



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

Dynamic balance Agility Ball skills Coordination Control Accuracy Dribble Bounce Throw Catch Pass Receive Change of direction Speed Balance Reaction Movement Technique Evaluate Improve

Knowledge	Skills
- The difference between static and dynamic balance. - How agility enables quick and controlled changes of direction. - Why body position and coordination are important when controlling a ball. - How speed, balance and control improve movement skills. - How to adapt ball skills for different challenges and game situations. - Why communication and decision-making are important when working with others. - How to evaluate and improve their own performance.	- Maintain dynamic balance while moving at different speeds. - Demonstrate agility by changing direction quickly and safely. - Control a ball using a variety of techniques. - Dribble, throw, catch and pass with increasing accuracy. - Combine movement with ball control during challenges. - Apply skills in small-sided games. - Reflect on and improve their performance.

Learning Objectives

1. Introduction to Dynamic Balance and Ball Children explore dynamic balance through travelling activities before introducing basic ball control skills, including rolling, bouncing and catching while maintaining body control.	2. Agility and Ball Handling Pupils develop agility through movement challenges involving quick changes of direction while controlling a ball. They focus on coordination, balance and accurate handling.	3. Passing and Receiving on the Move Children practise passing and receiving while moving into space. They develop timing, communication and control, adapting their speed and positioning during partner activities.	4. Dribbling and Decision-Making Ball control in different situations Pupils improve dribbling and ball manipulation while negotiating obstacle courses and movement challenges. They make decisions about speed, direction and control to complete tasks successfully.	5. Applying Skills in Games Children apply their dynamic balance, agility and ball skills in small-sided games. They focus on maintaining possession, changing direction quickly and making effective decisions under pressure.	6. Review and Assessment Pupils complete a range of agility circuits, ball skill stations and game scenarios to demonstrate their progress. They evaluate their own and others' performances, celebrating achievements and identifying next steps
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Learning Objectives/End Points

By the end of the unit, pupils will:

Maintain balance while moving and changing direction.
 Demonstrate agility during movement challenges.
 Control a ball confidently using a range of techniques.
 Select appropriate ball skills for different tasks.
 Adapt movement and speed to improve performance.
 Communicate effectively with partners and teammates.
 Work cooperatively during games and challenges.
 Show resilience when learning new skills.
 Demonstrate confidence during increasingly challenging activities.
 Reflect on personal progress and identify areas for improvement.
 Understand how agility, coordination and ball skills contribute to overall physical fitness.
 Recognise the importance of warming up before activity and using correct techniques to prevent injury.

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.