



Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	N/A		
Year 1	Autumn 1	<p>Topic: Commando Joe</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p>	The children have been introduced to Ribbon's RESPECT framework throughout school. PE lessons in Reception will have taught the children basic fundamental movement skills, i.e. running, jumping, coordination, throwing, catching, kicking etc.
	Autumn 2	<p>Topic: Gymnastics</p> <p>Rationale: Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	Children will be able to roll, stretch and travel in different ways. Children will be beginning to move with more balance and precision. Children will build on these skills in a more formal setting.
	Spring 1		
	Spring 2	<p>Topic: Invasion</p> <p>Rationale: Children will be able to replicate ways of throwing objects underarm and overarm. Children will develop basic skills required in invasion games such as sending, receiving and dribbling a ball. They will also develop their understanding of attacking and defending and what being 'in possession' means. Children will be introduced to the idea of simple tactics and start to think about key values of teamwork and resilience.</p>	Children will have some understanding of informal invasion games from play to learn in the foundation stage and from lunchtimes. Children will have developed some techniques for throwing objects (underarm) and kicking balls. Children won't have yet learned how to score points in these types of games and how to play to the rules.
	Summer 1	<p>Topic: Team building</p> <p>Rationale: In this unit, pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead</p>	Children will have experienced Commando Joe with our specialised coach in which their resilience, teamwork and communication will have been developed. Children may struggle with the concept of 'taking the lead'.



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		each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome.	
	Summer 2	<p>Topic: Athletics</p> <p>Rationale: In this half term, children will practice sprinting and accelerating at different rates. They will develop the importance of changing direction when jogging and sprinting. They will develop the strength in their arms and legs by vertically jumping and throwing appropriate objects. They will begin to throw objects accurately at targets.</p>	Children will have prior experience of throwing objects, jumping, jogging and sprinting. They will be able to run at varying speeds and possibly able to accelerate.
Year 2	Autumn 1	<p>Topic: Commando Joe</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p>	Children understand Ribbon's RESPECT framework and are continuously exposed to examples throughout school. They have completed Commando Joe missions in their previous year group.
	Autumn 2	<p>Topic: Gymnastics</p> <p>Rationale: Children will build on holds and travels previously developed. Year 2 gymnastics will involve the use of more equipment and apparatus in routines, which will allow children to practice their climb on and off more safely. Children should now be able to move with more control and precision while introducing the concept of timings.</p>	Children will have experienced creating and practicing a short routine, involving travelling in different directions. Children will have only a small amount of experience with small apparatus.
	Spring 1		
	Spring 2	<p>Topic: Fundamentals</p> <p>Rationale: Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to</p>	Children will have practiced some fundamental movement skills in Year 1. Since then, children will have grown, meaning their speed, agility and quickness will be affected. Children have had experience working with others as part of a team, but may need support with recognising strengths and improvements of their own and others' performances.



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		work collaboratively with others, taking turns and sharing ideas.	
	Summer 1	<p>Topic: Team building</p> <p>Rationale: Pupils will develop their communication and problem-solving skills. They will work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They will lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>	Children will have experienced solving challenges by selecting appropriate equipment and using teamwork skills. Children may need support with playing games fairly and showing good sportsmanship.
	Summer 2	<p>Topic: Athletics</p> <p>Rationale: Children will practice running at different speeds, through obstacle courses and in a team. They will begin to maintain speed over a longer distance. When jumping, they will show more accuracy and balance to improve the length or height of their movement. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>	Children will have developed some techniques for throwing, jumping and running. They will continue to improve their accuracy with their throws, but their techniques will still be limited.
Year 3	Autumn 1	<p>Topic: Commando Joe</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p>	Children understand Ribbon's RESPECT framework and are continuously exposed to examples throughout school. They have completed Commando Joe missions in their previous year groups.



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	Autumn 2	<p>Topic: Gymnastics</p> <p>Rationale: Children will begin to choose movements and holds independently. They are introduced to the terms 'extension' and 'body tension'. They will begin to move with more co-ordination, accuracy and care. Children will travel in different styles using apparatus and will develop more control and precision between transitions.</p>	<p>Children will have practiced simple routines that they have watched and will have started to use apparatus. Children will have experienced some different rolls and holds.</p>
	Spring 1		
	Spring 2	<p>Topic: Basketball</p> <p>Rationale: Children will develop their bounce and chest pass, and use attacking skills to maintain possession of the ball. When passing, children will be introduced to some new techniques, including forming a 'W' shape. Children will develop their spatial awareness and signalling to help their teammates know where to pass the ball, and ensure they select the most suitable pass and force to a given situation. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances.</p>	<p>Pupils will have practiced their throwing and catching techniques in KS1. Specific techniques will be new to many children, i.e. 'W' shape. Children will have been introduced to the importance of spatial awareness, but some may find it difficult still.</p>
	Summer 1	<p>Topic: Rounders</p> <p>Rationale: Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Children will have experienced some striking and fielding activities with our specialised coach but not necessarily in a game situation. This game of rounders will be new to many children. Children will have understood previously how important following the rules of a game are.</p>
	Summer 2	<p>Topic: Athletics</p> <p>Rationale: In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of</p>	<p>Pupils will have practiced their throwing and running technique in year 2. They will be starting to develop a technique in each discipline which they can replicate.</p>



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		running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. Practicing children's athletics skills during this half term links to the upcoming SSP athletics competition.	
Year 4	Autumn 1	<p>Topic: Commando Joe</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p>	Children understand Ribbon's RESPECT framework and are continuously exposed to examples throughout school. They have completed Commando Joe missions in their previous year groups.
	Autumn 2	<p>Topic: Fitness</p> <p>Rationale: Pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. Pupils will be asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>	This unit links to the following strands of the National Curriculum: use running, jumping and throwing in isolation and combination. Develop flexibility, strength, technique, control and balance.



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	Spring 1	<p>Topic: Gymnastics</p> <p>Rationale: Pupils will create more complex sequences. Children's confidence will grow which enables them to perform a high difficulty of moves and for a longer period of time. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p>	<p>Children will have chosen their own movements and holds and will be developing confidence in performing to an audience. They will be able to hold balances for longer periods of time and varying in difficulty.</p>
	Spring 2		
	Summer 1	<p>Topic: Cricket</p> <p>Rationale: Pupils learn how to strike the ball into space so that they can score runs. When fielding, they will learn how to keep the batters' scores low. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Children will have been introduced to striking and fielding techniques in Year 3. The game of cricket will be new to them. Some won't yet understand the rules and official scoring system.</p>



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	Summer 2	<p>Topic: Netball</p> <p>Rationale: Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	Children will be aware of how to pass and catch correctly. They will understand how spatial awareness is important when receiving the ball from a teammate. Netball will be new to many children.
Year 5	Autumn 1	<p>Topic: Commando Joe</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p>	Children understand Ribbon's RESPECT framework and are continuously exposed to examples throughout school. They have completed Commando Joe missions in their previous year groups.
	Autumn 2	<p>Topic: Gymnastics</p> <p>Rationale: Children will select various travels, holds and balances to compose these in a routine. They will create longer sequences individually, with a partner and small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Children will be developing strength and technique through performances which they will be able to analyse.</p>	Children will have performed structured and more complex routines in year 4, consisting of different holds, travels and balances. Children will have experience with most of the apparatus and how to move this safely.
	Spring 1		
	Spring 2	<p>Topic: Hockey, alongside swimming</p> <p>Rationale: Children will improve their defending and attacking skills playing even-sided games. They will start to show control</p>	Children will have been introduced to hockey in Year 3 and will now have experience in other striking invasion games. Teaching of the rules and safety instructions will therefore need to be stressed. Children will have good levels of fitness and good hand eye co-



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		<p>and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Children will also learn the importance of keeping their stick close to the ground. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Each class in Year 5 will attend swimming lessons for a period of 30 minutes, every Wednesday, in the last three half terms. This enables children the opportunity to rapidly develop their skill and confidence in the water for a sustained period, aiming to swim 25m unassisted.</p>	<p>ordination.</p> <p>Children will not have attended any formal swimming lessons with school until this point. They may possibly have had experience out of school. Children will hopefully have some water experience to build on.</p>
	<p>Summer 1</p>	<p>Topic: Netball, alongside swimming.</p> <p>Rationale: Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p> <p>Placing of the sport in this half term allows for children to practice ready for the year 5 netball competition.</p> <p>Each class in Year 5 will attend swimming lessons for a period of 30 minutes, every Wednesday, in the last three half terms. This enables children the opportunity to rapidly develop their skill and confidence in the water for a sustained period, aiming to swim 25m unassisted.</p>	<p>Children were introduced to netball and a range of passes in year 4, therefore will have good skills in passing and catching a ball. They won't yet be aware of specific rules, such as footwork, held ball, contact and obstruction. They will improve their spatial awareness and will be able to follow the rules of a game quickly.</p> <p>Children will not have attended any formal swimming lessons with school until this point. They may possibly have had experience out of school. Children will hopefully have some water experience to build on.</p>
	<p>Summer 2</p>	<p>Topic: Rounders, alongside swimming.</p> <p>Rationale: Pupils will develop their understanding of the</p>	<p>Children will have experienced some striking and fielding activities with our specialised coach and in a game situation from Rounders in Year 3. Children will have previously been taught the rules of the</p>



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		<p>principles of striking and fielding. Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They expand on their knowledge of how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>Each class in Year 5 will attend swimming lessons for a period of 30 minutes, every Wednesday, in the last three half terms. This enables children the opportunity to rapidly develop their skill and confidence in the water for a sustained period, aiming to swim 25m unassisted.</p>	<p>game but will need reminding.</p> <p>Children will not have attended any formal swimming lessons with school until this point. They may possibly have had experience out of school. Children will hopefully have some water experience to build on.</p>
Year 6	Autumn 1	<p>Topic: Commando Joe, alongside swimming.</p> <p>Rationale: This is placed at the start of the year to help immediately embed the RESPECT framework and promote positive relationships between new cohorts. This programme aims to build character, confidence and self-worth, as well as provide children with the life-skills/resilience they need to thrive in challenges. Inspirational role models are used to make learning more meaningful and to ensure children have access to positive figures.</p> <p>For those children who have not met the required 25 metre standard, they will attend additional swimming sessions to develop these strokes and water confidence.</p>	<p>Children understand Ribbon's RESPECT framework and are continuously exposed to examples throughout school. They have completed Commando Joe missions in their previous year groups.</p> <p>Some children will now be able to swim 25 metres confidently from swimming in Year 5. All children will have developed some water confidence but will all be at different stages in their development.</p>
	Autumn 2		
	Spring 1	<p>Topic: Gymnastics, alongside swimming</p>	<p>In year 5, children will have created their own routine in groups using a variety of holds, stretches, balances and counterbalances. They</p>



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		<p>Rationale: Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. They will have ample opportunity to use all equipment and show consistency and precision. Children will have the opportunity to critically analyse their peers' performances, adding and adjusting routines in order to maximise outcomes.</p> <p>For those children who have not met the required 25 metre standard, they will attend additional swimming sessions to develop these strokes and water confidence.</p>	<p>will have started to critically analyse routines and identify areas for improvement. They will have considered the most efficient ways to move in routines. Children will also have knowledge of their positions in holds and be aware of where their weight is mostly positioned.</p> <p>Some children will now be able to swim 25 metres confidently from swimming in Year 5. All children will have developed some water confidence but will all be at different stages in their development.</p>
	Spring 2	<p>Topic: Basketball</p> <p>Rationale: Children will continue to develop their passing, shooting, throwing, dribbling, attacking and defending skills. They will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Children will practice moving in different directions with instantaneous reactions. Using spatial awareness in game situations, they will continue to learn the importance of teamwork. Allowing children to refine their basketball skills fits in with the SSP basketball competition in this half term.</p>	<p>Pupils will build on their skills from the basketball unit in year 3. Children will be able to draw up on their experience of netball from year 5 as many of these skills are transferable. They will adapt these for the different rules of basketball. Pupils will have ingrained passing and catching techniques which they will be able to draw upon.</p>
	Summer 1	<p>Topic: Cricket</p> <p>Rationale: Children will now be refining their batting and bowling techniques after previous practice. Their bowling should be increasing in pace and accuracy in order to maximise success. Children will improve their reaction times to improve their batting success. They will learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Placing cricket in summer 1 allows for all children to develop their cricketing skills in preparation for the SSP cricket competitions.</p>	<p>Children will have developed a technique for bowling accurately and will draw upon this again to refine during year 6. Most will have some hand-eye co-ordination and be able to position their body to strike the ball a longer distance.</p>



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	Summer 2	<p>Topic: Rounders</p> <p>Rationale: Children will develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They will learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. Pupils will have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will work with a partner and group to organise and self-manage their own games. Playing with honesty and fair play in competitive game situations will be emphasised.</p>	<p>Children will understand the correct striking and bowling technique but will continue to refine this in year 6. They will have had the opportunity to develop their hand-eye co-ordination in the previous unit (cricket), and therefore most should be able to hit the ball with accuracy.</p>