

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

Partner work Large apparatus Vault Bench Box Balance Counter balance Support Weight transfer Trust Communication Coordination Control Travel Rotation Flight Sequence Transition Performance Evaluate

Knowledge	Skills
- How to work safely and effectively with a partner during gymnastics activities. - How trust, communication and cooperation improve partner performances. - How to safely use large apparatus, including climbing, travelling and balancing. - How body tension, control and posture improve movement quality. - How to combine partner balances, travelling, rotations and apparatus skills into a sequence. - How to use space, levels and pathways to enhance a performance. - How to evaluate and refine their own and others' gymnastics routines.	- Perform partner balances and counter balances with control and awareness. - Use large apparatus safely and confidently. - Travel, balance and move with increasing fluency on and around apparatus. - Demonstrate controlled take-offs, movements and landings. - Link gymnastics actions into a creative sequence. - Work collaboratively to choreograph and improve routines. - Give and receive feedback to refine performance.

Learning Objectives

1. Introduction to Partner Work Children explore partner balances, mirrored movements and simple counter balances. They develop communication, trust and awareness of how to work safely with another person.	2. Partner Balances and Counter Balance Pupils develop more challenging partner balances using different levels, shapes and points of contact. They focus on weight transfer, body tension and maintaining stability together.	3. Exploring Large Apparatus Children explore large apparatus such as benches, boxes and vaults. They practise travelling, balancing and moving safely while developing confidence and control.	4. Combining Apparatus Skills Pupils combine partner work with large apparatus skills to create sequences. They focus on smooth transitions, controlled movement, safe landings and effective use of space.	5. Creating a Group Performance Children work in groups to create a gymnastics routine incorporating partner balances, apparatus movements, travelling and rotations. They refine their performance using peer feedback.	6. Performance and Assessment Pupils perform their completed gymnastics sequences, showing safe apparatus use, teamwork, control and creativity. They evaluate their performance and identify areas for further improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate controlled movement when using large apparatus.
 Perform partner balances and movements safely.
 Link travelling, balancing and rotational movements into a fluent sequence.
 Select appropriate movements and apparatus skills to create effective routines.
 Understand how balance, timing and cooperation influence performance.
 Communicate effectively with partners and groups.
 Show trust, respect and responsibility when working with others.
 Support and encourage others during performances.
 Demonstrate confidence when attempting challenging movements.
 Show resilience when refining skills and overcoming difficulties.
 Reflect on performance and identify improvements.
 Understand the importance of strength, flexibility, coordination and control in gymnastics.
 Recognise the importance of safe use of equipment and correct techniques.

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.