



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
- How dynamic balance supports movement during physical activity. - Why correct take-off and landing techniques improve performance and reduce the risk of injury. - How body tension, posture and weight transfer contribute to successful jumping and landing. - How agility involves changing speed and direction quickly while maintaining control. - How power and coordination influence jumping performance. - How to adapt movement skills to different challenges and sporting situations. - How to evaluate their own and others' performances using appropriate vocabulary.	- Maintain dynamic balance while travelling at different speeds. - Perform a range of jumps with power, control and precision. - Demonstrate safe and effective landing techniques. - Change direction quickly while maintaining balance. - Combine agility, jumping and landing skills within movement challenges. - Apply skills in competitive and cooperative activities. - Evaluate and refine their own performance.

Learning Objectives

1. Developing Dynamic Balance Children develop dynamic balance through travelling activities, changes of direction and movement challenges. They focus on posture, coordination and maintaining control at different speeds.	2. Jumping for Height and Distance Pupils practise a variety of jumps, including vertical, horizontal and directional jumps. They develop effective take-off techniques, body alignment and controlled flight to improve performance.	3. Landing with Control Children refine landing techniques by absorbing force through controlled body positions. They focus on bending the knees, maintaining body tension and achieving balanced, stable landings after different types of jumps.	4. Combining Agility, Jumping and Landing Pupils combine jumping, landing and agility through obstacle courses and movement challenges. They develop quick changes of direction, reaction speed and fluid transitions while maintaining control.	5. Applying Skills in Competitive Challenges Children apply their balance, agility and jumping skills in partner activities, relay races and competitive games. They focus on selecting effective movement strategies, reacting quickly and maintaining control under pressure.	6. Review and Assessment Pupils complete a range of agility circuits, jumping challenges and movement tasks to demonstrate their progress. They evaluate their own and others' performances, celebrate achievements and identify targets for future improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Demonstrate dynamic balance during movement and changes of direction.
- Perform controlled jumps showing power, height and accuracy.
- Land safely and efficiently while maintaining stability.
- Select appropriate movement strategies for different physical challenges.
- Analyse performance and adapt techniques to improve outcomes.
- Make informed decisions during movement tasks.
- Work cooperatively during paired and group activities.
- Provide constructive feedback to support others' learning.
- Demonstrate leadership and responsibility during activities.
- Show confidence when attempting increasingly challenging skills.
- Demonstrate resilience when refining movement techniques.
- Reflect critically on personal performance and set improvement goals.
- Understand how strength, balance, coordination and agility contribute to successful movement.
- Recognise the importance of warming up, landing safely and using correct technique to 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
- 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.