



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

Balance Dynamic balance Stability Control Coordination Movement Landing Pivot Direction Speed Agility Core Posture Transfer of weight Sequence Technique Resilience Evaluate

Knowledge	Skills
- The difference between static and dynamic balance. - How balance helps them move safely and efficiently. - Why posture and core strength are important for maintaining balance. - How changing speed and direction affects balance. - How transferring weight helps them move with control. - Why practice and perseverance improve balance and coordination. - How to evaluate and improve their own performance.	- Maintain balance while moving in different directions. - Control their body during changes of speed and direction. - Land safely with stability after jumps. - Transfer weight smoothly between movements. - Combine balancing, travelling and turning with control. - Demonstrate coordination during increasingly complex activities. - Evaluate and improve their own performance.

Learning Objectives

1. Introduction to Dynamic Balance Children explore balancing while travelling using different pathways, speeds and body shapes. They learn how posture and core stability help maintain balance.	2. Balance While Travelling Pupils practise balancing while walking, jogging and changing direction. Activities develop coordination, body control and awareness of space through individual and partner challenges	3. Jumping and Landing Children learn to jump, land and regain balance using correct technique. They explore landing softly, bending their knees and maintaining stability after movement.	4. Changing Direction and Speed Pupils complete activities requiring quick changes of direction, stopping and starting while maintaining dynamic balance. They develop control through increasingly challenging movement patterns.	5. Applying Dynamic Balance Children apply their balance skills in obstacle courses, movement sequences and cooperative tasks. They focus on fluid movement, coordination and resilience when completing challenges.	6. Review and Assessment Pupils complete a variety of balance stations and movement challenges to demonstrate improved control, coordination and confidence. They reflect on their progress and identify areas for future development.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Maintain dynamic balance during movement.
 Demonstrate controlled landings and changes of direction.
 Show improved coordination and body control.
 Understand how body position affects balance.
 Select appropriate movements to maintain stability.
 Show resilience when practising challenging movements.
 Demonstrate confidence when attempting new balance activities.
 Reflect on personal progress and identify improvements.
 Work safely with others.
 Encourage and support partners during activities.
 Explain how balance contributes to overall physical fitness.
 Understand the importance of strength, coordination and flexibility in maintaining balance.

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.