



## Commando Joe Curriculum Overviews

### Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>2019-20 Cycle B</b>	Sir Ranulph Fiennes (Travelling on Foot)		Spartacus (Romans)		Bear Grylls (Survival)	
<b>2020-21 Cycle C</b>	Nellie Bly (Around the World in 72 days)		Ibn Battuta (Muslim Scholar/ Traveller)		Earnest Shackleton (Polar Regions- States of Matter)	
<b>2018-19 Cycle A</b>	Tim Peak (Space)		Kira Salak (Camping by River/ Mountains)		Leif Erikson (Norse Explorer)	
<b>Year 6</b>	Nancy Wake (WW2)		Ed Stafford (Amazon)		Amelia Earhart (WW1)	



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### Curriculum Cycle A

<b>Term</b>	<b>Curriculum Topic</b>	<b>Inspirational Character</b>	<b>Within this topic we will teach children :</b>	<b>By the end of this topic children will:</b>	<b>RESPECT Target Behaviours</b>
<b>Autumn Years 3, 4, 5</b>	<b>A 1 Great Greeks A 2 Our European Neighbours</b>	<b>Tim Peake</b> (Space)	<ul style="list-style-type: none"> <li>➤ To understand there are two sides to a story</li> <li>➤ Strategies to 'see' the truth and be honest</li> <li>➤ How to forgive and be sorry</li> <li>➤ To think in order to solve problems</li> <li>➤ To be respectful and show courtesy to others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the need to resist peer pressure</li> <li>➤ Be able to see things from another point of view</li> <li>➤ Be able to hold a discussion with respect</li> <li>➤ Be able to identify qualities to be successful</li> </ul>	Honest; reflective; self-controlled; listens; unselfish; evaluative; courteous
<b>Spring Years 3, 4, 5</b>	<b>Raging Waters – Rivers and Coasts</b>	<b>Kira Salak</b> (Camping by river/ mountains)	<ul style="list-style-type: none"> <li>➤ To use appropriate language to express themselves</li> <li>➤ To recognise the importance of flexibility within friendships</li> <li>➤ To be patient and think before acting</li> <li>➤ The importance of appreciating other people</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise their strengths and behaviours to improve</li> <li>➤ Understand that bad language is not acceptable</li> <li>➤ Know why rules are important</li> <li>➤ Be able to identify the qualities of a good friend</li> </ul>	Fairness, friendship; respect; graciousness; positive attitude; critical thinking; reflective.



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			<ul style="list-style-type: none"> <li>➤ To recognise the need to reduce waste</li> </ul>		
<b>Summer Years 3, 4, 5</b>	<b>Invaders and Settlers</b>	<b>Leif Erikson</b> (Norse explorer)	<ul style="list-style-type: none"> <li>➤ To consider the needs and feelings of others</li> <li>➤ About treating others as they would wish to be treated</li> <li>➤ To be self-controlled even when under pressure</li> <li>➤ To accept apologies and not hold grudges</li> <li>➤ That honesty is the best policy</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to explain the importance of values and forgiveness</li> <li>➤ Demonstrate the will to succeed</li> <li>➤ Use self-discipline to control their behaviour</li> <li>➤ Know how to make an honest choice</li> </ul>	Self-discipline; courtesy; self control; determination; forgiveness; honesty; compassion.



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### Curriculum Cycle B

<b>Term</b>	<b>Curriculum Topic</b>	<b>Inspirational Character</b>	<b>Within this topic we will teach children :</b>	<b>By the end of this topic children will:</b>	<b>RESPECT Target Behaviours</b>
<b>Autumn Years 3,4 5</b>	<b>Set in Stone and Forts and Kingdoms</b>	<b>Sir Ranulph Fiennes</b> (Travelling on foot)	<ul style="list-style-type: none"> <li>➤ To do their best</li> <li>➤ To look after themselves – what they eat and personal hygiene</li> <li>➤ The importance of being helpful</li> <li>➤ That actions have different benefits</li> <li>➤ To try different things even though they may lack confidence to do them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise theirs and others' needs and strengths</li> <li>➤ Know that there are people in the community who need care</li> <li>➤ Know that there are different places where we can be helpful</li> <li>➤ Understand the importance of cooperation in teamwork and group activity</li> </ul>	Caring; kindness; helpfulness; cooperation; courage; pride; self confidence; decision makers
<b>Spring Years 3,4,5</b>	<b>Rotten Romans</b>	<b>Spartacus</b>	<ul style="list-style-type: none"> <li>➤ The effect of pollution on the environment and the body</li> <li>➤ About the implications of peer pressure</li> <li>➤ To be kind and share time with others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know the importance of making good life choices</li> <li>➤ Understand the need to be patient at certain times</li> <li>➤ Respect others' opinions and</li> </ul>	Fairness; respect; friendliness; patience; influences; caring; diligent; positive attitude



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			<ul style="list-style-type: none"> <li>➤ About rules and the reasons for them</li> <li>➤ About caring for others with respect</li> </ul>	<p>differences</p> <ul style="list-style-type: none"> <li>➤ Know 'being brave' contributes to being the best they can be</li> <li>➤ Accept rules and follow them</li> </ul>	
<b>Summer Years 3,4,5</b>	<b>Explosions and Eruptions and Our Moving Earth</b>	<b>Bear Grylls (Survival)</b>	<ul style="list-style-type: none"> <li>➤ To give attention to someone who needs help</li> <li>➤ To know how to look after themselves and their environment</li> <li>➤ The importance of praise</li> <li>➤ How to work together towards a shared goal</li> <li>➤ To see the purpose of rules and the responsibility of keeping to them</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to work in teams to complete tasks – cooperating effectively</li> <li>➤ Understand the need to care for the environment and others in their team</li> <li>➤ Work courageously and know when to be brave</li> <li>➤ Recognise when and how to help others</li> </ul>	Cooperation; courageous; care; self disciplined; pride; listens; responsible.

### Curriculum Cycle C

Created Sept 19



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<b>Term</b>	<b>Curriculum Topic</b>	<b>Inspirational Character</b>	<b>Within this topic we will teach children :</b>	<b>By the end of this topic children will:</b>	<b>RESPECT Target Behaviours</b>
<b>Autumn Years 3, 4, 5</b>	<b><u>Tomb Raiders</u></b>	<b>Nellie Bly</b> (Around the world in 72 days)	<ul style="list-style-type: none"> <li>➤ How to care for themselves</li> <li>➤ How behaviour impacts upon how others see us</li> <li>➤ To be able to make visitors feel welcome</li> <li>➤ To identify ways to spot a false rumour</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand how determination and self discipline can help us to achieve new things</li> <li>➤ Be able to explain why they are grateful for things others do</li> <li>➤ Understand the need to be courteous with different people</li> </ul>	Courteous; just; gratitude self-discipline; determination; kind; self-confident.
<b>Spring Years 3, 4, 5</b>	<b><u>Food Glorious Food</u></b>	<b>Ibn Battuta</b> (Muslim scholar/ traveller)	<ul style="list-style-type: none"> <li>➤ The importance of doing their best</li> <li>➤ The difference between just/unjust situations</li> <li>➤ The difference between discrimination and discriminatory behaviour</li> <li>➤ To try to do something even when difficult</li> </ul>	<ul style="list-style-type: none"> <li>➤ Understand the meaning of justice</li> <li>➤ Act with the needs, feelings and rights of others in mind</li> <li>➤ Describe how they would treat others fairly and justly</li> <li>➤ Be determined and not give up</li> </ul>	Respect; fairness; determination; inquires; pride; persistent; courageous; honest; unselfish.



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<b>Summer Years 3, 4 5</b>	<b><u>Marvellous Mayans</u></b>	<b>Earnest Shackleton</b> (Polar regions- States of matter)	<ul style="list-style-type: none"> <li>➤ How to be patient</li> <li>➤ How to compete in tasks against others</li> <li>➤ To have the will to succeed</li> <li>➤ To use self-discipline and control</li> <li>➤ How to make an honest choice</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to articulate strengths and needs</li> <li>➤ Understand you can learn from making mistakes</li> <li>➤ Know you need to have facts before judgments are made</li> <li>➤ Be able to take time to solve problems and find solutions</li> </ul>	Self-discipline; honesty; determined; reflective; positive attitude; makes decisions.
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### Year 6 Cycles A, B, C

<b><i>Term</i></b>	<b><i>Curriculum Topic</i></b>	<b><i>Inspirational Character</i></b>	<b><i>Within this topic we will teach children :</i></b>	<b><i>By the end of this topic children will:</i></b>	<b><i>RESPECT Target Behaviours</i></b>
<b><i>Autumn Year 6</i></b>	<b><u>Alfo Bombing and Battles and Beyond</u></b>	<b>Nancy Wake</b> ( WWII)	<ul style="list-style-type: none"> <li>➤ The qualities/values of a good friendship</li> <li>➤ How to show determination and complete challenges</li> <li>➤ The importance of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Know what makes a strong friendship and why trust is important</li> <li>➤ Use care and creativity to express concern for their environment</li> </ul>	Friendship; teamwork; honesty; helpful; responsible; determined; self-disciplined; humorous



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			<p>self-discipline when under pressure</p> <ul style="list-style-type: none"> <li>➤ How to support raising funds for charity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to learn how to take courage from others</li> <li>➤ Be able to support others in a teambuilding activity</li> </ul>	
<b>Spring Year 6</b>	<b>Brilliant Brazil!</b>	<b>Ed Stafford</b> (Amazon)	<ul style="list-style-type: none"> <li>➤ The importance of having rules</li> <li>➤ The qualities of a good friend</li> <li>➤ The importance of trust and respect</li> <li>➤ How to care for the environment</li> <li>➤ The importance of teamwork and taking a team member role</li> </ul>	<p>Understand that places and environment need to be cared for</p> <ul style="list-style-type: none"> <li>➤ Know that others have needs and we can help</li> <li>➤ Be able to think in different ways</li> <li>➤ Be able to apply strategies to resolve differences and cooperate</li> </ul>	Cooperate; reflective, cares; self-confident; curious; creative; influences.
<b>Summer Year 6</b>	<b>Out, Damned Spot!</b>	<b>Amelia Earhart</b> (WWI)	<ul style="list-style-type: none"> <li>➤ The importance of being patient</li> <li>➤ The difference between human rights and needs</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be able to recognise bad habits and the need to change them</li> <li>➤ Be clear about</li> </ul>	Fairness; courtesy; patience; compassionate; curious; listens; decisions; kind;



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			<ul style="list-style-type: none"><li>➤ How to make people feel respected and valued</li><li>➤ About not holding grudges</li></ul>	<p>being patient when working with others</p> <ul style="list-style-type: none"><li>➤ Listen and consider different perspectives before making decisions</li><li>➤ Understand natural resources have to be cared for</li></ul>	influences.
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## Commando Joe Curriculum Overviews

### Progression of Character Concepts

Key Concept Resilience	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year 3	<ul style="list-style-type: none"> <li>• Focused for short periods of time.</li> <li>• Wants to take part and has some self-control in the different activities they undertake.</li> </ul>	<ul style="list-style-type: none"> <li>• Responds positively to key tasks and is keen to participate.</li> <li>• Able to follow through activities that are challenging with minimum support.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Values and responds positively to a range of activities and tasks.</b></li> <li>• <b>Keeps going and tries hard not to give up when tasks are challenging.</b></li> <li>• <b>Is focused and determined even when others give up.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Committed to be fully involved in activities.</li> <li>• Listens carefully and discusses with group members different way(s) of doing tasks.</li> <li>• Shows courage in putting forward their ideas and interest in others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently displays all of the behaviours associated with being resilient.</li> <li>• Seeks clarification and keeps working hard, to support their group(s) to improve and achieve success.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Values and responds positively to a range of activities and tasks.</li> <li>• Keeps going and tries hard not to give up when tasks are challenging.</li> <li>• Is focused and determined even when others give up.</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to be fully involved in activities.</li> <li>• Listens carefully and discusses with group members different way(s) of doing tasks.</li> <li>• Show courage in putting forward their ideas and shows interest in others' opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Displays a number of behaviours associated with being resilient.</b></li> <li>• <b>Seeks clarification and provides examples which support their group(s) to improve and achieve success.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Consistently applies traits of perseverance and determination in activities.</li> <li>• Contributes to tasks with a high level of concentration, whatever the challenge.</li> <li>• Organises carefully so that they are prepared and well planned.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks solutions to tasks using theirs/others' ideas – never giving up on finding a solution and being persistent in ensuring choices made are good ones.</li> <li>• Motivates others through their determination to do well.</li> </ul>



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<p>Year 5</p>	<ul style="list-style-type: none"> <li>• Displays a number of behaviours associated with being resilient.</li> <li>• Seeks clarification and provides examples which support their group(s) to improve and achieve success.</li> </ul>	<ul style="list-style-type: none"> <li>• Traits of perseverance and determination are consistently applied in activities.</li> <li>• Contributes to tasks with a high level of concentration, whatever the challenge.</li> <li>• Organises carefully so that they are prepared and well planned.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Seeks solutions to tasks using theirs/others' ideas – never giving up on finding a solution and being persistent in ensuring choices made are good ones.</b></li> <li>• <b>Motivates others through their determination to do well.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between behaviour traits linked to being resilient and can describe clearly what they do to show these behaviours.</li> <li>• They use self-control in challenging situations and can identify opportunities to contribute to self/group achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Looks for ways to challenge and influence situations they are in and people they work with.</li> <li>• Is clear about direction needed to be successful.</li> <li>• Commits fully to practice and action needed – not losing sight of what needs to be achieved and actions required.</li> </ul>
<p>Year 6</p>	<ul style="list-style-type: none"> <li>• Seeks solutions to tasks using theirs/others' ideas –never giving up on finding a solution and being persistent in ensuring choices made are good ones.</li> <li>• Motivates others through their determination to do well.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows the difference between behaviour traits linked to being resilient and can describe clearly what they do to show these behaviours.</li> <li>• They use self control in challenging situations and can identify opportunities to contribute to self/group achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Looks for ways to challenge and influence situations they are in and people they work with.</b></li> <li>• <b>Is clear about direction needed to be successful and commits fully to practice and action needed – not losing sight of what they set out to achieve and actions required.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Sets high standards for themselves and shows commitment to the group and the activities they are involved in.</li> <li>• Adapts traits and modifies behaviour to complete tasks, bringing other group members on board and leading by example</li> </ul>	<ul style="list-style-type: none"> <li>• Fully in control and focused.</li> <li>• Able to influence others and their will to succeed and be successful.</li> <li>• Consistently shows all behaviours associated with being resilient.</li> <li>• Able to clearly identify what they do in task activities that highlight their resilient behaviours.</li> </ul>



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Key Concept Empathy	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year Three	<ul style="list-style-type: none"> <li>• Happy to work, share and cooperate with some children in their class/group.</li> <li>• Is usually polite and well mannered with adults and peers.</li> <li>• Tries hard to be kind and thoughtful</li> </ul>	<ul style="list-style-type: none"> <li>• Cares for their friends and responds positively to others' feelings in the group.</li> <li>• Takes time to talk and listen to group members so that decisions can be made and tasks completed by helping each other</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Responds positively to everyone in the group and is able to react in a way that is fair, without taking sides.</b></li> <li>• <b>Accepts differences and gives others a chance to put their views forward.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Builds positive relationships and is able to use simple strategies to resolve differences – taking time to find solutions to choices given.</li> <li>• Trusts and shows respect for the views of others and rules set.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to explain the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done.</li> <li>• Cares about group/class members and is keen to involve and work with them.</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Responds positively to everyone in the group and is able to react in a way that is fair, without taking sides.</li> <li>• Accepts differences and gives others a chance to put their views forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Builds positive relationships and is able to use simple strategies to resolve differences – taking time to find solutions to choices given.</li> <li>• Trusts and shows respect for the views of others and rules set.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done. Cares about group/class members and is keen to involve and work with them.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supports others who need help and uses praise to engage and gain others' commitment.</li> <li>• Knows their own strengths and behaviours to improve and understands the importance of forgiving and saying sorry.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows when to be kind and how to make honest choices.</li> <li>• Recognises when and how to help others and appreciates the value of what others do and their contribution to the group and completion of tasks.</li> </ul>



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<p>Year Five</p>	<ul style="list-style-type: none"> <li>Explains the importance of being helpful with different people, understanding the roles of others in achieving what needs to be done.</li> <li>Cares about group/class members and is keen to involve and work with them.</li> </ul>	<ul style="list-style-type: none"> <li>Supports others who need help and uses praise to engage and gain others' commitment.</li> <li>Knows their own strengths and behaviours to improve and understands the importance of forgiving and saying sorry</li> </ul>	<ul style="list-style-type: none"> <li><b>Knows when to be kind and how to make honest choices.</b></li> <li><b>Recognises when and how to help others</b></li> <li><b>Appreciates the value of what others do and their contribution to the group and completion of tasks.</b></li> </ul>	<ul style="list-style-type: none"> <li>Respects and shows courtesy to all group members.</li> <li>Tries different things to support other individuals in the group</li> <li>Takes time to listen and help others to resolve issues as the need arises.</li> </ul>	<ul style="list-style-type: none"> <li>Knows when they have treated others fairly, understanding the meaning of justice.</li> <li>Listens and considers different perspectives before making decisions, expressing clearly the importance of supporting others and ways to do this.</li> </ul>
<p>Year Six</p>	<ul style="list-style-type: none"> <li>Knows when to be kind and how to make honest choices.</li> <li>Recognises when and how to help others</li> <li>Appreciates the value of what others do and their contribution to the group and completion of tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Respects and shows courtesy to all group members.</li> <li>Tries different things to support other individuals in the group and takes time to listen and help others to resolve issues as the need arises.</li> </ul>	<ul style="list-style-type: none"> <li><b>Describes how they have treated others fairly, understanding the meaning of justice.</b></li> <li><b>Listens and considers different perspectives before making decisions, expressing clearly the importance of supporting others and ways to do this.</b></li> </ul>	<ul style="list-style-type: none"> <li>Active in building positive relationships between group members and committed to leading by example in resolving conflict as it arises.</li> <li>Able to defend and stand up for what is right and have good reasons for this view.</li> </ul>	<ul style="list-style-type: none"> <li>Very aware of theirs and others' feelings, showing understanding and fairness to different people in a supportive, kind and unselfish way.</li> <li>Acts sensibly to resolve issues that arise between individuals and in group situations.</li> </ul>



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Key Concept Self awareness	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year Three	<ul style="list-style-type: none"> <li>• Confident in activities and environments they know.</li> <li>• Responds positively to instructions and tasks and tries to do something they find challenging.</li> <li>• Shows a sense of humour in difficult situations and owns up when they do something wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to members in their group, staying on task even when others try to influence them negatively.</li> <li>• Able to keep to rules and show respect for them.</li> <li>• Are able to control their feelings when things do not go the way they want it to.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Trusts themselves to make choices about habits they have</b></li> <li>• <b>Is confident in decisions they make which affects them doing their best.</b></li> <li>• <b>Able to describe positively what they have done and how they have felt when taking part.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Disciplined and does not give up.</li> <li>• Recognises the importance of doing their best and is honest about their involvement in activities and group work – sometimes using humour to support others.</li> <li>• Talks clearly about their contribution and role they played in tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes choices about the way they engage in activities being aware of how their actions can influence others.</li> <li>• Values the different people in their group and can work under pressure, remaining controlled and focused.</li> <li>• Adapts quickly to new situations.</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Trusts themselves to make choices about habits they Have.</li> <li>• Is confident in decisions they make which affects them doing their best</li> <li>• Is able to describe positively what they have done and how they have felt when taking</li> </ul>	<ul style="list-style-type: none"> <li>• Disciplined and does not give up.</li> <li>• Recognises the importance of doing their best and are honest about their involvement in activities and group work – sometimes using humour to support others.</li> <li>• Talks clearly about their contribution and role they played in tasks</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes choices about the way they engage in activities being aware of how their actions can influence others.</b></li> <li>• <b>Values the different people in their group and can work under pressure, remaining controlled and focused.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Can look after themselves and keep safe.</li> <li>• Understands the purpose of rules and their responsibility for keeping them.</li> <li>• Uses humour effectively to support others in difficult situations.</li> <li>• Knows when to be brave and when to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident in putting their ideas forward and have a belief in themselves to do their best.</li> <li>• They know what their strong personal attributes are and use them effectively in tasks.</li> <li>• They do not show off, valuing the contribution of everyone.</li> </ul>



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	part.		<ul style="list-style-type: none"> <li>Adapts quickly to new situations.</li> </ul>		
Year Five	<ul style="list-style-type: none"> <li>Makes choices about the way they engage in activities, being aware of how their action(s) can influence others.</li> <li>Values the different people in their group and can work under pressure, remaining controlled and focused.</li> <li>Adapts quickly to situations.</li> </ul>	<ul style="list-style-type: none"> <li>Can look after themselves and keep safe.</li> <li>Understands the purpose of rules and their responsibility for keeping them.</li> <li>Uses humour effectively to support others in difficult situations.</li> <li>Knows when to be brave and when to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li><b>Confident in putting their ideas forward and have a belief in themselves to do their best.</b></li> <li><b>They know what their strong personal attributes are and use them effectively in tasks.</b></li> <li><b>They do not show off, valuing the contribution of everyone.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consistently does their best in a variety of situations and challenges.</li> <li>Able to look after themselves and act as a role model for others.</li> <li>Creates rules and reasons for them – respecting others who work within them whilst not being influenced negatively by peers.</li> </ul>	<ul style="list-style-type: none"> <li>Works hard to see the truth and be honest, trying different ways to investigate and gain information to ensure situations are resolved.</li> <li>Confident and determined to complete challenges, recognizing the need to use their strengths</li> </ul>
Year Six	<ul style="list-style-type: none"> <li>Confident in putting their ideas forward and have a belief in themselves to do their best.</li> <li>They know what their strong personal attributes are and use them effectively in tasks.</li> <li>They do not show off, valuing the contribution of everyone.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently does their best in a variety of situations and challenges.</li> <li>Able to look after themselves and act as a role model for others.</li> <li>Create rules and reasons for them – respecting others who work within them whilst not being influenced negatively by peers.</li> </ul>	<ul style="list-style-type: none"> <li><b>Works hard to see the truth and be honest, trying different ways to investigate and gain information to ensure situations are resolved.</b></li> <li><b>Confident and determined to complete challenges, recognizing the need to use their strengths</b></li> </ul>	<ul style="list-style-type: none"> <li>Has self-belief and does not avoid situations they could find difficult.</li> <li>They are confident in their ability and stay strong for others if needed.</li> <li>Making decisions is based on their strengths and possible weaknesses, acting with others in mind as well as themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Very aware of own personal strengths and the need to be self-disciplined.</li> <li>Are very confident in different situations and can identify the need for adapting their behaviour with others when under pressure and in challenging situations – using humour if needed.</li> </ul>



## Commando Joe Curriculum Overviews

Key Concept Passion	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year Three	<ul style="list-style-type: none"> <li>• Wants to participate and is keen to get involved.</li> <li>• Listen to instructions and willingly joins teams and activities, helping when asked.</li> <li>• Enjoys taking part with different members of the group</li> </ul>	<ul style="list-style-type: none"> <li>• Takes on a number of roles and recognises the importance of their role to the group and their achievement of tasks.</li> <li>• Doesn't want to let anyone down and shows patience when working with others.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems.</b></li> <li>• <b>Helps to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement</b></li> </ul>	<ul style="list-style-type: none"> <li>• Grateful for things others do and is enthusiastic about the activities they participate in and the role they play to achieve what they have set out to do.</li> <li>• Keeps a positive outlook even when mistakes are made, learning from them so they can do better next time.</li> </ul>	<ul style="list-style-type: none"> <li>• Curious about tasks set and reasons for them so they can think in different ways about how to tackle them.</li> <li>• Takes time to reflect so that the decisions made contribute to successful task outcomes.</li> <li>• Stays motivated even when things are not going well.</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Excited about what they do and puts ideas forward to help find solutions to activity tasks and problems.</li> <li>• Helps to resolve differences within activities and their positive attitude contributes to increased cooperation and group engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Grateful for things others do and is enthusiastic about the activities they participate in and the role they play to achieve what they have set out to do.</li> <li>• Keeps a positive outlook even when mistakes are made, learning from them so they can do better next time.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Curious about tasks set and reasons for them so they can think in different ways about how to tackle them.</b></li> <li>• <b>Takes time to reflect so that the decisions made contribute to successful task outcomes.</b></li> <li>• <b>Stays motivated even when things are not going well.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Praises others for what they do, appreciating their contributions and celebrating success.</li> <li>• Maintains a positive attitude and is not influenced by others' poor behaviour – shows a strong will to be successful, taking responsibility to stay focused under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows when to be flexible in putting ideas and solutions forward.</li> <li>• Considers the needs of others, taking the lead to help the group achieve their targets.</li> <li>• Are clear about what is expected of them and will work effectively by themselves or in a group to achieve these expectations.</li> </ul>



## Commando Joe Curriculum Overviews

<p>Year Five</p>	<ul style="list-style-type: none"> <li>• Curious about tasks set and reasons for them so they can think in different ways about how to tackle them.</li> <li>• Takes time to reflect so that the decisions made contribute to successful task outcomes.             <ul style="list-style-type: none"> <li>• Stays motivated even when things are not going well.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses praise with others for what they do appreciating their contributions and celebrating success.</li> <li>• Maintains a positive attitude and is not influenced by others' poor behaviour – shows a strong will to be successful, taking responsibility to stay focused under pressure.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows when to be flexible in putting forward ideas.</li> <li>• Takes the lead to help the group achieve their targets.</li> <li>• Are clear about what is expected of them and will work effectively to achieve these expectations – whilst considering others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Is focused on doing their best and the importance of respecting others and their involvement in activities.</li> <li>• Understands the importance of being motivated and positive and uses these behaviours to increase others' confidence and 'can do' attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingly participates in challenging or difficult tasks and situations.</li> <li>• Can follow through and complete activities even when they find it difficult.</li> <li>• Acts fairly and is determined not to let themselves or others down and can be relied upon to lead from the front as a positive role model.</li> </ul>
<p>Year Six</p>	<ul style="list-style-type: none"> <li>• Knows when to be flexible in putting forward ideas.</li> <li>• Takes the lead to help the group achieve their targets.</li> <li>• Are clear about what is expected of them and will work effectively to achieve these expectations - whilst considering others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Is focused on doing their best and the importance of respecting others and their involvement in activities.</li> <li>• Understands the importance of being motivated and positive and uses these behaviours to increase others' confidence and 'can do' attitude.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingly participates in challenging tasks and situations.</li> <li>• Follows through and completes activities they find difficult.</li> <li>• Acts fairly and are determined not to let themselves or others down - leading from the front as a positive role model if needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopts strategies that help others keep a positive attitude and a willingness to complete activities.</li> <li>• Can persuade others to share their view.</li> <li>• Uses praise and shows gratitude with peers in the different roles they play and the range of activities they participate in.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspires and is motivated – showing willpower in their determination to succeed, and a desire to be the best they can be.</li> <li>• They are a positive influence and are proud of what they and others in their groups achieve - effective as an individual or as part of a group.</li> </ul>



## Commando Joe Curriculum Overviews

Key Concept Excellence	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year Three	<ul style="list-style-type: none"> <li>Enjoys explaining what they have been doing and how they have contributed to activities.</li> <li>Tells the group what they have been proud of and is able to answer questions about what 'was best' about their work.</li> </ul>	<ul style="list-style-type: none"> <li>Responds and is able to provide examples and ideas about their involvement in activities.</li> <li>Excited about the work they do and their performance.</li> <li>Recognises differences in the needs of others in their group(s) and asks questions to clarify so they can help them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Respects their own and others' outcomes from taking part in activities.</b></li> <li><b>Recognises the way in which their work contributes to the overall success and learning of the group and can justify their contribution.</b></li> <li><b>Takes time to investigate different ways task(s) can be completed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Thinks in different ways and wants to know more to develop what they need to do.</li> <li>Able to explain clearly how they can improve and can identify solutions that help this happen.</li> <li>Knows the purpose of competition and how this can be a positive experience if the team works together.</li> </ul>	<ul style="list-style-type: none"> <li>Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful.</li> <li>Commits fully to tasks and is able to recognise what has been learned and the behaviours they have used to support them.</li> <li>Is very proud of what they have achieved.</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>Respects theirs and others' outcomes from taking part in activities.</li> <li>Recognises the way in which their work contributes to the overall success and learning of the group and can justify</li> </ul>	<ul style="list-style-type: none"> <li>Thinks in different ways and wants to know more to develop what they need to do.</li> <li>Able to explain clearly how they can improve and can identify solutions that help</li> </ul>	<ul style="list-style-type: none"> <li><b>Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful.</b></li> <li><b>Commits fully to tasks and able to recognise what has</b></li> </ul>	<ul style="list-style-type: none"> <li>Will modify and find different solutions to tasks, comparing how effective they/their team have been in performing activities.</li> <li>Thinks and plans carefully about what needs to be done and able to identify</li> </ul>	<ul style="list-style-type: none"> <li>Practices independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with.</li> <li>Are positive in whatever they do and value advice they are given to support</li> </ul>



## Commando Joe Curriculum Overviews

	<p>their contribution.</p> <ul style="list-style-type: none"> <li>• Takes time to investigate different ways task(s) can be completed.</li> </ul>	<p>this happen</p> <ul style="list-style-type: none"> <li>• . Knows the purpose of competition and how this can be a positive experience if the team works together.</li> </ul>	<p><b>been learned and the behaviours they have used to support them.</b></p> <ul style="list-style-type: none"> <li>• <b>Is very proud of what they have achieved.</b></li> </ul>	<p>priorities in order for tasks to be successfully completed – giving realistic reasons for success.</p>	<p>their improvement and choices.</p>
Year Five	<ul style="list-style-type: none"> <li>• Will challenge themselves and are inquisitive – asking questions and seeking advice in order to get better and be successful.</li> <li>• Commits fully to tasks and able to recognise what has been learned and the behaviours they have used to support them.</li> <li>• Is very proud of what they have achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Will modify and find different solutions to tasks, comparing how effective they/their team have been in performing activities.</li> <li>• Thinks and plans carefully about what needs to be done and able to identify priorities in order for tasks to be successfully completed – giving valid reasons for success.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Practices independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with.</b></li> <li>• <b>Are positive in whatever they do and value advice they are given to support their improvement and choices.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Thinks creatively and challenges to ensure full involvement and change in the way tasks are being done.</li> <li>• Is confident in their ability to complete activities and has a strong influence on how others participate.</li> <li>• Challenges themselves to do better and is proud of their contribution and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent and commits fully to tasks and problems set.</li> <li>• Adopts a very positive manner and always commits to getting the very best out of situations they find themselves in.</li> <li>• Recognises the need to use questions and be inquisitive to gain information to support further personal improvement and task achievement.</li> </ul>



## Commando Joe Curriculum Overviews

<p>Year Six</p>	<ul style="list-style-type: none"> <li>Practices independently, maintaining concentration and effort in order to improve performance and make relevant decisions to help themselves and others they work with.</li> <li>Are positive in whatever they do and value advice they are given to support their improvement and choices.</li> </ul>	<ul style="list-style-type: none"> <li>Thinks creatively and challenges to ensure full involvement and change in the way tasks are being done.</li> <li>Is confident in their ability to complete activities and has a strong influence on how others participate.</li> <li>Challenges themselves to do better and is proud of their contribution and engagement</li> </ul>	<ul style="list-style-type: none"> <li><b>Independent and commits fully to tasks and problems set.</b></li> <li><b>Adopts a very positive manner and always commits to getting the very best out of situations they find themselves in.</b></li> <li><b>Recognises the need to use questions and be inquisitive to gain information to support further personal improvement and task achievement.</b></li> </ul>	<ul style="list-style-type: none"> <li>Reflects on and challenges their own performance and contribution to activities.</li> <li>Looks for different ways to perform tasks and how resources and other group members can contribute to success.</li> <li>Asks questions and listens carefully in order to make decisions and find ways to achieve and be successful</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the quality of the work they do and finds alternative solutions, doing things differently, to achieve and extend their learning.</li> <li>They always do their best and are able to act as role models and leaders who contribute to group and individual success – knowing clearly what has contributed to quality and success.</li> </ul>
<p><b>Key Concept Communication</b></p>	<p><b>EMERGING</b></p>	<p><b>ESTABLISHED</b></p>	<p><b>EXPECTED</b></p>	<p><b>EXCEEDED</b></p>	<p><b>EXCELLING</b></p>
<p>Year Three</p>	<ul style="list-style-type: none"> <li>Talks to friends clearly, telling them what they have done and listening to what they say.</li> <li>Shares information and can describe tasks and activities they have been involved in.</li> </ul>	<ul style="list-style-type: none"> <li>Actively involved in discussion and can give clear information about activities.</li> <li>Is interested in how information can be passed within the group and understands how the outcomes can be affected by poor communication.</li> </ul>	<ul style="list-style-type: none"> <li><b>Recalls information and task details.</b></li> <li><b>Can explain why some activities have specific instructions and why these are needed for the group to be successful.</b></li> <li><b>Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of</b></li> </ul>	<ul style="list-style-type: none"> <li>Able to reflect on facts and make judgments based on these.</li> <li>Can be flexible in their thinking in order to challenge and question in group discussions.</li> <li>Are able to give reasons for choices made during task activities.</li> </ul>	<ul style="list-style-type: none"> <li>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group.</li> <li>Articulates clearly their point of view so what they say and do is clearly understood.</li> <li>Recognises the importance of communication and uses simple techniques to express themselves.</li> </ul>



## Commando Joe Curriculum Overviews

			time		
Year Four	<ul style="list-style-type: none"> <li>Recalls information and task details.</li> <li>Can explain why some activities have specific instructions and why these are needed for the group to be successful.</li> <li>Uses verbal and written methods clearly to support outcomes and is able to listen for an extended period of time.</li> </ul>	<ul style="list-style-type: none"> <li>Reflects on facts and makes judgments based on these.</li> <li>Can be flexible in their thinking in order to challenge and question in group discussions.</li> <li>Are able to give reasons for choices made during task activities.</li> </ul>	<ul style="list-style-type: none"> <li><b>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group.</b></li> <li><b>Articulates clearly their point of view so what they say and do is clearly understood.</b></li> <li><b>Recognises the importance of communication and uses simple techniques to express themselves.</b></li> </ul>	<ul style="list-style-type: none"> <li>Understands there are two sides to a debate and able to put across different points of view.</li> <li>Accepts rules and purpose for them without question and will challenge and investigate the reason for the actions of the individual who broke them.</li> <li>Seeks feedback on their work to improve.</li> </ul>	<ul style="list-style-type: none"> <li>Interested in outcomes and will use information effectively to achieve them.</li> <li>They use praise to engage others and describe and write about what they do, using relevant language.</li> <li>Very effective in the way they ask questions and use additional information to complete tasks.</li> </ul>
Year Five	<ul style="list-style-type: none"> <li>Uses listening and reflection skills to resolve difficulties and support positive relationships within a group.</li> <li>Articulates clearly their point of view so what they say and do is clearly understood.</li> <li>Recognises the importance of communication and</li> </ul>	<ul style="list-style-type: none"> <li>Understands there are two sides to a debate and able to put across different points of view.</li> <li>Accepts rules and purpose for them without question and will challenge and investigate the reason for the action of the individual who broke them.</li> </ul>	<ul style="list-style-type: none"> <li><b>Interested in outcomes and will use information effectively to achieve them.</b></li> <li><b>They use praise to engage others and describe and write about what they do, using relevant language.</b></li> <li><b>Very effective in the way they ask questions and use additional</b></li> </ul>	<ul style="list-style-type: none"> <li>Retains information and is able to use this to support decisions and choices – weighing up the ‘pros’ and ‘cons’ of actions seeking additional information and views from others to guide actions to be taken.</li> <li>Identifies a number of communication methods so that group members are engaged and stay on task.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a range of ways to communicate feelings, information and ideas.</li> <li>As an effective role model they influence others and take notice and listen to what other individuals have to say.</li> <li>They involve group members in discussion finding agreed solutions to different choices presented.</li> </ul>



## Commando Joe Curriculum Overviews

	uses simple techniques to express themselves.	<ul style="list-style-type: none"> <li>• Seeks feedback on their work to improve</li> </ul>	<b>information to complete tasks.</b>		
Year Six	<ul style="list-style-type: none"> <li>• Interested in outcomes and will use information effectively to achieve them.</li> <li>• Uses praise to engage others and describe and write about what they do, using relevant language.</li> <li>• Very effective in the way they ask questions and use additional information to complete tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Retains information and is able to use this to support decisions and choices – weighing up the ‘pros’ and ‘cons’ of actions seeking additional information and views from others to guide actions to be taken.</li> <li>• Identifies a number of communication methods so that group members are engaged and stay on task</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Uses a range of ways to communicate feelings, information and ideas.</b></li> <li>• <b>As an effective role model they influence others and take notice and listen to what other individuals have to say.</b></li> <li>• <b>They involve group members in discussion finding agreed solutions to different choices presented.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Challenges without being confrontational, thinking carefully before acting and appreciating others’ contributions, respecting different perspectives before making decisions.</li> <li>• Uses praise effectively, participating actively in influencing discussion, using information, task detail and expected outcomes to ensure success.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates in a range of ways - listening, and giving feedback to provide information which they/their group can reflect and if needed act upon. Has a clear view and is able to influence discussion.</li> <li>• Very effective in ensuring clear understanding of what is expected - involving others and their view to gain a wider understanding and engagement.</li> </ul>



## Commando Joe Curriculum Overviews

Key Concept Team work	EMERGING	ESTABLISHED	EXPECTED	EXCEEDED	EXCELLING
Year Three	<ul style="list-style-type: none"> <li>• Cooperates and works within their group, following instructions - undertaking a specific role they have been given.</li> <li>• Works within rules set for team tasks and listens to what they have to do</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to team situations positively and will look to other team members for support if the need arises.</li> <li>• Stays on task and in role within the team and knows when it is important to cooperate and work together.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes.</b></li> <li>• <b>Can make decisions that they are able to tell the team about.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Works effectively in a role to support successful task completion, without support.</li> <li>• Relates well to other team members and can adapt to different tasks quickly - cooperating and being helpful in ways to help team success.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies simple strategies that help to resolve differences to ensure cooperation within the team.</li> <li>• Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</li> </ul>
Year Four	<ul style="list-style-type: none"> <li>• Understands the importance of teamwork and is effective as a team member in supporting the group and the achievement of the task outcomes.</li> <li>• Can make decisions that they are able to tell the team about.</li> </ul>	<ul style="list-style-type: none"> <li>• Works effectively in a role to support successful task completion, without support.</li> <li>• Relates well to other team members and can adapt to different tasks quickly – cooperating and being helpful in ways</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Applies simple strategies that help to resolve differences and to ensure cooperation within the team.</b></li> <li>• <b>Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates and ensures team responsibility is taken seriously by all team members.</li> <li>• They lead by example and know it is important to work together towards an agreed goal.</li> <li>• They stay on task even when others do not.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the need to care for others in their team, recognising when and how to help them.</li> <li>• Appreciates individuals in their team and their contribution to group tasks.</li> <li>• Uses praise to encourage and motivate the team to achieve outcomes.</li> </ul>



## Commando Joe Curriculum Overviews

		which help the team be successful			
Year Five	<ul style="list-style-type: none"> <li>• Applies simple strategies that help to resolve differences to ensure cooperation within the team.</li> <li>• Takes responsibility and can help individuals feel they have a role to play to support the team to be successful.</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperates and ensures team responsibility is taken seriously by all team members.</li> <li>• They lead by example and know it is important to work together towards an agreed goal.</li> <li>• They stay on task even when others do not.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understands the need to care for others in their team, recognising when and how to help them.</b></li> <li>• <b>Appreciates individuals in their team and their contribution to group tasks.</b></li> <li>• <b>Uses praise to encourage and motivate the team to achieve the outcomes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that team members have different strengths and abilities.</li> <li>• They can allocate jobs and tasks to get the best out of team members and give support to those who need it.</li> <li>• They lead but are also willing to be led – respecting their team and celebrating what they achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• Takes time to reflect and make decisions which support the team and their working together successfully to complete tasks.</li> <li>• Delegates responsibility and responds positively to feedback from team members.</li> <li>• Understands the place of competition and can support making choices in competitive situations.</li> </ul>



## Commando Joe Curriculum Overviews

<p>Year Six</p>	<ul style="list-style-type: none"> <li>• Understands the need to care for others in their team, recognising when and how to help them.</li> <li>• Appreciates individuals in their team and their contribution to group tasks.</li> <li>• Uses praise to encourage and motivate the team to achieve the outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises that team members have different strengths and abilities.</li> <li>• They can allocate jobs and tasks to get the best out of team members and give support to those who need it.</li> <li>• They lead but are also willing to be led – respecting their team and celebrating what they achieve.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Takes time to reflect and make decisions which support the team and their working together successfully to complete tasks.</b></li> <li>• <b>Delegates responsibility and responds positively to feedback from team members.</b></li> <li>• <b>Understands the place of competition and can support making choices in competitive situations</b></li> </ul>	<ul style="list-style-type: none"> <li>• Patient when working in a team, keeping calm when things are not going well.</li> <li>• Values team member opinions and uses these to make decisions during tasks.</li> <li>• Understands the difference between leading and being in a team.</li> <li>• Encourages team members to think about their strengths and what they could contribute to the team.</li> </ul>	<ul style="list-style-type: none"> <li>• Influences the group, supporting the team to solve problems together</li> <li>• Takes the lead if needed. Is clear about task outcomes and ways these can be achieved by the team identifying priorities for team members to be responsible.</li> <li>• Celebrates success and recognizes changes needed to support future team success</li> </ul>
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