

Physical Education Intention Map

Lower Key Stage Two



Placing learning at the heart of everything we do.



Year Three Intention Map



Net and Racket Games

Sending & Striking

Learning Intentions

1. Confidently send or receive an object, such as a beanbag or ball.
2. Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.
3. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.
4. Explain how a 'personal best' can improve over time.

Knowledge Intentions

1. There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.
2. Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.
3. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.
4. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.

Learning Intentions

1. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.
2. Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.
3. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.
4. Explain how a 'personal best' can improve over time.



Dance

Knowledge Intentions

1. 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.
2. Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.
3. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.



Learning Intentions

1. Demonstrate a sequence of linked balances, creating a variety of body shapes.
2. Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances.
3. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.
4. Explain how a 'personal best' can improve over time.



Gymnastics

Knowledge Intentions

1. 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.
2. A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.
3. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.
4. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.

Learning Intentions

1. Play simple team games, understanding the rules and developing basic tactics to score points.
2. Compete in a team game, communicating with others and using tactics.
3. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.
4. Explain how a 'personal best' can improve over time.



Team Games



Knowledge Intentions

1. 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.
2. Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.
3. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.
4. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.



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Team Games



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4. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.

Learning Intentions

1. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful.
2. Demonstrate a broader range of throwing, running and jumping techniques with improving accuracy and competence.
3. Identify areas for improvement and make suggestions about how to improve performance, using appropriate vocabulary.
4. Explain how a 'personal best' can improve over time.



Athletics

Knowledge Intentions

1. Techniques in running, jumping, throwing and catching can be developed and modified to improve performance.
2. A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.
3. Spending time practising a technique can lead to improvements. Improving a performance can be described using different vocabulary, such as challenge, technique, power and speed.
4. A 'personal best' is the fastest time or highest score achieved by an individual in a particular sporting activity. A personal best can be improved over time by practising skills and techniques.



Year Four Intention Map



Learning Intentions

1. Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.
2. Throw, catch, strike and field with control and accuracy.
3. Reflect on their own and others' skills, identifying and working on areas for improvement.
4. Examine how changing variables can refine skills.



Net and Racket Games

Sending & Striking

Knowledge Intentions

1. Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders.
2. Striking and fielding games are activities in which players strike an object and run to a particular area to score points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket.
3. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.
4. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.

Learning Intentions

1. Move in time to music, beginning to improvise movements and motifs that express the meaning and mood of the piece.
2. Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.
3. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.
4. Reflect on their own and others' skills, identifying and working on areas for improvement.
5. Examine how changing variables can refine skills.



Dance

Knowledge Intentions

1. Improvising means making up movements while listening and performing to music. Different pieces of music have different rhythms and create a range of feelings that can be shown through movement.
2. Movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic.
3. A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.
4. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.
5. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.



Learning Intentions

1. Copy, explore and create a gymnastic sequence using different levels, speeds, movements and balances.
2. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.
3. Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.
4. Reflect on their own and others' skills, identifying and working on areas for improvement.
5. Examine how changing variables can refine skills.

Gymnastics

Knowledge Intentions

1. A gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles.
2. A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.
3. A challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.
4. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.
5. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.

Learning Intentions

1. Compete in a team game, communicating with others and using tactics.
2. Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.
3. Reflect on their own and others' skills, identifying and working on areas for improvement.
4. Examine how changing variables can refine skills.



Team Games



Knowledge Intentions

1. Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.
2. Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.
3. A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.
4. Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used..



Team Games



Learning Intentions

1. *Compete in a team game, communicating with others and using tactics.*
2. *Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.*
3. *Reflect on their own and others' skills, identifying and working on areas for improvement.*
4. *Examine how changing variables can refine skills.*

Knowledge Intentions

1. *Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics.*
2. *Competitive games, such as badminton, basketball and football, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics.*
3. *A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.*
4. *Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.*

Learning Intentions



Athletics

Knowledge Intentions

1. *Demonstrate a broader range of throwing, running and jumping techniques with improving accuracy and competence.*
2. *Run a range of distances, varying pace and for extended periods.*
3. *Reflect on their own and others' skills, identifying and working on areas for improvement.*
4. *Examine how changing variables can refine skills.*

1. *A range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head.*
2. *Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pace-setting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy.*
3. *A skill is a special ability to do something well and is gained through practise and training. There are skills and techniques specific to particular activities or sports. It is important to identify areas of skill that require development to improve performance.*
4. *Skills can be advanced during training and practise time by changing different variables, such as the equipment, distance, height or technique used.*

