

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

Coordination Footwork Static balance Stability Posture Agility Control Precision Pivot Transfer of weight One-leg balance Alignment Landing Sequence Technique Focus Resilience Evaluate

Knowledge	Skills
- The difference between coordination and balance. - How effective footwork improves movement and performance. - Why posture and body alignment are important when balancing on one leg. - How transferring weight helps maintain stability. - That balance can be improved through practice, concentration and body control. - How coordination and balance are used in a range of sports and physical activities. - How to evaluate and improve their own performance.	- Demonstrate quick, controlled footwork patterns. - Maintain balance confidently on one leg. - Transfer weight smoothly while moving. - Change direction with control and coordination. - Perform movement sequences with increasing fluency. - Maintain focus while completing balance challenges. - Evaluate and improve their own performance.

Learning Objectives

1. Introduction to Footwork and Balance Children explore different footwork patterns and practise balancing on one leg. They learn how posture, focus and body alignment help maintain stability.	2. Developing Coordination Pupils perform increasingly complex footwork activities using ladders, markers and movement pathways. They develop rhythm, precision and agility while maintaining control.	3. One-Leg Balance Challenges Children practise balancing on one leg in a variety of positions and conditions. They focus on maintaining stability, transferring weight effectively and improving concentration.	4. Combining Footwork and Balance Pupils combine coordinated footwork with one-leg balance tasks in movement sequences. Activities develop fluid transitions, body control and accuracy.	5. Applying Skills in Challenges Children apply their coordination and balance skills in paired and group challenges, obstacle courses and timed activities. They focus on resilience, communication and precision.	6. Review and Assessment Pupils complete a range of coordination and balance stations to demonstrate their learning. They evaluate their performance, celebrate improvements and identify future targets.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Perform coordinated footwork patterns with increasing speed and accuracy.
 Maintain a stable one-leg balance in a variety of positions.
 Demonstrate improved body control and coordination during movement.
 Understand how body position affects balance and coordination.
 Adapt movements to complete increasingly challenging tasks successfully.
 Demonstrate resilience when practising difficult balance tasks.
 Show confidence when attempting new movement challenges.
 Reflect on personal progress and set improvement targets.
 Work cooperatively with partners during challenges.
 Encourage and support others through positive communication.
 Explain how coordination and balance contribute to overall physical fitness.
 Recognise the importance of concentration, posture and core strength for successful movement.

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.