Play a game of 'Space Invaders' that involves travelling and passing a ball in a team to score points.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Travel backwards, keeping my balance.</i> • <i>Travel sideways using a sidestep.</i> • <i>Change direction while travelling</i>
Week 2	<ul style="list-style-type: none"> • <i>Use my feet to travel with a ball.</i> • <i>Bounce a ball while travelling</i>
Week 3	<ul style="list-style-type: none"> • <i>Keep control of a ball as I follow a path.</i> • <i>Turn corners while travelling with a ball</i>
Week 4	<ul style="list-style-type: none"> • <i>Travel with a ball in different ways.</i> • <i>Use my hands and feet to change direction when travelling with a ball.</i>
Week 5	<ul style="list-style-type: none"> • <i>Use my hands to pass the ball to a target.</i> • <i>Use my feet to pass the ball to a target.</i> • <i>Make sure the ball travels to the target</i>
Week 6	<ul style="list-style-type: none"> • <i>Travel with a ball in different ways.</i> • <i>Pass the ball to another player.</i> • <i>Travel with and pass the ball to try to score points in a game.</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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- *Compare their performances with previous ones and demonstrate improvement to achieve their personal best.*



Term Five (Dance – Starry Skies)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Dance with an object.
Week 2	<ul style="list-style-type: none"> Work with a partner and an object.
Week 3	<ul style="list-style-type: none"> Move in different ways.
Week 4	<ul style="list-style-type: none"> Move in my own space, move in a wider space. Make light, floating, slow and heavy movements. Move fast and slow.
Week 5	<ul style="list-style-type: none"> Make different shapes with others.
Week 6	<ul style="list-style-type: none"> Dance in different formations.

Assessment

Produce a dance with a partner that includes the use of an object.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Make different shapes with a streamer. Move a streamer in different ways. Use my body and a streamer to express an idea.
Week 2	<ul style="list-style-type: none"> Move with my partner to express an idea. Move my body and my streamer in unison with my partner. Mirror my partner's movements with my body and my streamer.
Week 3	<ul style="list-style-type: none"> Move in my own space. Make light, floating, slow and heavy movements.
Week 4	<ul style="list-style-type: none"> Move in a wider space. Make light, floating, slow and heavy movements. Move fast and slow.
Week 5	<ul style="list-style-type: none"> Make a shape with a partner. Make a shape with a group. Make a shape with others and move in that shape.
Week 6	<ul style="list-style-type: none"> Dance on winding pathways. Dance on straight pathways. Make spikey shapes. Move different parts of my body to make a pattern.

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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 (Athletics – Running & Jumping)

Week 1	• <i>Move at different speeds.</i>
Week 2	• <i>Move along different pathways.</i>
Week 3	• <i>Jump for height.</i>
Week 4	• <i>Jump for distance.</i>
Week 5	• <i>Jump in different ways.</i>
Week 6	• <i>Perform a jumping sequence.</i>



Assessment

Performing a sequence of controlled jumps. Perform this sequence for other to evaluate.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> • <i>Show and explain how to sprint.</i> • <i>Show and explain how to jog.</i> • <i>Describe how my body feels whilst moving at different speeds.</i>
Week 2	<ul style="list-style-type: none"> • <i>Walk and run in different ways.</i> • <i>Change direction whilst walking and running.</i> • <i>Change the speed at which I move.</i> • <i>Find and move into space.</i>
Week 3	<ul style="list-style-type: none"> • <i>Use the correct technique to take off.</i> • <i>Jump as high as possible and land safely.</i>
Week 4	<ul style="list-style-type: none"> • <i>Use the correct technique for take-off.</i> • <i>Use my arms for distance and balance.</i> • <i>Cover the longest distance possible when I jump.</i> • <i>Land safely.</i>
Week 5	<ul style="list-style-type: none"> • <i>Take off from one or two feet when jumping.</i> • <i>Land on one or two feet when jumping.</i> • <i>Land safely.</i>
Week 6	<ul style="list-style-type: none"> • <i>Jump in different ways.</i> • <i>Sequence my jumps.</i> • <i>Land safely.</i> • <i>Show other people my sequence.</i>

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- ***Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]***
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Term Six (Striking & Fielding – Bat & Ball)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Hold a racket correctly and use it to control a beanbag in different ways.
Week 2	<ul style="list-style-type: none"> Use a racket to hit a ball or beanbag with control.
Week 3	<ul style="list-style-type: none"> Apply my racket skills to play a target game.
Week 4	<ul style="list-style-type: none"> Use a cricket bat to control a ball along the ground.
Week 5	<ul style="list-style-type: none"> Use a cricket bat to hit a ball with control
Week 6	<ul style="list-style-type: none"> Apply bat and ball skills to play a small-sided game.

Assessment

Play a game of 'Use Your Skills' that involves a batting team & a fielding team, with the object of the batting team scoring runs.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Hold a racket correctly. Balance a beanbag on my racket while travelling in different ways. Throw a beanbag from my racket and catch it again
Week 2	<ul style="list-style-type: none"> Hold a racket correctly. Use my racket to hit a beanbag into a target. Hit a ball into the air with control.
Week 3	<ul style="list-style-type: none"> Follow rules to play a game. Use my racket to hit a ball into a target. Watch a partner and give appropriate feedback.
Week 4	<ul style="list-style-type: none"> Hold a cricket bat correctly. Use my bat to push a ball along the ground. Hit a ball along the ground. Hit a ball towards a target.
Week 5	<ul style="list-style-type: none"> Hold a cricket bat correctly and use it to hit a ball along the ground. Hit a ball that has been rolled to me. Take on different roles within a scoring game.
Week 6	<ul style="list-style-type: none"> Hit a ball that has been rolled to me. Roll a ball accurately and stop a rolled ball. Cooperate with others to play a small-sided game. Take on different roles within a game.

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Term Six (Athletics – Sports Day)



Learning Intentions

Week 1	<ul style="list-style-type: none"> Use appropriate skills and technique to sprint in a race.
Week 2	<ul style="list-style-type: none"> Balance an egg on a spoon while racing against others.
Week 3	<ul style="list-style-type: none"> Jump in a sack while racing against others.
Week 4	<ul style="list-style-type: none"> Throw overarm and underarm to reach a target.
Week 5	<ul style="list-style-type: none"> Travel in different directions while pushing a football with the feet
Week 6	<ul style="list-style-type: none"> Travel using a range of movements across obstacles in a race.

Assessment

Complete an obstacle course with hurdles, jumps and hoops.

Knowledge Intentions

Week 1	<ul style="list-style-type: none"> Sprint in a straight line while looking forwards. Move my arms and legs correctly to help me sprint. Change direction when sprinting.
Week 2	<ul style="list-style-type: none"> Balance an egg on a spoon. Show good body control while moving. Show good coordination when travelling with equipment.
Week 3	<ul style="list-style-type: none"> Jump from two feet to two feet. Use my arms and legs effectively to jump as far as possible. Stay in my sack throughout the race
Week 4	<ul style="list-style-type: none"> Throw overarm using more power. Throw underarm with some accuracy. Throw towards a target.
Week 5	<ul style="list-style-type: none"> Move a football with my feet. Stop a football with my feet. Change direction while travelling with a football.
Week 6	<ul style="list-style-type: none"> Hurdle over obstacles while running. Jump or hop across an agility ladder. Move equipment between two hoops.

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- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.