



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 Ball skills Agility Reaction Response Accuracy Control Dribble Pass Receive Throw Catch Anticipation Speed Direction Decision-making Movement Technique Evaluate Improve

Knowledge	Skills
- How coordination improves ball control and movement. - Why quick reactions and responses are important in games and sports. - How anticipation helps make effective decisions. - How changing speed and direction improves agility. - Why accuracy, control and timing are essential when using ball skills. - How communication and teamwork contribute to successful performance. - How to evaluate and improve their own performance.	- Demonstrate control when throwing, catching, passing and dribbling. - React quickly to changing situations. - Change speed and direction with agility. - Make decisions while performing ball skills under pressure. - Apply coordination and reaction skills in competitive activities. - Work cooperatively within a team. - Evaluate and refine their performance.

Learning Objectives

1. Introduction to Ball Skills and Reaction Children practise throwing, catching and dribbling while completing simple reaction activities. They focus on coordination, body control and responding quickly to visual and verbal cues.	2. Improving Ball Control Pupils refine passing, receiving and dribbling techniques through partner and small-group activities. They develop precision, timing and confidence while reacting to changing tasks.	3. Agility and Quick Responses Children complete agility circuits and reaction games that require rapid changes of speed and direction. They combine movement with ball skills to improve coordination under pressure.	4. Decision-Making Under Pressure Pupils participate in activities where they must react to opponents, teammates and changing conditions. They develop anticipation, quick decision-making and controlled ball handling.	5. Applying Skills in Game Situations Children apply ball skills, agility and reaction in small-sided games. They focus on communication, movement into space, maintaining possession and making effective decisions during play.	6. Review and Assessment Pupils complete a range of ball skill stations, agility challenges and game scenarios to demonstrate their progress. They evaluate their own and others' performances and identify targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate coordinated ball skills with increasing consistency.
 React quickly and move efficiently in response to changing situations.
 Maintain control while moving at different speeds and directions.
 Anticipate movement and select appropriate responses.
 Apply decision-making skills during games and challenges.
 Communicate effectively with teammates.
 Demonstrate cooperation, respect and encouragement during activities.
 Show resilience when challenged.
 Demonstrate confidence when applying new skills.
 Reflect on personal performance and identify targets for improvement.
 Understand how agility and coordination contribute to sporting performance.
 Recognise the importance of warm-ups, reaction training and safe 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.