

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 Circle Partnering Artistry Formation Pathway Canon Unison Symmetry Asymmetry Balance Travel Gesture Expression Dynamics Timing Space Sequence Performance Choreography Evaluate

Knowledge	Skills
- How different body shapes create interest in dance. - How circles and formations can be used to organise movement. - Why trust, communication and cooperation are important when working with a partner. - How facial expression, posture and movement quality contribute to artistry. - How changes in speed, level and direction affect a dance performance. - How to link movements into a choreographed sequence. - How to evaluate and improve a dance performance.	- Create and perform a variety of body shapes. - Travel confidently using circular pathways and formations. - Work safely and effectively with a partner. - Perform movements with expression and musicality. - Link movements into a fluent dance sequence. - Demonstrate timing, coordination and control. - Evaluate and refine their own and others' performances.

Learning Objectives

1. Exploring Shape and Space Children explore symmetrical and asymmetrical body shapes at different levels. They begin to travel using circular pathways and learn how shape and space can communicate ideas within dance.	2. Dancing in Circles Pupils create movement phrases using circular formations, changing direction and travelling smoothly through space. They focus on timing, coordination and awareness of others.	3. Introduction to Partnering Children work with a partner to create mirrored and matching movements. They develop communication, balance and coordination while learning to move safely together.	4. Developing Artistry Pupils explore how facial expression, posture, dynamics and musicality enhance a performance. They refine movement quality and begin combining expressive movements with partnering and formations.	5. Choreographing a Dance Children work collaboratively to choreograph a dance sequence using shapes, circles and partnering. They experiment with unison, canon and contrasting dynamics to create an engaging performance.	6. Performance and Assessment Pupils perform their completed dance routines to the class. They demonstrate confident movement, effective partnering and expressive performance while evaluating their own and others' work against the success criteria.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform a range of shapes and travelling movements with control.
- Dance confidently using circles and changing formations.
- Demonstrate balance, coordination and smooth transitions.
- Create and remember increasingly complex dance sequences.
- Select movements that communicate ideas and improve performance quality.
- Work cooperatively with a partner and small group.
- Communicate effectively to choreograph and refine routines.
- Perform confidently in front of others.
- Show resilience when developing and improving choreography.
- Understand how dance develops coordination, flexibility and fitness.
- Recognise the importance of warming up before dance activities and cooling down afterwards.

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.