



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 Sending Receiving Pass Catch Control Accuracy Technique Force Direction Agility Ball chasing Reaction Speed Change of direction Anticipation Decision-making Space Possession Evaluate Improve

Knowledge	Skills
- How coordination enables accurate and consistent sending and receiving skills. - Why body position, timing and anticipation improve successful passing and receiving. - How to vary the force, speed and direction of a pass depending on the situation. - How agility allows players to react quickly when chasing, collecting or intercepting a moving ball. - Why anticipation and decision-making are essential in competitive games. - How movement into space and communication improve team performance. - How to evaluate and improve performance using appropriate sporting vocabulary.	- Send and receive a range of balls accurately using different techniques. - Adjust passes for distance, speed and accuracy. - React quickly to chase, intercept and control moving balls. - Change speed and direction while maintaining balance and control. - Make effective decisions under pressure during game situations. - Apply coordination and agility skills within competitive activities. - Evaluate and improve their own and others' performances.

Learning Objectives

1. Developing Sending and Receiving Skills Children refine passing and receiving techniques using a variety of equipment and distances. They focus on body positioning, timing, communication and consistent control while working individually and with partners.	2. Precision Passing Under Pressure Technique and decision-making Pupils practise sending and receiving while moving and under increasing pressure. They explore how force, direction and accuracy influence successful passing and maintaining possession.	3. Introduction to Ball Chasing Children develop agility through activities that require quick reactions to rolling, bouncing and moving balls. They practise accelerating, decelerating, changing direction and anticipating where the ball will travel.	4. Combining Coordination and Ball Chasing Movement and anticipation Pupils combine sending, receiving and ball-chasing skills through dynamic partner and group activities. They focus on anticipation, reacting quickly, controlling the ball on the move and making effective decisions.	5. Applying Skills in Competitive Games Children apply coordination and agility skills in small-sided invasion games. They develop tactical awareness by creating space, intercepting passes, maintaining possession and supporting teammates through effective communication.	6. Review and Assessment Pupils complete a series of coordination challenges, ball-chasing activities and competitive games to demonstrate their progress. They evaluate their own and others' performances, celebrate achievements and set personal targets for continued improvement.
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Learning Objectives/End Points

By the end of the unit, pupils will:

Demonstrate advanced coordination when sending and receiving.
 Show agility by reacting quickly and moving efficiently to moving balls.
 Maintain control while changing speed and direction.
 Anticipate play and select appropriate techniques.
 Make effective decisions under pressure.
 Analyse performance and adapt strategies to improve success.
 Communicate effectively within a team.
 Demonstrate leadership, cooperation and respect during activities.
 Provide constructive feedback to support improvement.
 Show confidence when applying skills in competitive situations.
 Demonstrate resilience when refining techniques.
 Reflect critically on personal performance and set realistic targets.
 Understand how coordination, agility and reaction speed contribute to success in sport.
 Recognise the importance of warming up, safe movement 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.