

# Physical Education Intention Map

## Lower 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"> <li>Use effective footwork, movement and positioning in the context of net and wall games.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Roll and throw a ball accurately.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Develop ball control when using a racket.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Hit a ball accurately using the forehand technique.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Use the backhand technique in different ways.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Understand and demonstrate the basic principles of attacking and defending in net and wall games.</li> <li>Play competitive net and wall-based games.</li> </ul>



## Term One (Net & Wall Games - Tennis)



## Assessment

Play a game of '1 v 1' that involves using a range of skills that include showing an understanding of positioning with regards to attacking and defending.

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Know what net and wall games are and what they involve.</li> <li>Use light and quick footwork to move in different directions and change direction.</li> <li>Understand the importance of good footwork and positioning.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Roll a ball at a target.</li> <li>Throw a ball underarm at a target.</li> <li>Use throwing and catching skills in games involving precision and accuracy.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Familiar with using a tennis racket in a range of ways.</li> <li>Use a range of basic racket skills, such as balancing and bouncing, to control a ball.</li> <li>Hit a ball along the ground with accuracy using a tennis racket.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Hold the racket correctly for a forehand.</li> <li>Know and can use the correct technique for a forehand.</li> <li>Hit a ball at a target.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Throw a ball using a backhand technique.</li> <li>Hit a ball using a backhand technique, including using the correct racket grip.</li> <li>Keep a rally going.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Understand and can explain what to do in defence and attack in different scenarios in net and wall games.</li> <li>Understand the importance of positioning to be able to return the ball.</li> <li>Use a range of skills to play a competitive net and wall-based game.</li> </ul>

## 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.**



## Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Understand the basic principles of invasion games</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Move with the ball.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Use a range of techniques to pass the ball.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Understand the basic principles of defending in invasion games.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Understand the basic principles of attacking in invasion games.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Apply the basic principles of invasion games.</li> </ul>



## Term One (Invasion Games - Basketball)



## Assessment

Play a game of '1,2,3,4,5' that involves being able to attack and defend as part of a team.

Be able to evaluate performance.

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Know what an invasion game is.</li> <li>Understand the importance of keeping possession in an invasion game.</li> <li>Understand the basic principles of attacking and defending.</li> <li>Play simple invasion games.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Demonstrate control whilst moving with the ball.</li> <li>Change direction and speed whilst moving with the ball.</li> <li>Look up whilst travelling with the ball.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Send the ball with control and accuracy.</li> <li>Send the ball over a range of distances.</li> <li>Know when to use the right pass.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Understand the job of the defender and the defending team.</li> <li>Know how to mark an opponent.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Understand the job of the attacker and the attacking team.</li> <li>Know how to get free from a defender.</li> <li>Aim for a target.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Apply the basic principles of attacking and defending to simple invasion games.</li> <li>I can work as part of a team.</li> <li>I can evaluate my performance</li> </ul>

## 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 Two (Gymnastics - Shape)



### Learning Intentions

Week 1	• Perform static body shapes.
Week 2	• Make body shapes in the air
Week 3	• Perform rhythmic gymnastics moves.
Week 4	• Perform a rhythmic gymnastics routine.
Week 5	• Create symmetrical body shapes.
Week 6	• Apply the gymnastics skills I have learnt.

### Assessment

As a group put together a short routine. Be able to use and name a number of different body positions.

Be able to evaluate performance.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Be still and controlled in each body position.</li> <li>• Perform each body shape clearly and safely.</li> <li>• Name the body positions.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Perform body positions clearly in the air &amp; be able to land safely.</li> <li>• Name the body positions.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Apply fundamental throwing, catching and rolling skills.</li> <li>• Perform basic gymnastic moves and body shapes whilst manipulating the hand apparatus.</li> <li>• Control and use the hand apparatus in a variety of ways.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Perform and link together basic moves and shapes whilst manipulating hand apparatus.</li> <li>• Control and use the apparatus in a variety of ways.</li> <li>• Work with a partner to create and perform a routine.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Perform symmetrical shapes individually and with a partner.</li> <li>• Perform symmetrical shapes as part of a group.</li> <li>• Use apparatus to create symmetrical shapes.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Know the names of different body positions and can perform them.</li> <li>• Perform short routines in a small group.</li> <li>• Evaluate my own and others' performance.</li> </ul>

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- 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 Two (Invasion Games - Football)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Develop dribbling and ball control skills in football.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Develop passing and receiving skills in football.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Know how to find and use space effectively.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Learn the defensive skills of marking and tackling.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Learn how to shoot in football.</li> <li>Understand the importance of fitness in football.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Use the skills I have learnt and apply them in a game.</li> <li>Work as part of a team</li> </ul>

### Assessment

Play a game of 'Five Passes' that involves being able to work as part of a team using a range of passing and receiving skills.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Carry out different ball control skills.</li> <li>Use the correct technique when dribbling with a football.</li> <li>Stop the ball after dribbling with it.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Pass the ball accurately.</li> <li>Use the correct technique to receive the ball with control.</li> <li>Combine dribbling and passing.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Understand the importance of space and movement in football.</li> <li>Use the skills of dodging and swerving to get free from a defender.</li> <li>Support teammates by moving into a space to receive a pass</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Understand the job of the defender and defending team in football.</li> <li>Mark an opponent by denying them space.</li> <li>Know the technique for a block tackle in football.</li> <li>Demonstrate defensive skills in a game.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Know how to shoot with accuracy and power.</li> <li>Know about the different elements of fitness that are needed for football.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Use a range of skills in a football game.</li> <li>Demonstrate improvement to achieve my personal best.</li> <li>I try to do my best for my team.</li> </ul>

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- 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.



## Term Three (Dance – Extreme Earth)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Improvise and create movements with a partner.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Create and perform imaginative movements to fit with different stimuli.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Develop new actions whilst working in a small group.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Show awareness of others when moving.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Work with a partner to create and perform a dance.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Work in a group to link actions to create a dance montage.</li> </ul>

### Assessment

As a group perform a sequence of fluent movements.

Be able to evaluate performance.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Create movements to fit with the stages of a volcanic eruption.</li> <li>Work co-operatively with a partner.</li> <li>Link and combine movements to create a dance phrase.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Create different movements to represent sounds made by different percussion instruments.</li> <li>Link and combine movements to tell a narrative based on an image.</li> <li>Evaluate my own performance and suggest ways to improve it.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Work co-operatively to create a dance motif to show the journey of a tsunami.</li> <li>Include an interesting jumping &amp; turning movement in my dance motif.</li> <li>Include movements performed at different speeds in my dance motif.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Create considered movements to represent the different properties of a tornado.</li> <li>Work co-operatively with my group to create a dance motif, where each dancer is 'the tornado'.</li> <li>Describe what makes a good dance motif.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Use my body to create movements linked to different emotions.</li> <li>Link my movements with my partners to create a dance phrase.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Perform fluent movements.</li> <li>Work co-operatively as part of a group.</li> <li>Self-assess my own understanding and performance throughout the unit.</li> </ul>

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- 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.



## Term Three (Circuit Training)



### Learning Intentions

Week 1	• <i>Travel in a variety of ways.</i>
Week 2	• <i>Change the direction, level or speed of travel.</i>
Week 3	• <i>Use a range of ball control skills.</i>
Week 4	• <i>Control movements using balance and coordination.</i>
Week 5	• <i>Use a range of movement skills in a circuit of activities.</i>
Week 6	• <i>Adapt and improve performance in a circuit of activities.</i>

### Assessment

*Complete a circuit of exercises that shows evidence the performance has improved over time.*

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• <i>Step in different ways.</i></li> <li>• <i>Hop and jump in different ways.</i></li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• <i>Change direction while travelling.</i></li> <li>• <i>Change speed while travelling.</i></li> <li>• <i>Change level while travelling.</i></li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• <i>Control a ball using my hands to throw and catch.</i></li> <li>• <i>Control a ball's movement over the ground.</i></li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• <i>Hold balances with control.</i></li> <li>• <i>Coordinate different parts of body.</i></li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• <i>Perform learnt exercises with control.</i></li> <li>• <i>Compete against myself by trying to beat my own score over time.</i></li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• <i>Adapt my performance of learnt exercises based on my previous performance.</i></li> <li>• <i>Compete against myself by trying to beat my own score over time.</i></li> </ul>

### 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*



## Learning Intentions



## Term Four (Gymnastics - Movement)



## Assessment

Create a sequence with a partner that is fluent, links actions and shows control and strength.

Week 1	• Perform a range of jumps accurately.
Week 2	• Accurately perform a forward roll from standing and a tucked backward roll.
Week 3	• Perform a squat on vault accurately.
Week 4	• Perform a lunge into handstand and a cartwheel accurately.
Week 5	• Link movements together by performing a chassis step, straight jump half turn and cat leap.
Week 6	• Create and perform a gymnastics sequence with a partner.

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Explain the correct form for each jump.</li> <li>• Jump with control being able to shape body correctly for different jumps.</li> <li>• Take off and land safely.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Use core and arm strength to perform the rolls with control.</li> <li>• Begin and end in the correct position.</li> <li>• Round back and tuck in my chin to roll safely.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Hurdle step onto a springboard correctly.</li> <li>• Rebound off the springboard to create height.</li> <li>• Use body strength and control to move over equipment in a controlled way.</li> <li>• Jump off the vaulting box neatly and safely.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Use core and arm strength to control my movements.</li> <li>• Begin and end my movements in a controlled and safe manner.</li> <li>• Create the correct body position and shape needed to perform each movement.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Correctly perform a range of linking actions.</li> <li>• Demonstrate good body control and strength in my movements.</li> <li>• Choose appropriate linking actions to form a sequence.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Work collaboratively with a partner.</li> <li>• Select effective linking actions to create fluency in my performance.</li> <li>• Demonstrate good body control and strength in my movements</li> </ul>

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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"> <li>Learn about the basics of dodgeball.</li> <li>Learn how to throw a ball in dodgeball.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Learn different techniques to dodge the ball in dodgeball.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Learn different techniques to dodge the ball in dodgeball.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Learn how to defend in dodgeball by catching and blocking.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Know about the different parts of a dodgeball court and to learn simple tactics and useful positions on it.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Work as part of a team.</li> <li>Participate in a class dodgeball tournament.</li> </ul>



## Term Four (Dodgeball)



## Assessment

Play a game of 'Dodgeball' that involves working as part of a team, showing an understanding of the rules and fair play.

## Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Practise the technique for throwing in dodgeball.</li> <li>Aim at a moving target.</li> <li>Know about the basics of dodgeball.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Use the technique of dodging.</li> <li>Jump and duck to dodge the ball.</li> <li>Use a range of different dodging techniques to avoid being hit by the ball.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Sidestep to dodge the ball.</li> <li>Leap to dodge the ball.</li> <li>Use a range of different dodging techniques to avoid being hit by the ball.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Catch a ball aimed at my knees and lower legs.</li> <li>Know how to block a ball in dodgeball.</li> <li>Know about the rules and skills of blocking and catching in dodgeball.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Recognise the different areas and boundary lines on a dodgeball court.</li> <li>Know where to position myself on a dodgeball court when attacking.</li> <li>Know where to position myself on a dodgeball court when defending</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Know the rules of dodgeball.</li> <li>Demonstrate fair play and honesty.</li> </ul>

## National Curriculum

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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 Five (Dance - Water)



### Learning Intentions

Week 1	• Respond to stimuli, creating movement phrases using specific skills.
Week 2	• Respond to stimuli, creating movement phrases using specific skills.
Week 3	• Design my own movement phrases to represent rivers and seas.
Week 4	• Link and combine movement phrases and patterns.
Week 5	• Respond to a changing stimulus.
Week 6	• Use a range of dance techniques to create a movement sequence.

### Assessment

As a group create a movement sequence that would reflect the features of the water cycle.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Perform dance movements in unison &amp; in canon.</li> <li>• Perform dance movements using call and response.</li> <li>• Perform a short motif inspired by water, using a range of different skills.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Perform dance movements in unison &amp; in canon.</li> <li>• Perform dance movements using call and response.</li> <li>• Perform a short motif inspired by water, using a range of different skills.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Successfully use the technique of isolation.</li> <li>• Use different methods of travelling in my routine.</li> <li>• Explain the difference between locomotor and non-locomotor movements.</li> <li>• Perform a short motif, using a range of different skills, to represent rivers and seas.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Create a movement phrase performed on different levels.</li> <li>• Use different body parts in a movement phrase to help communicate different messages to an audience.</li> <li>• Develop a motif by changing the speed at which it is performed.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Perform dance moves based on a trigger from the music.</li> <li>• Incorporate solo performances into the group movement phrase.</li> <li>• Develop a dance motif effectively</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Identify key features of the water cycle and show these as a dance.</li> <li>• Select dance movements that work well together to form a sequence.</li> <li>• Work and communicate ideas effectively in a group.</li> </ul>

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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



## Term Five (OAA - Orienteering)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>• Work effectively with others to complete a task.</li> <li>• Communicate effectively.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Follow multi-step instructions.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Solve a range of problems when working with others.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Follow a set of directions correctly.</li> <li>• Give clear and precise directions for someone else to follow.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Follow simple maps</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Know what orienteering is.</li> <li>• Know and understand a range of map symbols</li> </ul>

### Assessment

Successfully complete the activity of 'Match Up' that will involve working together to locate and match symbols with their meaning.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>• Listen to and cooperate with others.</li> <li>• Use clear and concise verbal communication.</li> <li>• Use non-verbal methods of communication.</li> <li>• Successfully complete the task as part of a team.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Listen carefully to the instructions.</li> <li>• Process what I need to do.</li> <li>• Carry out each instruction step by step.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Identify the problem and understand what I need to do.</li> <li>• Come up with a plan to solve the problem (a solution).</li> <li>• Work collaboratively to solve the problem.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Understand and use directional language.</li> <li>• Follow directions given to me.</li> <li>• Give directions using appropriate language.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>• Understand the concept of a map and can use one to position objects correctly.</li> <li>• Orientate a map as I move and change position.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>• Understand what orienteering involves.</li> <li>• Know the meaning of some common map symbols.</li> <li>• Work collaboratively to match some basic orienteering symbols with their meaning.</li> </ul>

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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 Six (Games – Striking & Fielding)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Catch a ball with accuracy.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Use an overarm throw to hit a target with accuracy.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Strike a ball in an intended direction.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Successfully use a range of fielding techniques.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Use striking and fielding skills in a game.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Design and play games that use striking and fielding skills.</li> </ul>

### Assessment

As a group design their own striking and fielding game using a range of equipment.

Be able to explain clearly both the rules to the game and the skills required to play the game successfully.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Create a 'cup' shape with hands.</li> <li>Catch with body behind the ball.</li> <li>Keep eyes on the ball at all times.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Stand sideways, looking at the target, with my throwing arm behind my head.</li> <li>Swing my throwing arm forward and release the ball with my chest facing forward.</li> <li>Swing my throwing arm over my body, behind my opposite hip.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>stand sideways with my knees bent and shoulder-width apart, looking at the ball.</li> <li>Lift the bat behind my body to hip height.</li> <li>Swing the bat in front, twisting at my hips, and move the weight from my back leg onto my front le.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Keep my eye on the ball at all times.</li> <li>React to the ball, using the most effective stopping technique.</li> <li>Communicate with my team and select the most appropriate throw.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Demonstrate successful striking skills by striking a ball in an intended direction.</li> <li>Demonstrate fantastic fielding skills by catching and stopping balls travelling from different heights and different speeds.</li> <li>Adapt to the rules of different games.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Explain how my group's game uses striking skills.</li> <li>Explain how my group's game uses fielding skills.</li> <li>Select appropriate striking and fielding equipment for my group's game.</li> </ul>

### 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 Six (Athletics)



### Learning Intentions

Week 1	<ul style="list-style-type: none"> <li>Practise existing running, jumping and throwing skills.</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Sprint effectively.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Run with fluency over hurdles.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Jump for distance.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Develop and refine different throwing techniques.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Learn different push throw techniques</li> </ul>

### Assessment

Play a game of 'Shot Put Space Mission'.

Be able to use and describe a push throw, being able to throw for distance with a degree of accuracy.

### Knowledge Intentions

Week 1	<ul style="list-style-type: none"> <li>Perform basic running, jumping and throwing skills.</li> <li>Use running, jumping and throwing in a game.</li> <li>Select a suitable running pace for the required distance</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>Know the importance of having a good arm and leg action for sprinting.</li> <li>Know the importance of having an efficient running technique for sprinting.</li> <li>Identify, practise and give feedback on the best running technique for sprinting.</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>Understand the terms lead leg and trail leg.</li> <li>Focus on stride pattern and length.</li> <li>Run with coordination and rhythm over the obstacles.</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>Identify and use the correct technique for the standing long jump.</li> <li>Jump as far as possible using a learnt technique.</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Throw underarm with control and accuracy.</li> <li>Throw overarm for distance and with control.</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Identify, use and describe how to perform a two-handed and a one-handed push throw.</li> <li>Develop my ability to throw for distance and accuracy.</li> </ul>

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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.