

Physical Education Intention Map

Upper Key Stage Two



Placing learning at the heart of everything we do.



Year Five Intention Map



Net and Racket Games

Sending & Striking

Learning Intentions

1. *Throw, catch, strike and field with control and accuracy.*
2. *Use striking, fielding and racket skills confidently and consistently*
3. *Comment on tactics, techniques and skills, and learn from others to help improve performance.*
4. *Estimate and investigate improvements in performance over time.*

Knowledge Intentions

1. *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.*
2. *Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points.*
3. *There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.*
4. *Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.*



Learning Intentions

1. *Compare, develop and adapt movements and motifs to create movement patterns in response to stimuli.*
2. *Improvise and move with precision, control and fluency in response to a range of stimuli.*
3. *Comment on tactics, techniques and skills, and learn from others to help improve performance.*
4. *Estimate and investigate improvements in performance over time.*

Dance

Knowledge Intentions

1. *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.*
2. *Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly.*
3. *There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.*
4. *Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity*



Learning Intentions

1. *Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.*
2. *Create increasingly complex sequences, including change of direction, travelling, speed and levels, showing good precision, stability and strength.*
3. *Comment on tactics, techniques and skills, and learn from others to help improve performance.*
4. *Estimate and investigate improvements in performance over time.*



Gymnastics

Knowledge Intentions

1. *A fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence.*
2. *A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.*
3. *There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.*
4. *Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.*

Learning Intentions

1. *Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.*
2. *Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.*
3. *Comment on tactics, techniques and skills, and learn from others to help improve performance.*
4. *Estimate and investigate improvements in performance over time.*



Team Games



Knowledge Intentions

1. *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.*
2. *A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements.*
3. *There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.*
4. *Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.*



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1. Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.
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3. There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.
4. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.



Learning Intentions

1. Run a range of distances, varying pace and for extended periods.
2. Understand how power and stamina are developed and how this improves performance.
3. Comment on tactics, techniques and skills, and learn from others to help improve performance.
4. Estimate and investigate improvements in performance over time.



Athletics

Knowledge Intentions

1. 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.
2. Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.
3. There is a range of tactics, skills and techniques specific to different areas of PE. Strategies that improve performance include working with a coach, watching adult or peer modelling, listening to comments from others and acting upon feedback.
4. Performance can be improved over time by practising skills, techniques or tactics and when training by working on endurance, stamina and strength. Many improvements can be recorded using different units, such as time (minutes and seconds) or distance (metres and centimetres) and analysed after each repetition of the activity.



Year Six Intention Map



Learning Intentions

1. Use striking, fielding and racket skills confidently and consistently.
2. Use ball skills confidently and with some precision in a wide variety of competitive games.
3. Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.
4. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.
5. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.



Net and Racket Games

Sending & Striking

Knowledge Intentions

1. Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket. All of these are required to enable a player to score points.
2. When engaged in a competitive game that involves sending and receiving a ball, there are some fundamental ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them.
3. When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone.
4. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.
5. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement, and this can be due to specific factors, such as illness or injury, which have affected the outcome.



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. Improvisation is a creative and unplanned movement or set of movements that are performed in response to a stimulus. Precision means the movement is accurate and carefully performed. Control involves balance and awareness of the space. Fluency means movements flow smoothly.
2. In dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky.
3. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.
4. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome.



Learning Intentions

1. Create increasingly complex sequences, including change of direction, travelling, speed and levels, showing good precision, stability and strength.
2. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine
3. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.
4. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.



Gymnastics

Knowledge Intentions

1. A complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction.
2. A polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions
3. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.
4. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement, and this can be due to specific factors, such as illness or injury, which have affected the outcome.



Learning Intentions

1. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.
2. Develop and refine strategies and tactics for attacking and defending during competitive team games.
3. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.
4. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.



Team Games



Knowledge Intentions

1. A range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements.
2. Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback.
3. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.
4. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement and this can be due to specific factors, such as illness or injury, which have affected the outcome.



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Learning Intentions

1. Understand how power and stamina are developed and how this improves performance.
2. Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing and suggest ways to improve performance.
3. Accurately analyse their own and others' performance, commenting on similarities and differences and learning from them to make improvements.
4. Analyse the outcomes of a range of collected PE data and suggest factors that have influenced the results.

Athletics

Knowledge Intentions

1. Power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques.
2. Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve.
3. Performance can be improved by developing observation skills. For example, watching good practice and then noticing and discussing similarities and differences between people's performance is a tool to support improvement.
4. PE data should show improvement over time. Training improves endurance, strength and stamina. Practice refines skills, techniques and tactics. Sometimes, data may indicate no improvement, and this can be due to specific factors, such as illness or injury, which have affected the outcome.

Checklist



Physical Education	National Curriculum Programme of Study	2021 - 2022	2022 - 2023
	Use running, jumping, throwing and catching in isolation and in combination.	T1, T2, T3, T4, T5, T6	T1, T2, T3, T4, T5, T6
	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.	T1, T2, T3, T4, T5, T6	T1, T2, T3, T4, T5, T6
	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].	T1, T3, T5	T1, T3, T5
	Perform dances using a range of movement patterns.	T2, T4	T2, T4
	Take part in outdoor and adventurous activity challenges both individually and within a team.	T6	T6
	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	T1, T2, T3, T4, T5, T6	T1, T2, T3, T4, T5, T6
	Swimming & water safety.		

	YEAR A 2021 - 2022						Year B 2022 - 2023					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Dance												
Gymnastics												
Net & Racket Games												
Team Games												
Athletics												
Outdoor & Adventurous Activities												
Swimming												

Completed