

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 shape, space and formations communicate ideas and emotions in dance. - How circular pathways and formations create visual impact within choreography. - How partnering relies on trust, communication, timing and spatial awareness. - How dynamics, musicality and expression contribute to artistry and performance quality. - How compositional devices such as canon, unison, motif and contrast enhance choreography. - How to refine dance sequences through rehearsal, evaluation and feedback. - How to evaluate performances using appropriate dance vocabulary.	- Create and perform a wide range of body shapes with control and precision. - Use circles, formations and pathways creatively within choreography. - Perform confidently with a partner, demonstrating trust and coordination. - Express ideas through movement using dynamics, rhythm and musicality. - Choreograph, refine and perform complex dance sequences. - Work collaboratively to improve performances. - Evaluate and refine their own and others' work using technical vocabulary.

Learning Objectives

1. Exploring Shape and Composition Children explore a wide range of body shapes, levels and transitions. They create movement motifs using symmetrical and asymmetrical shapes while considering how posture and movement communicate meaning.	2. Developing Circles and Formations Pupils develop movement phrases using circular pathways, changing formations and varied spatial patterns. They explore how formations, timing and direction can create visual impact within a performance.	3. Advanced Partnering Skills Children work with partners to develop mirrored, matching and complementary movements. They refine timing, communication, balance and coordination while safely creating more challenging partnered sequences.	4. Developing Artistry and Performance Quality Pupils refine movement quality through dynamics, facial expression, rhythm and musical interpretation. They explore how artistry enhances audience engagement and strengthens the communication of ideas.	5. Choreographing a Dance Performance Children work collaboratively to choreograph an extended dance sequence incorporating shape, circles, partnering and expressive movement. They include compositional devices such as canon, unison, motif and contrast while refining their work through peer feedback.	6. Performance and Assessment Pupils perform their completed dance routines, demonstrating creativity, technical control, musicality and effective partnering. They evaluate their own and others' performances using dance vocabulary and identify strengths and future development targets.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Perform controlled movements, shapes and transitions with confidence.
- Demonstrate coordination, balance and fluency throughout a dance sequence.
- Use space, formations and pathways effectively.
- Create, remember and refine increasingly complex choreography.
- Select movements and compositional devices to communicate ideas effectively.
- Adapt performances in response to evaluation and feedback.
- Collaborate effectively with partners and groups.
- Demonstrate leadership, communication and respect during rehearsals and performances.
- Support others through constructive feedback.
- Perform confidently and expressively before an audience.
- Show resilience and creativity when developing choreography.
- Reflect critically on personal and group performance.
- Understand how dance develops coordination, flexibility, strength and cardiovascular fitness.
- Recognise the importance of safe practice, preparation and body control during dance.

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.