

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 and confidently use a range of hand apparatus and low apparatus. - How body tension, extension and posture improve movement quality. - How to combine balances, travelling, rotations and apparatus work into fluent sequences. - How timing, rhythm and transitions enhance a gymnastics performance. - How changes in level, direction and pathway create more effective routines. - How to adapt and refine sequences using peer and self-evaluation. - How to evaluate performance using appropriate gymnastics vocabulary.	- Manipulate hand apparatus with control, precision and creativity. - Perform balances, travelling actions and rotations safely on low apparatus. - Link movements together with fluent transitions. - Demonstrate body tension, extension and control throughout performances. - Create increasingly complex gymnastics sequences. - Work collaboratively to choreograph, refine and perform routines. - Evaluate and improve their own and others' performances.

Learning Objectives

1. Developing Hand Apparatus Skills Children refine their manipulation of hand apparatus such as hoops, ribbons, balls or scarves. They develop accuracy, coordination and rhythm while combining apparatus skills with balances and travelling movements.	2. Advanced Apparatus Techniques Pupils explore more challenging throws, catches, spins and transfers while maintaining control. They begin linking apparatus skills into increasingly complex movement phrases with smooth transitions.	3.Exploring Low Apparatus Children safely perform balances, travelling movements and simple rotations on low apparatus such as benches and platforms. They focus on body tension, posture and controlled movement throughout.	4. Combining Apparatus and Gymnastics Pupils create longer gymnastics sequences that combine hand apparatus, low apparatus, balances, travelling and rotations. They refine timing, rhythm, levels and pathways to improve the quality of their performances.	5. Choreographing a Performance Children work in pairs or groups to choreograph a gymnastics routine using both hand and low apparatus. They apply creativity, communication and peer feedback to improve fluency, originality and performance quality.	6. Performance and Assessment Pupils perform their completed gymnastics routines, demonstrating confident apparatus handling, controlled movement and effective use of space. They evaluate their own and others' performances using gymnastics vocabulary and identify targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate control and precision when using hand and low apparatus.
 Perform balances, travelling movements and rotations with fluency.
 Create complex movement sequences with confidence and accuracy.
 Select appropriate movements and apparatus skills to enhance performance.
 Adapt sequences using evaluation and feedback.
 Demonstrate creativity when composing gymnastics routines.
 Collaborate effectively with partners and groups.
 Give constructive feedback using appropriate gymnastics vocabulary.
 Demonstrate leadership and responsibility when working with equipment.
 Show confidence when performing challenging movements.
 Demonstrate resilience when refining techniques.
 Take responsibility for improving personal performance.
 Understand how strength, flexibility, coordination and body tension contribute to successful gymnastics.
 Recognise the importance of safe equipment use, correct technique and controlled landings.

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.

Encounters with Further and Higher Education

Introduce pupils to the idea that careers in sport and physical activity can involve different forms of education and training. Explore how qualifications and training can lead to careers in coaching, teaching, sport science, physiotherapy, fitness and sports management.