



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

Send Receive Pass Catch Accuracy Control Target Direction Force Balance Coordination Ready position Space Partner Teamwork Communication Technique Evaluate Improve

Knowledge	Skills
- Different ways to send and receive a variety of balls and equipment. - How body position helps successful sending and receiving. - Why accuracy, control and force are important. - How moving into space supports successful passing. - Why communication improves teamwork. - How to evaluate and improve their own performance.	- Send objects with increasing accuracy and control. - Receive objects using appropriate hand and body positioning. - Adjust the speed, force and direction of passes. - Move into space to receive successfully. - Demonstrate balance and coordination while moving. - Work cooperatively with others. - Reflect on and improve their performance.

Learning Objectives

1. Introduction to Sending and Receiving. Children explore different ways of sending and receiving a variety of balls and beanbags. They learn the ready position, tracking the object with their eyes and using two hands to catch successfully.	2. Accuracy and Control Pupils practise sending objects accurately to partners and targets using underarm and chest passes. Activities focus on improving control, aiming and consistency through paired challenges.	3. Force and Distance Children investigate how changing the amount of force affects how far and how accurately an object travels. They adapt their passes for short and long distances through increasingly challenging activities.	4. Moving to Receive Pupils learn to move into space before receiving a pass. They combine movement, balance and catching while working cooperatively with partners and in small groups.	5. Applying Skills in Games Children apply sending and receiving skills in simple invasion-style games. They focus on communication, teamwork, decision-making and maintaining possession through accurate passing.	6. Review and Assessment Pupils complete a range of skill stations and small games to demonstrate progress. They assess their own performance against the learning objectives, celebrate successes and identify targets for future improvement..
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Learning Objectives/End Points

By the end of the unit, pupils will:

Send and receive with increasing consistency.
 Demonstrate good balance and coordination.
 Apply control when passing and catching.
 Select the appropriate type of pass for different situations.
 Adapt force and direction according to the task.
 Communicate effectively with a partner or group.
 Show respect, encouragement and teamwork.
 Persevere when practising new skills.
 Demonstrate confidence and resilience.
 Explain why warming up prepares the body for exercise.
 Recognise how practice improves coordination

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.