



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

Balance Static balance Dynamic balance Rotation Roll Pivot Twist Travel Sequence Control Stability Body tension Extension Flexibility Landing Transition Level Direction Performance Evaluate

Knowledge	Skills
- The difference between static and dynamic balance. - How body tension and posture help maintain balance. - Different ways to rotate safely (forwards, backwards and sideways where appropriate). - Why controlled landings are important in gymnastics. - How to link balances, rotations and travelling movements into a sequence. - How changes in level, direction and speed make a sequence more effective. - How to evaluate and improve a gymnastics performance.	- Perform a range of balances with increasing control. - Demonstrate safe and controlled rotations. - Link balances, rolls and travelling movements smoothly. - Maintain body tension during balances and transitions. - Perform controlled starts, finishes and landings. - Work collaboratively to create and refine sequences. - Evaluate and improve their own and others' performances.

Learning Objectives

1. Introduction to Balance Children explore a variety of individual balances using different body shapes and levels. They develop body tension, posture and stability while holding balances with increasing control.	2. Introducing Rotation Pupils learn and practise a range of basic rotations, including rolls and turning movements. They focus on safe techniques, body control and controlled finishes.	3. Linking Balance and Rotation Children combine balances with rotational movements and travelling actions to create short movement phrases. Emphasis is placed on smooth transitions and maintaining control throughout.	4. Developing Sequences Pupils create longer gymnastics sequences by linking balances, rotations and travelling actions. They experiment with different levels, directions and pathways to improve the quality of their performance.	5. Partner and Group Work Children work with partners or small groups to choreograph and refine a gymnastics routine. They practise timing, communication and synchronisation while giving and receiving constructive feedback.	6. Performance and Assessment Pupils perform their final gymnastics sequences, demonstrating balance, rotation and control. They evaluate their own and others' performances against the success criteria and identify targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform balances with increasing stability and control.
- Demonstrate a variety of safe rotational movements.
- Link movements together smoothly to create a sequence.
- Remember and perform increasingly complex movement sequences.
- Select appropriate balances and rotations to improve performance.
- Work cooperatively with a partner or group.
- Provide constructive feedback to support improvement.
- Show confidence when performing balances and rotations.
- Demonstrate perseverance when refining techniques.
- Understand why strength, flexibility and body tension are important in gymnastics.
- Recognise the importance of warming up before gymnastics activities and landing safely to reduce the risk of injury.

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.