



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 Anticipation Accuracy Control Precision Dribble Pass Receive Throw Catch Speed Change of direction Decision-making Possession Technique Evaluate

Knowledge	Skills
- How advanced coordination improves performance in a range of sports and physical activities. - Why reacting quickly and anticipating play are important in competitive games. - How different passing, throwing and receiving techniques suit different situations. - How agility enables quick changes of speed and direction while maintaining control. - Why decision-making, anticipation and awareness of space improve performance. - How communication and teamwork influence successful outcomes. - How to evaluate strengths and identify areas for improvement.	- Demonstrate accurate and controlled throwing, catching, passing and dribbling skills. - React quickly to changing situations and adapt movements effectively. - Change speed and direction while maintaining balance and coordination. - Apply advanced ball skills under pressure. - Make effective decisions during competitive activities. - Work collaboratively within a team. - Evaluate and refine their own and others' performances.

Learning Objectives

1. Developing Advanced Ball Skills Children refine throwing, catching, passing and dribbling techniques through increasingly challenging activities. They focus on precision, control, body positioning and consistent performance.	2. Reaction and Response Pupils complete reaction-based activities that require quick responses to visual and verbal cues. They develop anticipation, movement speed and the ability to adapt to changing situations.	3. Agility with Ball Control Children combine ball handling with agility challenges, including changes of direction, speed and movement patterns. They focus on maintaining control while moving under pressure.	4. Decision-Making Under Pressure Pupils take part in partner and small-group activities where they must react quickly, anticipate play and select the most effective ball skill. They develop tactical awareness and problem-solving skills.	5. Applying Skills in Competitive Games Children apply coordination and agility skills in small-sided competitive games. They focus on creating space, maintaining possession, supporting teammates and making effective decisions in realistic game situations	6. Review and Assessment Pupils complete a series of skill stations, reaction challenges and game scenarios to demonstrate their progress. They evaluate their own and others' performances, celebrate achievements and set personal targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Perform a wide range of ball skills with accuracy, consistency and control.
 Demonstrate agility through quick reactions and efficient movement.
 Maintain balance while changing speed and direction.
 Anticipate play and make effective decisions under pressure.
 Select appropriate techniques for different game situations.
 Adapt performance based on feedback and changing conditions.
 Communicate effectively within a team.
 Demonstrate leadership, cooperation and respect during activities.
 Support and encourage others to improve.
 Show resilience when refining advanced skills.
 Demonstrate confidence when applying skills in competitive situations.
 Reflect critically on personal performance and set realistic improvement targets.
 Understand how agility, coordination and reaction speed contribute to successful sporting performance.
 Recognise the importance of preparation, recovery and correct technique to maximise performance and reduce injury risk.

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.

Encounters with Further and Higher Education

Introduce pupils to the idea that careers in sport and physical activity can involve different forms of education and training. Explore how qualifications and training can lead to careers in coaching, teaching, sport science, physiotherapy, fitness and sports management.