



NC Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Intent	Implementation	Impact
At Broadway Junior School we believe that a high quality and enjoyable physical education programme is a vital part of a child's development. We aim to develop each child's physical confidence and skills enabling them to lead healthy lifestyles. Through the curriculum we offer the children opportunities to compete both against themselves and others, in order to build self- confidence, resilience and a sense of fair-play. The curriculum is designed to enable all children to participate including those who are more able, as well as those with additional needs. The P.E. and Sports premium has been used and will continue be used to promote and develop these aims, as well as support teaching and support staff in their professional development.	At Broadway Junior School we teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to participate in physical activities. These opportunities are supplemented by extra-curricular activities and by participation in competitions against other schools under the Sunderland Schools Games umbrella. These competitions allow children to put skills from PE lessons and extra-Curricular clubs into practise, allow them to experience a range of new sports. We aim to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.	Our curriculum aims to improve the wellbeing and fitness of all children at Broadway Junior School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Key Vocabulary

travel, pathway, direction, level, rotation, roll, pencil roll, tuck roll, log roll, sequence, transition, control, balance, tension, extension, point, landing, perform, evaluate, partner, apparatus, space, symmetry, asymmetry

Knowledge	Skills
- Know the different ways the body can travel safely across the floor. - Know that pathways can be straight, curved and zig-zag. - Know how body tension helps maintain balance and control. - Know how to perform simple rotations safely. - Know how movements can be linked together to create a sequence. - Know how to work safely with a partner and share space appropriately.	- Travel using a variety of movements with control and fluency. - Change direction, speed and level confidently while travelling. - Demonstrate good body tension and posture during movements. - Perform a range of controlled rotations (e.g. pencil, tuck and log rolls). - Link travelling and rotational movements smoothly. - Create and perform simple partner sequences.

Learning Objectives

Lesson 1 – Exploring Travel Introduce different ways of travelling safely and creatively, including walking, skipping, hopping, jumping and travelling at different levels and directions. Children focus on body control, posture and smooth movement between actions.	Lesson 2 – Mapping Pathways Pupils explore travelling along different pathways, including straight, curved and zig-zag routes. They use hand apparatus (such as spots, beanbags or cones) to plan and perform movement pathways with increasing accuracy and control	Lesson 3 – Linking Travel Skills Children combine different travelling actions into short movement sequences. They focus on smooth transitions, changes of speed, direction and level, while demonstrating good body tension and control throughout.	Lesson 4 – Introducing Rotation Introduce a variety of rotations, including pencil, tuck and log rolls. Pupils learn how to rotate safely, maintaining body control and awareness of space before linking rotations with travelling movements	Lesson 5 – Partner Rotation Sequences Working with a partner, children create simple sequences that combine travelling and rotational movements. They develop communication, cooperation and timing while performing safely and supporting one another.	Lesson 6 – Perform, Evaluate and Improve Pupils create and perform a final gymnastic sequence using a variety of travelling and rotational actions. They evaluate their own and others' performances, identifying strengths and suggesting improvements while demonstrating confidence, control and creativity.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Travel confidently using a range of movements and pathways.
 Perform controlled rotations with increasing accuracy and body control.
 Demonstrate good body tension, balance and coordination throughout movements.
 Link travelling and rotational actions to create simple gymnastic sequences.
 Perform individually and with a partner safely and cooperatively.
 Show creativity when developing movement sequences.
 Evaluate their own and others' performances, identifying strengths and areas for improvement.
 Perform with increasing confidence, fluency and precision.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Professional athlete
- Sports performer
- Gymnast
- Footballer
- Dancer
- Athletics competitor
- Professional sports person
- Stunt performer
- PE teacher
- Sports coach
- Athletics coach
- Football coach
- Gymnastics coach
- Dance teacher
- Sports instructor
- Personal trainer
- Physiotherapist
- Sports therapist
- Exercise instructor
- Fitness instructor
- Sports rehabilitation assistant
- Occupational therapist
- Exercise and health professional

Transferable skills such as Coordination Balance Agility Concentration Decision-making Problem-solving
 Resilience Determination Confidence Teamwork Communication Leadership Self-evaluation Listening
 Adaptability Goal-setting Perseverance

Learning from Career and Labour Market Information

Explore information about careers such as professional athlete, sports coach, PE teacher, physiotherapist, sports therapist, fitness instructor, sports journalist, referee, sports scientist and leisure centre worker. Discuss the different roles people play within the sporting and physical activity sector.

Addressing the Needs of Each Pupil

Encourage pupils to recognise their individual strengths, interests and areas for development. Personal Best activities allow pupils to set realistic goals and recognise that success can mean improving their own performance rather than competing against others.

Linking Curriculum Learning to Careers

Make explicit links between balance, coordination, agility, movement control, teamwork, resilience and evaluation and future careers. For example, coaches analyse performance, physiotherapists understand movement, PE teachers teach technique, athletes practise skills and sports officials make quick decisions.

Encounters with Employers and Employees

Provide opportunities to meet or hear from professionals such as a PE teacher, sports coach, athlete, physiotherapist, fitness instructor, referee or sports centre employee. Pupils can ask questions about their work, skills and career journey.

Experiences of Workplaces

Explore different sporting workplaces including schools, sports centres, leisure centres, gyms, stadiums, athletics tracks, swimming pools, physiotherapy clinics, outdoor activity centres and community sports facilities.