



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

flight, take-off, landing, absorb, balance, control, travel, pathway, level, direction, spring, jump, hurdle step, sequence, apparatus, bench, mat, climb, mount, dismount, extension, tension, point, perform, evaluate, space, safety

Knowledge	Skills
- Know the key stages of a safe jump: take-off, flight and landing. - Know why bending knees helps create safe, balanced landings. - Know how to travel safely on, off and around apparatus. - Know how body tension improves control during flight. - Know how to create simple gymnastic sequences. - Know how to use low apparatus safely and responsibly.	- Perform a range of controlled jumps using correct take-off and landing techniques. - Land safely with control and balance. - Travel confidently across floor and low apparatus using different pathways and levels. - Demonstrate body tension and extension during travelling and flight. - Link travelling, flight and climbing movements into smooth sequences. - Mount, travel on and dismount apparatus safely.

Learning Objectives

Lesson 1 – Exploring Flight Introduce the concept of flight in gymnastics. Pupils practise different types of jumps, focusing on powerful take-offs, body shape in the air and safe, controlled landings with bent knees and balance.	Lesson 2 – Travelling and Flight Children combine travelling movements with different jumps. They explore changes of direction, speed and level while linking movements together with increasing fluency and control.	Lesson 3 – Flight on Low Apparatus Pupils apply jumping and travelling skills using low apparatus such as benches and mats. They practise mounting, travelling across and dismounting safely while maintaining balance and body control.	Lesson 4 – Climbing Sequences Children explore climbing movements on low and large apparatus. They develop confidence in moving over, under and along apparatus safely, linking climbing with travelling movements	Lesson 5 – Creating Sequences Pupils create short gymnastic routines combining travelling, flight and climbing. They focus on smooth transitions, varied pathways and levels, demonstrating creativity and control throughout their performances.	Lesson 6 – Perform, Evaluate and Improve Children perform their final gymnastic sequences, demonstrating the skills developed throughout the unit. They evaluate their own and others' performances, celebrating strengths and identifying ways to improve future performances.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate safe and controlled take-offs and landings.
 Travel confidently using a range of movements across the floor and apparatus.
 Perform flight actions with increasing confidence, control and body awareness.
 Link travelling, jumping and climbing movements into simple gymnastic sequences.
 Use low apparatus safely while maintaining good posture, balance and body tension.
 Perform individually and with others, showing confidence and creativity.
 Evaluate performances using appropriate gymnastics vocabulary.
 Improve movement quality through practice, feedback and reflection.

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.