



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 Formation Partnering Artistry Choreography Composition Expression Dynamics Timing Rhythm Musicality Canon Unison Symmetry Asymmetry Levels Pathways Transition Performance Evaluate

Knowledge	Skills
- How different body shapes and formations can communicate ideas in dance. - How circles and patterns can be used creatively within choreography. - How partnering requires trust, communication and awareness of others. - How dynamics, timing and expression affect the quality of a performance. - How to use space, levels and pathways to make choreography more effective. - How to structure and refine a dance sequence. - How to evaluate and improve their own and others' performances.	- Create and perform a range of controlled body shapes. - Use circular pathways and formations effectively. - Work creatively and safely with a partner. - Perform movements with expression, confidence and musicality. - Use canon, unison and contrasting movements within choreography. - Create and refine dance sequences collaboratively. - Evaluate and improve performance quality.

Learning Objectives

1. Exploring Shape and Composition Children explore a range of body shapes, positions and transitions. They develop awareness of space, levels and how shapes can be linked together to communicate meaning.	2. Using Circles and Formations Pupils develop movement phrases using circular pathways, group formations and changes of direction. They explore how formations can create visual impact and improve choreography.	3. Developing Partner Work Children work with partners to create mirrored, matched and contrasting movements. They focus on communication, timing and awareness of their partner while developing confidence.	4. Developing Artistry and Expression Pupils explore how dynamics, facial expression, musicality and movement quality influence a performance. They refine their use of shape, circles and partnering to create more expressive dances.	5. Choreographing a Dance Sequence Children work in groups to create a dance routine using shape, circles and partner work. They include compositional features such as unison, canon, levels and varied dynamics.	6. Performance and Assessment Pupils perform their completed dance sequences, demonstrating creativity, control, expression and teamwork. They evaluate performances and identify strengths and areas for improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform controlled shapes, movements and transitions.
- Use space, direction and levels effectively.
- Demonstrate coordination, rhythm and control within a dance sequence.
- Create and remember more complex choreography.
- Select movements that communicate ideas and enhance artistic quality.
- Adapt and refine movements based on feedback.
- Collaborate effectively with partners and groups.
- Communicate ideas when creating and improving choreography.
- Respect and support others during performances.
- Perform confidently in front of others.
- Demonstrate creativity and resilience when developing movement ideas.
- Reflect on personal progress and set improvement goals.
- Understand how dance develops coordination, flexibility, strength and fitness.
- Recognise the importance of preparation, safe movement and body control.

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.