



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 Travel Jump Leap Hop Landing Take-off Balance Control Body tension Extension Transition Sequence Pathway Direction Level Rotation Momentum Performance Evaluate

Knowledge	Skills
- What is meant by flight in gymnastics? - How to perform safe take-offs and landings. - Different ways of travelling using jumps, leaps and locomotor movements. - Why body tension helps control movement during flight. - How to combine travelling, flight and balances into a sequence. - How varying pathways, levels and directions improves a performance. - How to evaluate and improve a gymnastics sequence.	- Demonstrate a range of travelling actions with control. - Perform jumps and leaps showing clear flight. - Land safely with balance and stability. - Link travelling, flight and balances smoothly. - Perform sequences with increasing fluency and confidence. - Work collaboratively to create and improve routines. - Evaluate and refine performances.

Learning Objectives

1. Introduction to Travel Children explore different ways of travelling, including walking, skipping, galloping, hopping and side-stepping. They focus on posture, coordination and moving with control across different pathways and levels.	2. Developing Flight Pupils practise a variety of jumps and leaps, learning how to achieve clear flight through effective take-off and controlled body position. They develop safe landing techniques using balance and body tension.	3. Combining Travel and Flight Children combine travelling actions with jumps and leaps to create short movement phrases. They focus on smooth transitions, timing and maintaining control throughout the sequence	4. Improving Fluency Pupils develop longer gymnastics sequences by varying pathways, directions, speeds and levels. They refine their techniques to improve flow, creativity and precision.	5. Partner and Group Routines Children work collaboratively to choreograph a gymnastics routine that includes travelling, flight and balances. They practise synchronisation, communication and constructive peer feedback.	6. Performance and Assessment Pupils perform their final gymnastics sequences, showcasing controlled travel, effective flight and safe landings. They evaluate their own and others' performances against the success criteria and identify next steps for improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform a variety of travelling movements with control.
- Demonstrate safe and effective flight through jumps and leaps.
- Show controlled landings and smooth transitions between movements.
- Select appropriate travelling and flight movements for a sequence.
- Adapt movements to improve fluency and performance quality.
- Collaborate effectively with a partner or group.
- Give and receive constructive feedback respectfully.
- Show confidence when performing jumps and travelling movements.
- Demonstrate perseverance when improving routines.
- Understand how strength, flexibility and coordination contribute to successful flight and travel.
- Explain why safe take-offs and landings 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.