

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 Static balance Agility Jump Landing Take-off Flight Stability Control Coordination Body tension Posture Centre of gravity Weight transfer One-leg balance Reaction Direction Technique Evaluate Improve

Knowledge	Skills
- The difference between dynamic balance and static balance. - How body position, posture and core strength help maintain balance. - How to perform safe and controlled take-offs and landings. - Why bending the knees and maintaining body tension improves landing control. - How transferring weight helps maintain stability during one-leg balances. - How agility involves moving quickly while maintaining control. - How balance, coordination and agility support performance in different sports. - How to evaluate and improve their own performance.	- Maintain balance while moving at different speeds and directions. - Perform controlled jumps with effective take-off and landing techniques. - Hold and transition from one-leg balances with stability. - Change direction quickly while maintaining control. - Combine jumping, landing and balance movements into sequences. - Apply agility and balance skills in challenges and games. - Reflect on and improve their performance.

Learning Objectives

1. Developing Dynamic Balance Children explore dynamic balance through travelling activities, changes of direction and movement challenges. They focus on posture, body control, coordination and maintaining stability while moving at different speeds.	2. One-Leg Balance Pupils develop static balance skills by practising a range of one-leg balances. They focus on body tension, alignment, concentration and controlled transitions between different balance positions.	3. Jumping and Landing Technique Children practise a variety of jumps including two-foot take-offs, one-foot take-offs and directional jumps. They learn how to land safely with control by bending their knees, maintaining balance and absorbing impact.	4. Combining Balance, Jumping and Agility Pupils combine one-leg balances, jumps and changes of direction into movement sequences. They develop agility by reacting quickly, moving efficiently and maintaining control during transitions.	5. Applying Skills in Challenges and Games Children apply their balance, jumping and agility skills through obstacle courses, partner challenges and small-sided games. They focus on selecting appropriate movements, reacting to situations and maintaining control under pressure.	6. Review and Assessment Pupils complete a range of balance, jumping and agility activities to demonstrate their learning. They perform skills independently and collaboratively, evaluate their progress and identify personal targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Demonstrate controlled dynamic and static balance.
- Perform a range of jumps and landings with accuracy and stability.
- Maintain control when changing direction and speed.
- Demonstrate improved agility, coordination and body awareness.
- Understand how technique affects balance, jumping and landing performance.
- Select appropriate movement strategies for different challenges.
- Identify ways to improve movement quality.
- Work cooperatively with partners during challenges.
- Encourage and support others through positive communication.
- Respect others' performances and provide constructive feedback.
- Show resilience when practising challenging movements.
- Demonstrate confidence when attempting new skills.
- Evaluate personal progress and set improvement targets.
- Understand how strength, flexibility, balance and coordination support physical performance.
- Recognise the importance of safe landing techniques and preparation before activity.

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.