



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

shape, posture, balance, symmetry, asymmetry, level, pathway, direction, space, travel, partner, mirror, match, lead, follow, timing, sequence, expression, dynamics, performance, audience, rhythm, control, creativity, gesture, freeze, evaluate

Knowledge	Skills
- Know that different body shapes can communicate ideas and feelings. - Know how levels, pathways and directions make dance more interesting. - Know the importance of timing and working cooperatively with a partner. - Know how facial expressions and body language enhance a performance. - Know that dances are made up of linked movement phrases. - Know how to give and receive constructive feedback.	- Create a variety of body shapes with control and balance. - Travel using different pathways, levels and directions. - Perform movements with a partner using mirroring, matching and leading/following techniques. - Use expression and dynamics to communicate ideas through movement. - Create and perform simple dance sequences with fluency. - Evaluate their own and others' performances using dance vocabulary.

Learning Objectives

Lesson 1 – Exploring Shapes Pupils explore creating wide, narrow, tall, curled and stretched body shapes. They investigate balance, posture and control while learning how shapes can communicate different ideas and emotions.	Lesson 2 – Travelling Between Shapes Children develop movement by travelling between different shapes using a variety of pathways, levels and directions. They begin linking movements smoothly into short dance phrases.	Lesson 3 – Partnering Skills Pupils work with a partner to explore mirroring, matching and leading/following activities. They develop trust, cooperation and timing while maintaining control and awareness of shared space.	Lesson 4 – Developing Artistry Children explore how facial expression, body language and movement quality can communicate feelings and ideas. They experiment with changes in speed, size and dynamics to make dances more expressive.	Lesson 5 – Creating a Dance Sequence Pupils combine shapes, travelling movements and partner work to create a short dance sequence. They refine transitions, timing and expression through rehearsal and peer feedback.	Lesson 6 – Performance and Evaluation Children perform their completed dances to an audience. They demonstrate creativity, confidence and teamwork before evaluating their own and others' performances, identifying strengths and suggesting improvements.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Create and hold a range of balanced body shapes with confidence.
- Travel using different pathways, levels and directions with control.
- Work cooperatively with a partner to perform mirrored, matched and complementary movements.
- Link movements together to create simple dance phrases.
- Perform with increasing expression, rhythm and confidence.
- Show creativity when developing movement ideas.
- Respond positively to feedback to improve their performance.
- Evaluate performances using appropriate dance vocabulary.

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.