



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

Apparatus Hand apparatus Low apparatus Balance Travel Rotation Sequence Transition Control Coordination Rhythm Timing Body tension Extension Flight Shape Pathway Level Performance Evaluate Creativity

Knowledge	Skills
- How to safely use hand apparatus and low apparatus within gymnastics activities. - How apparatus can be used to enhance movement, balance and creativity. - How body tension, posture and control improve the quality of a performance. - How to combine balances, travelling, rotations and apparatus skills into a sequence. - How timing, rhythm and flow contribute to an effective gymnastics routine. - How to use different levels, directions and pathways to improve choreography. - How to evaluate and refine their own and others' performances.	- Manipulate hand apparatus with increasing control and accuracy. - Perform balances and movements using low apparatus safely. - Link movements together with smooth transitions. - Demonstrate coordination, timing and rhythm when using apparatus. - Create and perform sequences with creativity and control. - Work collaboratively to develop and improve routines. - Evaluate performances and make improvements.

Learning Objectives

1. Introduction to Hand Apparatus Children explore different hand apparatus such as ribbons, hoops, balls or scarves. They develop control, coordination and timing while creating simple movement patterns and balances.	2. Developing Apparatus Skills Pupils practise a range of apparatus actions including throwing, catching, spinning and passing. They combine these with travelling and balances while focusing on rhythm and control.	3. Exploring Low Apparatus Children develop confidence using low apparatus such as benches, boxes or platforms. They practise travelling, balancing and transitioning safely while maintaining body control.	4. Combining Apparatus and Gymnastics Skills Pupils link balances, rotations, travelling and apparatus movements into longer sequences. They focus on smooth transitions, different levels, pathways and performance quality.	5. Choreographing a Group Performance Children work in pairs or groups to create a gymnastics routine using hand and low apparatus. They focus on timing, creativity, teamwork and refining their performance through feedback.	6. Performance and Assessment Pupils perform their completed routines, demonstrating safe apparatus use, control, creativity and fluency. They evaluate their own and others' performances and identify targets for improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate control when using hand and low apparatus.
 Perform balances, travelling movements and rotations with increasing fluency.
 Link movements together into a controlled gymnastics sequence.
 Select appropriate movements and apparatus skills to enhance a performance.
 Understand how changes in level, direction and timing improve a sequence.
 Work effectively with partners and groups.
 Give and receive constructive feedback to improve performance.
 Show confidence when performing challenging movements.
 Demonstrate resilience when refining skills and sequences.
 Take responsibility for improving their own performance.
 Understand how strength, flexibility, coordination and control contribute to gymnastics.
 Recognise the importance of safe practice when using apparatus.

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.