



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 when creating gymnastics sequences. - How trust, communication and cooperation are essential for successful partner work. - How to safely use large apparatus to perform balances, travelling movements and rotations. - How body tension, posture and weight transfer improve stability and movement quality. - How to combine partner balances, counter balances, travelling and apparatus work into fluent routines. - How transitions, timing and use of space enhance a gymnastics performance. - How to evaluate and refine performances using technical gymnastics vocabulary.	- Perform a variety of partner balances and counter balances with control. - Demonstrate confidence and control when using large apparatus. - Link travelling, balances, rotations and apparatus work into complex sequences. - Apply body tension and controlled weight transfer during partner work. - Create and perform creative routines with increasing fluency. - Collaborate effectively to refine performances. - Evaluate and improve their own and others' performances.

Learning Objectives

1. Developing Partner Work Children refine partner balances, mirrored movements and counter balances. They develop trust, communication and awareness of how body position and weight transfer affect stability and performance.	2. Advanced Partner Balances Pupils perform increasingly challenging partner balances and counter tension activities. They focus on body tension, precision, smooth transitions and supporting each other safely and confidently.	3. Exploring Large Apparatus Children use large apparatus such as benches, boxes and vaulting equipment to perform travelling movements, balances and controlled rotations. They develop confidence while applying safe working practices and correct techniques.	4. Combining Partner Work and Apparatus Pupils combine partner balances with travelling, rotations and large apparatus skills to create longer gymnastics sequences. They refine timing, fluency, transitions and effective use of space.	5. Choreographing a Performance Creativity and teamwork Children work collaboratively to design and refine a gymnastics routine using partner work and large apparatus. They demonstrate leadership, communication and creativity while responding to peer feedback to improve performance quality.	6. Performance and Assessment Pupils perform their completed gymnastics routines, demonstrating confident apparatus work, effective partner balances, creativity and technical control. They evaluate their own and others' performances using appropriate gymnastics vocabulary and identify targets for continued improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform advanced partner balances with stability and control.
- Demonstrate safe and confident use of large apparatus.
- Link movements into fluent gymnastics sequences showing precision and creativity.
- Select appropriate partner balances and apparatus skills to enhance a performance.
- Adapt and refine routines using evaluation and feedback.
- Apply creativity when composing increasingly complex sequences.
- Communicate effectively and demonstrate leadership within a group.
- Show trust, cooperation and responsibility when working with partners.
- Provide constructive feedback using appropriate gymnastics vocabulary.
- Demonstrate confidence when performing challenging partner and apparatus skills.
- Show resilience when refining techniques and routines.
- Take responsibility for personal and group improvement.
- Understand how strength, flexibility, coordination and body tension contribute to successful gymnastics.
- Recognise the importance of safe lifting, supporting, landings and apparatus use.

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.