Super Friend curriculum driver	

Subject	Vision
Reading	- Build empathy for characters through books considering the situations that they are facing. - Explore different communities through different genres of writing and explore diversity through the different characters they meet. - Listen to members of their community read and enjoy reading as part of a community. - Link with other subjects to gain knowledge and understanding of communities through history and geography texts, which the children are exposed to. - Explore the work of a range of authors reflecting the diversity of our communities.
Writing	- Work collaboratively to explore writing opportunities in drama situations. - Develop speaking and listening opportunities showing an understanding of community. - Collaborative writing with genres such as poetry. - Peer marking and editing. - Write about the experiences of a diverse range of characters and real life figures. - Explore the role of writers in our communities.
Maths	- Work collaborative to solve problems. - Apply maths to real life community contexts. - Listen to members of their community and provide honest feedback on answers. - Explore the role of Maths and Mathematicians within our communities.
Science	- Work collaboratively to carry out science investigations. - Work with my peers to make predictions and set up fair tests. - Ask questions and discussing findings with my peers. - Work together to research scientific topics and to present our information. - Learn about members of community's impact on scientific discovery and invention. - Explore jobs and roles within the scientific community.
RE	- Show empathy to other people and respect the opinions of others. - Develop knowledge in making sense of biblical texts and their impact in the lives of Christians in the community. - Consider how we treat others and respect our neighbours. - Show tolerance for communities different from ours and respect their views. - Support each other at all times and follow the Christian Values in our own lives. - Explore the diversity of religion within our local community. - Meet religious members of our community and visit local places of worship.

ICT	• Work collaboratively to complete tasks.
	• Understand how technology has changed over time and the impact this has had on communities.
	• Provide children with real world opportunities that could support their personal growth.
	• Explore the role of ICT and computing in our communities including careers and as a social experience.
	• Learn how to use ICT safely and how to be part of a safe online community.
History	• Consider why people behaved the way they did in the past and show empathy for others.
	• Understand how communities of the past were affected by events and how they changed.
	• Link communities with society as a whole and explore structures of society.
	• Show tolerance for others and explore the diversity of the past.
	• Investigate where the people in our communities came from and why we are the way we are.
	• Explore how the study of history has an impact on the way we understand the world around us.
Geography	• Consider the different communities around the world.
	• Understand what makes and what changes a community.
	• Show tolerance for communities that are different from ours and talk about why they are different.
	• Explore global and local diversity.
	• Explore how communities are affected by, and how they can affect, the environment.
	• Consider the communities of the future and how we are shaping them now.
	• Develop a sense of their place locally, nationally and internationally.
	• Consider why people move to and from communities and the impact, this has.
PE	• Working as teams within a range of sporting situations.
	• Building teamworking skills and empathy for others when situations don't have the desired outcome.
	• Support and encourage others to achieve.
	• Build leadership skills as part of a community setting.
	• Build up roles within different sporting communities.
	• Explore the importance of rules and how to enforce them within games.
	• Develop an understanding of fairness.
	• Explore sporting role models.
	• Take part in sporting events within the community.
	• Engage in the history of games and how they are played around the world; taking an interest in different local and national competitions.
PSHE	• Develop empathy for people in range of situations.
	• Celebrate difference and challenging stereotypes.
	• Explore roles that people play within local communities.
	• Listen and respond to others within their community.
	• Debate ideas and topical issues.
	• Explore the importance of rules within a community.

	• Explore how to keep members of a community safe. • Develop tolerance for people who are different to them. • Develop an understanding of fairness.
Music	• Work with others to produce music. • Join in with choral singing and play instruments with others. • Support and encourage others, offering positive feedback • Listen to and reflect on a range of musical styles and musicians. • Explore local musicians and attending local musical events. • Identify improvement points for themselves and share these in a diplomatic way. • Develop awareness of the role music plays in a wide variety of communities and cultures.
Spanish	• Explore the language and culture of other communities around the world. • Support each other to speak new languages together. • Explore the similarities and differences between other languages.
Art	• Appreciate their own Art and that of others. • Explore a wide variety of diverse Artists from across history and the globe. • Offer guided positive feedback to each other and gradually progress to giving constructive feedback using appropriate subject specific vocabulary. • Support each other to be creative and able to take risks in their Art as a result. • Explore art in the local community. • Explore how art can allow expression or carry a message within communities.
DT	• Consider the impact a product may have on the community/ target audience. • Appreciate the needs of others when designing a product. • Support each other in practical work by offering feedback and ideas on how to improve products. • Develop the ability to work as part of a team.

Super Friend curriculum driver	
Subject	Vision
Reading	• Show a love of reading and engage with texts given to be studied, as well as texts, which the children are choosing to read. • Make choices about books to read. • Ask questions about situations which arise within books being read to further understanding both in fiction and non-fiction texts. • Evaluate books based upon enjoyment of them. • Make informed inferences about the actions and behavior of characters. • Challenge viewpoints and opinions presented with the texts read.
Writing	• Ask questions to explore the genres of writing studied. • Make decisions about how to structure and style writing, so as to write in a similar style. • Make decisions about vocabulary to use within texts, so as to create the desired atmosphere relevant to the genre being studied. • Evaluate the importance of language and its uses. • Explore newspaper articles as a genre and the concept of 'fake news' • Explore the difference between fact and opinion.
Maths	• Think deeply about problems given. • Ask further questions to explore the problem. • Try different ways of solving problems and select methods that they prefer. • Explore how statistics can be used to mislead or not show a full picture. • Collect data to answer questions. • Make decisions about accuracy of answers, efficiency of methods, reasons for misconceptions and explain their choices. • Question and challenge others' answers in a respectful way.
Science	• Question why things happen and make careful observations. • Report and present findings using speaking and writing, including displays and presentations. • Use scientific equipment to measure with precision and take repeat readings when appropriate. • Use results to make predictions and set up more tests (including fair tests). • Decide how to record data and results and use scientific diagrams, labels, classification, keys, tables, bar and line graphs. • Plan different types of scientific enquiries to answer questions. • Ask questions and find different ways to answer them.

	• Explore how scientific discoveries can change as we discover new information or develop new technologies. • Challenge analogous results and suggest reasons for them. • Evaluate scientific data and its accuracy.
RE	• Ask questions about our own faith and beliefs and respect the beliefs of others. • Explore how God the Creator cares for the creation, including human beings. • Consider the impact Christians have on the world. • Examine ways in which Christians apply the Bible in our daily lives. • Develop our understanding of the bigger picture and the impact we have on others. • Challenge ideas studied and to challenge our thinking. • Discuss and debate the big ideas of faith and religion.
ICT	• Learn by exploring, testing and trialing new processes. • Solve/debug problems. • Adapt work to fit their interests. • Explore the editing process used within the media and how this can change narratives that are presented. • Explore the concept of 'Fake News' • Evaluate the usefulness and accuracy of online sources.
History	• Ask questions about the past: what it was like and why it was like that. • Evaluate sources for accuracy and bias. • Identify fact and opinion and explain the difference. • Explore the past from different points of view, including conflicts, and understand why accounts can change. • Answer historical questions and support their answers with evidence. • Consider how a position of power can have an influence on others and their thoughts and beliefs. • Explore how this has an impact on societies.
Geography	• Ask questions about the world around them; What is it like and why? What can we do to change it? What will it be like? • Evaluate geographical data and its accuracy. • Evaluate geographical sources and select the best ones for a task. • Discuss different points of view on geographical/environmental issues and explore bias. • Identify fact and opinion and explain the difference. • Explore how the media report on key issues. • Research and collect their own data. • Answer geographical questions and support their answers with evidence.
PE	• Making decisions in fast-paced scenarios. so as to benefit the team or sport being played. • Ask questions to better their understanding of rules and expectations of games. • Solve problems in a range of sporting contexts using critical thinking skills to evaluate the best strategy or solution. • Discuss strategies and tactics. • Evaluate their performance.
PSHE	• Debate and discuss topical issues. • Ask others for their opinion or views on an issue.

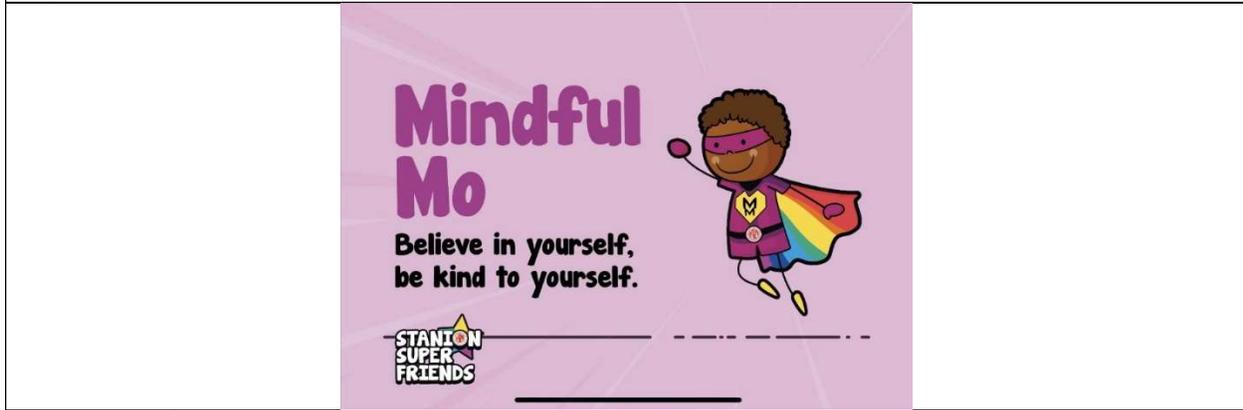|	
	• Explore the difference between fact and opinion.
	• Challenge bullying and behaviours that break the rules of our community.
Music	• Form opinions of difference genres of music.
	• Develop the ability to comment on and discuss a wide variety of musical styles through the 'listen and appraise' parts of the lessons.
	• Develop own musical tastes based on a wider experience.
	• Respond verbally and physically (through discussion, movement and dance) to music.
	• Ask questions about performers/ musicians; their lives, their musical talents and their inspiration.
	• Take an active role in singing and instrumental activities.
Spanish	• Decode longer stories using known Spanish to work out or infer what other words may mean.
	• Ask questions about other cultures, and research countries and their language use.
	• Explore why we learn a language and evaluate its importance.
Art	• View, discuss and appraise a diverse range of famous Art.
	• Comment on a range of Art, through the use of word banks and sentence starters.
	• Give opinions and reasons why they like or dislike Art.
	• Be confident to ask questions about the Art they are viewing.
	• Practice a range of techniques
	• Compare their ideas to those of others and question what else/ how else things can be done.
DT	• Question the needs of the target group when designing a product.
	• Continually question whether they are meeting their design brief effectively and review/ adapt in light of this.
	• Try out and practice a range of techniques and skills
	• Solve problems they come across during the making process.
	• Compare their ideas to those of others and question what else/ how else things can be done.

Super Friend curriculum driver	
Subject	Vision
Reading	• Read books to further deepen their knowledge and understanding of key issues being studied. • Select books for themselves. • Work confidently in assessment situations. • Share opinions on books and texts as to their enjoyment level of the books. • Recommend different texts for others to read. • Take notes from books to help to deepen understanding. • Independently enjoy reading books for a range of reasons.
Writing	• Create well thought out written compositions independently using the skills studied within class. • Plan texts to write based on own likes and interests using key knowledge studied. • Up-level pieces of writing so as to achieve higher standards. • Be confident in composition choices and share work with the class. • Challenge self to include more complex skills and/or new vocabulary that may be risky.
Maths	• Solve problems independently. • Work confidently in assessment situations. • Be pleased to make mistakes and use mistakes to learn and grow. • Explore mistakes and misconceptions. • Discuss why misconceptions occurred. • Choose challenging activities and make decisions when to move on to something harder.
Science	• Decide what observations and measurements to make. • Plan different types of scientific enquiries to answer questions. • Set up their own simple tests. • Suggest improvements and raise further questions. • Set up fair tests when necessary. • Complete experiments and research tasks independently.
RE	• To consider their own views. • Consider challenge to their beliefs and reflect on the decisions they make in their own lives. • Participate in class discussions and debates offering a balanced and informed viewpoint.

	• Have confidence in their own beliefs and ask challenging questions.
ICT	• Show case the skills that they have learnt. • Try to solve their own problems and trial and error different things within a program to find the most effective solution. • Try a more challenging task to push themselves further. • Use new programs • Follow instructions independently and evaluate when to ask for help.
History	• Share their opinions on significance, impact of events and causes of change. • Participate in class debates and talk confidently about their opinions. • Take notes on the core concepts and use these notes to link their learning across the subject. • Construct pieces of work that draw on evidence to support their ideas.
Geography	• Plan independent enquiries. • Use map skills and fieldwork skills with confidence. • Share their opinions on change, cause and effect. • Participate in class debates and talk confidently about their opinions. • Take notes on the core concepts and use these notes to link their learning across the subject. • Construct pieces of work that draw on evidence to support their ideas.
PE	• Be brave at trying new sports and new situations. • Trust themselves in competing against others and gain confidence from doing so. • Understand the positive impact sport has on their bodies. • Compete against themselves to gain personal bests in different sports.
PSHE	• Share their opinions with others. • Take part in debates and discussions. • Challenge ideas of others in a respectful way. • Role-play social situations that may be tricky to develop confidence. • Learn strategies to build confidence and resilience within self.
Music	• Play and sing solo. • Share their opinions with others, recognizing that there is no 'right' answer and all thoughts are valued.
Spanish	• Join in with class choral speaking and listening activities. • Make use of word banks and Spanish dictionaries to work independently.
Art	• Enjoy tackling new skills and using new materials independently. • Make creative decisions about their Art such as which colours/ proportions/ materials to use. • Independently think about and collect what they need for a project. • Be brave when trying out new ideas and appreciate the process in Art is just as important as the finished product.
DT	• Think about and suggest ideas for designing and making. • Make original suggestions without concern that others may not have the same ideas. • Children trust themselves to use tools and techniques safely and accurately.

Super Friend curriculum driver	
Subject	Vision
Reading	• Enjoy the activity of reading and take time to enjoy different types of texts. • Escaping through the pleasure of reading. • Understand that it is ok to like a diverse range of books and take time to read them. • Appreciate the mindfulness that can come from reading for pleasure.
Writing	• Have a growth mindset and understand that planning and editing help to form texts and shape any mistakes, which have been made. • Engage with the edit process. • Be proud of their achievements. • Publish work and share with others. • Evaluate their own work and be able to recognise their successes.
Maths	• Have a growth mindset. • Understand that mistakes are part of the learning journey. • Experience different types of Maths learning – collaborative, procedural, and investigative. • Be proud of their achievements. • Evaluate their own work and be able to recognise their successes. • Have a positive outlook on problem solving.
Science	• Understand that investigations can throw up a variety of differing results. • Appreciate working in nature and experience the mindfulness when observing and connecting with the world around them. • Have the confidence to ask questions and think of new ideas. • Be proud of their achievements. • Evaluate their own work and be able to recognise their successes. • Explore how we can be healthy in our bodies and how this can affect our minds.
RE	• Believe in our own decisions and be aware of our own behaviour and actions. • Challenge ourselves and understand that we can all make mistakes. • Be kind to each other and ourselves and know that Jesus believes in us all. • Explore the religious beliefs of those with faith or no faith and be accepting of the way we lead our lives. • To love ourselves and other people by offering forgiveness for making wrong decisions. • Love your neighbour.
ICT	• Challenge themselves.

	- Create things that they are interested in or enjoy. - Share something they are proud of. - Be proud of their achievements. - Evaluate their own work and be able to recognise their successes. - Appreciate the positive impact that technology can have on our wellbeing.
History	- Relate to historical figures who overcame adversity. - Explore significant individuals that are relatable and inspiring. - Explore the beliefs of past societies and consider the impact of spirituality on societies. - Use the study of history to develop their self-value and interests. - Learn about inventions and discoveries, which came from adversity, by accident or as the result of a mistake. - Be proud of their achievements. - Evaluate their own work and be able to recognise their successes.
Geography	- Learn about inspirational geographers. - Value their contribution to the environment and the future of the world. - Be proud of their achievements. - Evaluate their own work and be able to recognise their successes. - Appreciate working in nature and experience the mindfulness when observing and connecting with the world around them.
PE	- Understand the positive effects, which PE has on your body and mind. - Enjoy taking part in a wide range of activities and then enjoying these outside of school. - Maintain physical fitness and a healthy body.
PSHE	- Understand how to look after their mental and physical health. - Explore and identify emotions - Develop strategies to understand and process strong feelings. - Develop a sense of self. - Build confidence and self-worth. - Explore self-esteem and how to develop/protect it. - Explore mindfulness strategies. - Learn about growth mindset and why mistakes are important in the learning process.
Music	- Try new challenges and explore new genres of music. - Be proud of their achievements. - Understand the mindfulness that can come from singing and listening to music. - Learn about inspirational musicians and how many have overcome adversity/ obstacles on their path to become successful or popular. - Understand that the creation of and enjoyment of Music is the primary aim and value what they can do and contribute musically. - Identify positives in their performances and those of others.
Spanish	- Try the challenge of learning new vocabulary in a supportive setting. - Be proud of their achievements.

	• Evaluate their own work and be able to recognise their successes.
Art	• Understand that the process of creating Art is the most important thing. • Understand that their finished piece will not always please them and learn to appreciate what they have learnt/ gained from a project. • Learn to appreciate the value of perseverance, hard work and belief in oneself by learning about the lives of famous Artists. • Understand that many artists did not become famous until long after their deaths. • See the value of doing things for what they themselves gain not just to gain praise from others.
DT	• Explore significant individuals who are relatable and inspiring. • Understand that mistakes and setbacks are integral to the design of any product. • Understand that mistakes are how products are improved upon and refined. • Believe in and have confidence in their ability to solve design problems.

Super Friend curriculum driver	
Subject	Vision
Reading	• Explore a range of different texts to build opinion on what they enjoy reading. • Suggest these texts to others. • Build fluency within reading by persevering with trickier texts and applying key knowledge and understanding to reading a rage of words. • Defining new words to help to enhance the deeper understanding of the text being read. • Keep going with longer and more challenging books and building stamina in reading.
Writing	• Trying new techniques within writing to create different atmospheres. • Evaluating the impact of their writing and how to further improve. • Learn new vocabulary and SPAG skills.
Maths	• Solve open-ended problems and problems with more than one possible answer. • Using different methods to solve problems and evaluating their success. • Explore their own conjectures and work to test theories.
Science	• Make careful observations. • Use relevant scientific language and illustrations. • Plan different types of scientific enquiries to answer questions. • Suggest improvements and raise further questions.
RE	• Connect, critically reflect upon, evaluate and apply our learning to religious beliefs, the world and human experience. • Continually challenge our own thoughts and beliefs. • Explore our own beliefs and consider the beliefs of others.
ICT	• Explore a range of topic types that are relevant to real world experiences and suitable to their age group. • Use a range of programs • Revisit skills to further develop them alongside learning new skills. • Link the computing units to opportunities for employment as an adult.
History	• Explore new inventions/settlements/journeys/imports and the impact they had. • Discuss the importance of change. • Discuss what would happen if change did not happen. • Explore the cultures and lifestyles of people of the past and how this has influenced modern culture.
Geography	• Understand how changes to a space can be positive e.g. housing developments.

	• Explore the impact of change on an environment. • Explore innovations in sustainability.
PE	• Having the opportunities to learn a range of new sports. • Keeping going when a sports activity seems hard. • Evaluating performance and understanding how to improve going forward in the future.
PSHE	• Learn how to work independent and in a group towards a goal. • Explore the feelings and emotions that may be encountered when learning a new skill. • Explore and develop a growth mindset. • Explore issues and ideas from a different point of view.
Music	• Learn to play new instruments and compositions. • Practise and improve performances • Make suggestions for how to improve performances. • Learn and use new vocabulary to discuss musical pieces. • Be exposed to a diverse range of musicians and performers through the Charanga music scheme. • Be aware of the huge range in styles of music and consequently increasingly able to explore these possibilities when composing and performing. • Take risks, explore and be creative when composing and performing.
Spanish	• Learn new vocabulary, stories and songs. • Take part in games and role plays that involve the use of new vocabulary.
Art	• Be open to exploring a variety of art styles e.g abstract/ realistic/ surreal/ impressionist. • Learn about, try out and evaluate a range of materials and techniques. • Create and explore in Art with a focus on process and learning.
DT	• Understand how a new product impacts on a group of people/ community and their lifestyles. • During the design process consider the possibilities and uses their product will have. • Understand and be excited by the impact of new technologies throughout history and going forwards.