



JOURNEY!

ENJOY THE

*Caring for each  
other as we live,  
learn and grow in  
God's love.*



# BOSCO BEAR'S JOURNEY COMPUTING



## VOCATION STATION

- Data engineer
- Data security analyst
- Web designer
- Game designer
- App developer
- Software engineer
- Network architect

## EYFS

- Keyboard, mouse & trackpad skills
- Drawing skills
- Robots
- Sounds
- Photography
- Technology around us, hardware
- Safety & privacy



EYFS



1

- 1 • Online safety
- Grouping & sorting
- Pictograms
- Lego builders
- Maze explorers
- Animated storybooks
- Coding
- Spreadsheets
- Technology outside of school

2

- 2 • Coding
- Online Safety
- Spreadsheets
- Questioning
- Effective searching
- Creating pictures
- Making music
- Presenting ideas

3

- 3 • Coding
- Online safety
- Spreadsheets
- Touch typing
- Email
- Branching databases
- Simulations
- Graphing
- Presenting



4

- 4 • Coding
- Online safety
- Spreadsheets
- Writing for different audiences
- Logo
- Animation
- Effective searching
- Hardware investigators
- Making music

4



5

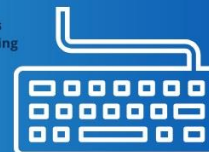
- 5 • Coding
- Online safety
- Spreadsheets
- Databases
- Game creator
- Modelling
- Concept maps
- Word processing



6

- 6 • Coding
- Online safety
- Spreadsheets
- Blogging
- Text adventures
- Networks
- Quizzing
- Binary
- Spreadsheets

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## BOSCO BEAR'S JOURNEY SPANISH

### VOCATION STATION

- Interpreter
- Teacher
- Translator
- Holiday rep.
- Tour guide
- Proof reader
- Foreign embassy worker

### EYFS

- Library of languages (stories in Spanish)
- Los colores,
- Los numeros
- Los animales (Julia Donaldson)
- Greetings in Spanish
- Vocabulary
- Stories



EYFS



1

- 1 Library of languages (stories in Spanish)
- El Grufalo Julia Donaldson
  - Adivina cuanto te quiero - Sam McBratney
  - La gallinita roja - Lesley Sims/Usborne
  - Los tres chivitos - Carol Ottolenghi
  - Ricitos de Oro y los tres osos - Patricia
  - Los tres cerditos - Carol Ottolenghi

3 Students will begin the year by revisiting personal information and begin to apply this knowledge to the context of 'Family'. Key vocabulary knowledge will be developed relating to family, animals and colours. Key grammatical concepts such as adjective placement and agreement will be introduced so that pupils start to understand how the foreign language works. In the second term, pupils build on their previous knowledge of giving personal information (name, age, birthday) to expand to physical and personality description in 'All about me'.



2

3

2 In Year 2, pupils follow the 'Greetings' and 'Introductions' units. These units develop a solid base of the key substantive knowledge (greetings, name, age, numbers and birthdays) which will be revisited in KS2. Pupils also look at simple high frequency present tense verbs in the first person and basic questions.

4 The year begins with a review of previous knowledge related to personal description- key information, physical appearance and personality. In 'Myself and Others' pupils continue to build their knowledge of describing themselves whilst transferring this knowledge to descriptions of others. Grammatically, this means that pupils will become more confident in using the 3rd person of high frequency present tense verbs.



4



5

5 Key language relating to personal and family description is reviewed at the start of the year before pupils progress to new learning related to 'Weather' and clothes. Pupils will work on understanding a parable in the foreign language, using this key vocabulary. By the end of the unit pupils will be able to describe what they wear in different weathers. In 'Health' pupils recall food and drink vocabulary but apply this to the new context of healthy lifestyle and progress to describing healthy lifestyle and giving lifestyle advice.

6

6 In autumn term, pupils look at the new topic of 'House' and build up a detailed description of home, bedroom and ideal home and bedroom. Adjective agreement is reviewed and new grammatical concepts of prepositions and conditional tenses are introduced. In 'Home Town' pupils review and expand on places on the town (year 5) and build a description of where they live.







## BOSCO BEAR'S JOURNEY GEOGRAPHY

### VOCATION STATION

- Cartographer.
- Climate Change Analyst.
- Climatologist.
- Emergency Management Specialist.
- Geomorphologist.
- Geospatial analyst.
- Hydrologist.
- Meteorologist



### EYFS

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



EYFS



1

1 Children will be able to name features in their local area, they will also be able to locate their school and local places on a map. They will be able to discuss the things that they like and dislike in their local area. Children will be able to describe what they see (using first hand observational skills, images, videos and an atlas).

3 Students will begin the year by learning about what the UK is and the different home nations that make it up. They will also investigate volcanoes and earthquakes and identify the different structures of the Earth.

2

2 In Year 2, pupils understand the locations of the seven continents - Be able to name the seven continents and five oceans. - Understand the locations of the UK and Kenya. (Which continents are they located in and which oceans are they connected to) Understand why the climate is different in each location.

3

4 The year begins with learning what erosion means and how this alters our coastlines. - learn what effect weathering has on our coasts and the process of how landforms such as caves, arches, stacks and stumps. They will also describe and explain the water cycle using scientific terminology. - name parts of the drainage basin again using scientific terminology and make links between the different parts.



4

5

5 Year 5 learn about what settlements are and the differences between them. They look at human interaction with the environment. They will use a range of geographical techniques and will look at how land is used for different purposes. Pupils also learn about natural resources and how they are used.

6

6 In autumn term, pupils look at biomes. Tropical Rainforest: South America. Temperate Deciduous Forest: UK. Southern/Northern hemispheres. Equator. Climates in different areas of the planet. Flora and fauna. Later in the year, their focus shifts to North America, learning about locations and geographical features of the USA.



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## BOSCO BEAR'S JOURNEY MATHS

### VOCATION STATION

- Astronomer
- Chartered accountant
- Chartered certified accountant
- Data analyst
- Data scientist
- Investment analyst
- Research scientist (maths)

### EYFS

Our EYFS children will begin learning the basics of Maths:

- Counting.
- Understanding and using numbers.
- Calculating simple addition and subtraction problems.

Describing shapes, spaces, and measure.

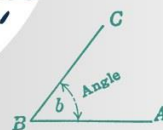


EYFS



1

1 Pupils will develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools). At this stage pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.



2

2 In Year 2, pupils follow the 'White Rose Maths' in combination with materials from NCETM. By the end of Year 2, pupils should know the number bonds to 100 and be precise in using and understanding place value. In Year 2 Number Sense is used to further support learners in developing fluency within number and is used to support pupils who are working below age related expectations.

100%

3

3 The principal focus of mathematics teaching in Year 3 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. Pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.



2

4 By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling

4



5

5 Year 5 aims to develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio. At this stage, pupils develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic and problems demanding efficient written and mental methods of calculation.

5

6 With their foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures consolidates and extends knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

6



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# BOSCO BEAR'S JOURNEY

## ENGLISH

### VOCATION STATION

- Digital copywriter.
- Editorial assistant.
- English as a foreign language teacher.
- Lexicographer.
- Magazine journalist.
- Newspaper journalist.
- Private tutor.
- Publishing copy-editor/proofreader.



### EYFS

Children in our nursery and reception will: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



### EYFS

1

1 By the end of Year 1, children will have learnt a variety of new skills. They'll be able to retell a simple story with predictable phrases. Write in a complete sentence using capital letter and full stop. The will begin using a range of adjectives, write about the traits of a character and describe different story settings.

3 Students will plan and write a story in 3rd person organised into paragraphs, following a chronological order including dialogue. To write instructions with a clear purpose ensuring they can be easily followed by the intended audience. To write a letter to persuade the reader linking the points together.

2

2 In Year 2, pupils retell a traditional tale with repeated events using the rule of three. They will collect and write information from research to write a short non-chronological report. Children will plan and write a 4 part story including range of sentence types. Develop, include language to add detail.



3

4 To plan and write their own version of a familiar story with rich/varied vocabulary and a range of sentence structures. Be able to add an additional character and add detail using adjectives/figurative language to evoke sense of mood/time. To write a newspaper report using direct quotes, range of vocabulary linked paragraphs.



4

5

5 Year 5 pupils will focus on a variety of writing genres and techniques. They will write a 5 part story including language to evoke mood and atmosphere. Children will plan, write and edit a discussion text. Present two sides of the argument. Use technical vocabulary to support the viewpoint of the discussion.

6

6 Year 6 plan, write and edit and extended narrative including chapters. Include description, figurative language to create atmosphere Write a discussion text with a specific audience eg. magazine article or documentary. Include subjunctive to establish formality/mood and develop an authoritative voice







## BOSCO BEAR'S JOURNEY HISTORY

### VOCATION STATION

- Academic researcher.
- Archivist.
- Heritage manager.
- Historic buildings Inspector/conservation officer.
- Museum education officer.
- Museum/gallery curator.
- Museum/gallery exhibitions officer.
- Secondary school teacher.



### EYFS

In EYFS, history is included within "Understanding of the World", where pupils learn about history through the E/\*=\*\*arly #Learning Goal 'Past and Present'. Pupils are encouraged to talk about members of their immediate family and community, name and describe people who are familiar to them.



EYFS

1

1 Year 1 develop their chronological awareness and begin looking at changes within and beyond living memory such as Toys in the Past, and through investigating the lives of significant Women in History.



2

2 Year 2 study key events such as the Great Fire of London, building upon their understanding of how we find out about the past by asking and answering questions. Pupils also build upon their studies of Women in History by Comparing Queens which allows them to develop the skill of identifying similarities and differences between different periods



3

3 Pupils study local and British history, and a history of the wider world in parallel. Starting with a study of the Stone Age in Year 3, pupils study how Britain has developed through the Bronze Age and Iron Age.

4

4 Year 4 learn who the Ancient Egyptians were and what their major achievements were. In addition, they develop an understanding of who the Romans were and why they invaded Britain and settled there. They will analyse a range of sources and evidence of the time as a way of investigating the past, including visiting the remains of a Roman fort.



5

5 Year 5 start their journey by learn about who the Anglo Saxons were and why they came to Britain. The topic is brought to live with a trip to Jarrow Hall Anglo-Saxon Village and Farm. Additionally, they investigate when and how the Early Islamic Civilisation began and where it sat on the wider historical timeline and explore what key events came before and after this era.



6

6 Year 6 consider the significance of certain historical figures and events linked to conflict. They will evaluate the effectiveness of weaponry and warfare across several historical periods and think about how our understanding of the past helps us to make sense of the present. They end their journey by learning about crime and punishment across the ages.



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## BOSCO BEAR'S JOURNEY

### PE

- VOCATION STATION**
- Athlete.
  - Events manager.
  - Health trainer.
  - Leisure centre manager.
  - Lifeguard.
  - Outdoor activities instructor.
  - PE teacher.
  - Performance sports scientist.



#### EYFS

Pupils explore basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and coordination.



#### EYFS



1

**1** Year 1 Dance: Copy and repeat actions. Put a sequence of actions together to create a motif. Gymnastics: Create and perform a movement sequence. Invasion Games: Travel with a ball in different ways. Net/Wall Games: Use hitting skills in a game. Athletics: Throw underarm and overarm. Throw a ball towards a target with increasing accuracy...

**3** Net/Wall games: Recognise and describe the effects of exercise on the body. Dance: Begin to improvise with a partner to create a simple dance. Striking/Fielding Demonstrate successful hitting and striking skills. Athletics: Identify and demonstrate how different techniques can affect their performance. Swimming: By the end of KS2: swim competently, confidently and proficiently over a distance of at least 25 metres

2

**2** In Year 2, pupils take part in Multi Skills. Pupils will explore movement skills to develop confidence at different speeds as well as with an object. Ball familiarisation. Pupils will explore passing and receiving a range of sports specific balls Invasion Games Use different ways of travelling at different speeds and following different pathways. Territory Games Bounce and kick a ball whilst moving. Use kicking skills in a game.

3

**4** By the end of KS2: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations. Territory Games: Make the best use of space to pass and receive the ball.



4

5

**5** Dance: Identify and repeat the movement patterns and actions of a chosen dance style. Gymnastics: Select ideas to compose specific sequences of movements, shapes and balances. Invasion Games: Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Athletics: Identify their reaction times when performing a sprint start.

6

**6** Dance: Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Territory Games: Understand the importance of warming up and cooling down. Carry out warm ups and cool downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing.







## BOSCO BEAR'S JOURNEY ART



- VOCATION STATION**
- Fine artist.
  - Art gallery curator.
  - Art therapist.
  - Art teacher.
  - Art lecturer, design lecturer or art history lecturer at a university.
  - Art valuer/auctioneer
  - Illustrator.



### EYFS

Basic skills are introduced in EYFS. Our youngest children will begin to develop their understanding of art and design through the exploration of a variety of materials, experimenting with colour, design, texture and form.



EYFS



1

1 As children enter Year 1, they will complete a drawing unit where they will start to develop their drawing skills by exploring different mark making techniques - using a variety of different materials. In their painting unit, they will develop skills by exploring colour through mixing primary colours to create secondary colours; creating artwork inspired by Kandinsky and Delaunay.

3 As they move into Year 3, children will develop drawing skills further by focusing on line; looking at the formal elements of shape, line and colour. They will explore a range of materials and techniques such as mono-print, oil pastel printing and transfer in their drawing unit. In their painting unit, pupils will use the medium of paint to design and create patterns in nature. They will develop their understanding of colour, pattern, tone, line and shape and will be encouraged to explore and experiment with paint to gain a deeper understanding of colour theory.

2

2 Year 2 children will develop their drawing skills further by focusing on the use of tone. They will explore using tonal shading to convert 2D objects into 3D objects. Children will develop their pencil control by practising drawing techniques such as hatching and scumbling and they will have many opportunities to refine their drawing skills through manipulation of line. In their sculpture unit, they will use a wide range of materials to create an African mask.

3

4 Year 4 children will explore the shapes, lines and colours used in the illuminated lettering featured in the Lindisfarne Gospels (Local History). They will explore sculpture through the development of clay tiles, deepening their understanding of relief pattern and embossing based on Klimt's work. In this unit, they will focus closely on joining techniques when moulding the clay.

4



5

5 In Year 5, children will further develop their drawing skills by focusing on portraiture, looking closely at proportion, line and tone. In their painting unit, they will develop painting techniques by looking at the work of other portrait artists and exploring shape, form and colour.

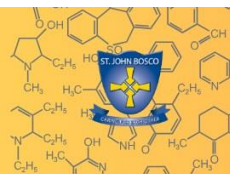
6

6 In Year 6, children will build on skills of pencil control, composition, line and colour to create a propaganda poster based on young people (change makers who have had a positive impact on society). They will explore the work of Shepard Fairey and understand the impact of a limited colour palette. In their sculpture unit, they will revisit the art of making three dimensional sculptures inspired by the work of Henry Moore and Alberto Giacometti.



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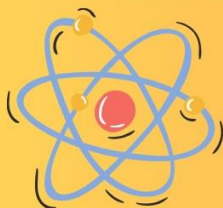




# BOSCO BEAR'S JOURNEY SCIENCE



- VOCATION STATION**
- Astronaut
  - Astronomer
  - Biochemist
  - Chemical engineer
  - Chemist
  - Climate scientist
  - Electronics engineer
  - Geneticist
  - Marine engineer



## EFYS

Science at Foundation Stage is covered in the 'Understanding the World' area of the EFYS Curriculum. It is introduced indirectly through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Children will explore creatures, people, plants and objects in their natural environments. They will observe and manipulate objects and materials to identify differences and similarities.



## EFYS

### 1

**1** Year 1 learn to identify the main parts of the plant are the flower, stem, leaves and roots. Recognise that animals, including humans, have offspring which grow into adults. Correctly identify and name an object and the material from which it is made. Name the 4 seasons and say when in the year they occur. Identify similarities and differences between movement of different objects

**3** Plants: To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Animals Including Humans: To identify that animals, including humans need the right types and amount of nutrition, and that they cannot make their own food. Rocks: To name some types of rock and describe the physical features of each. Movement/Forces Magnets: To compare how things move on different surfaces. To notice that some forces need contact between two objects, but magnetic forces can act at a distance

### 2

**2** Living things: identify the differences between things that are living, dead, and things that have never been alive, using some of the 7 life processes. Plants: Plants can grow from seed or bulbs Seeds and bulbs germinate and grow into seedlings. Animals, including humans: Some offspring are born live and others hatch from eggs. • Materials: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

### 3

**4** Living Things: To know that reproduction is when an animal or plant produces one or more individuals similar to itself. Animals and Humans: To describe the simple functions of the basic parts of the digestive system in humans. Materials: To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

### 4

### 5

**5** Living things: Know that reproduction is when an animal or plant produces on or more individuals similar to itself. Animals and humans: Describe the changes as humans develop to old age. Materials: Know the work of Isaac Newton and know that force is measured in Newtons by a Newton Meter.

### 6

**6** Know the work of Isaac Newton and know that force is measured in Newtons by a Newton-meter. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.



OFF TO SECONDARY SCHOOL







## BOSCO BEAR'S JOURNEY MUSIC

### VOCATION STATION

- Songwriter/Composer
- Recording Artist
- Audio Recording Engineer
- Music Director
- Sound Designer
- Artist Manager
- Radio
- Music publishing

### EYFS

In EYFS, students will begin to develop their understanding of the musical world. They will learn how to sing a range of well-known nursery rhymes and songs and will explore how to perform songs and rhymes trying to move in time with music. Pupils will be encouraged to make music using a range of tuned/untuned musical instruments looking at instrument names, the sounds they create and where we might find these instruments.



### EYFS



1

1 As they move into Year 1, students gain a greater understanding of music, studying each of the seven threshold concepts in greater detail. They begin to explore pulse and rhythm further, learning how to maintain a steady pulse using their bodies and identifying tempos using the correct terminology. They will be introduced to basic rhythmic notation in the form of crotchets, quavers and minims and two different time signatures.

3 How does music bring us closer together? Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment; demonstrate 4/4 and 3/4 using two different tempos. What stories does music tell us about the past? Pupils will be taught how to keep a steady pulse in a group and solo without musical accompaniment;

2

2 Students will play or sing basic rhythms on untuned and body percussion and the voice before performing at least 2 bar-phrases by the end of Year Two. Pupils will identify feature of a range of high quality live and recorded music, replicating basic rhythms heard and identifying where elements change as well as singing simple folk tunes in unisons with and without accompaniment before exploring how to sing in rounds accurately.

3

4 How does music improve our world? Children will be developing pulse and groove through improvisation. How does music teach us about our community? Children will be creating simple melodies together. How does music shape our way of life? Children will focus on connecting notes and feelings



4

5

5 How does music bring us together? Getting started with music technology How does music connect us with our past? Emotions and musical style. How does music improve our world? Exploring key and time signatures How does music teach us about our community? Introducing chords. How does music shape our way of life? Words, Meaning, Expression.

6

6 Children will compose a melody using 5 to 8 notes. This composition could include syncopation, Mood will be considered. Singing - Pupils will be able to sing musically within an octave including using extended harmony. Pupils will recognise three different tempos, key melody instruments and the mood and emotion of the piece.



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## BOSCO BEAR'S JOURNEY DESIGN & TECHNOLOGY

### VOCATION STATION

- Sound engineer.
- Graphic designer.
- Interior designer.
- Industrial designer.
- Video game designer.
- Art director.
- Web developer.
- Civil engineer.

### EYFS

By the end of Reception children at the expected level of development will:  
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. They will also share their creations, explaining the process they have used.



EYFS



1

**1** Pupils will deconstruct and explore different types of card mechanisms. They will model a mechanism successfully and then look to incorporate this into their own design which can be linked to a variety of topics or celebrations. Fruit Smoothies Pupils will build on their knowledge of fruit from EYFS in D&T and their knowledge of the world in geography by the seasonality of fruits in the UK and make choices after tasting some fruits.

**3** Students will begin the year by looking at Branding and Packaging. Pupils will evaluate and explore a range of packaging and branding examples. Whilst looking at paper construction techniques they will build on their knowledge of use of relevant tools. Fruit Crumble. Pupils will build on their knowledge of fruit from EYFS and Y1 in DT and their knowledge of the world in geography by identifying fruits that grow in different climates and parts of the world.

2

**2** Patchwork Pupils will research the origins of patchwork and the cultural aspects surrounding them. They will build upon their cutting skills using fabrics. African Masks Pupils will use a range of materials creatively to design and make an African mask. Sandwiches Pupils will explore a wide range of sandwich breads and sandwich fillings. They will use their senses to talk about colour, texture, taste and smell.

3

**4** The year begins with a Creative Shoes topic. Pupils will investigate and explore the work of Dan Sullivan, the designer behind the brand "Irregular Choice" shoes. Pupils will follow a brief to design and manufacture a prototype shoe for a public figure of their choice. Pasta. Pupils will build on their knowledge of healthy eating, food preparation and hygiene from KS1 and Y3. They make choices about their recipes based on taste tests.

4



5

**5** Fairground Project Pupils will explore existing models of fairground rides to research how they work. They will follow a brief to design and manufacture a model prototype. Pizza Pupils will develop growing knowledge of food groups and dietary staples. Explore functional ingredients, considering how the addition of different ingredients impacts the presentation, taste and texture of foods.

6

**6** Express Yourself Fashion Design Pupils will build upon previous knowledge of designing and making using fabrics in Y2 and Y4 units. They will design for a specific audience after market research and will develop independence when measuring, cutting and joining materials. Wartime Food Pupils will develop growing knowledge of food groups and dietary staples.



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## BOSCO BEAR'S JOURNEY

### BRITISH VALUES

#### VOCATION STATION

- Politics
- Legal advisor
- Solicitor
- Barrister
- Civil service
- Paralegal
- Civil rights
- Legal executive
- Patent attorney



#### EYFS

Liberty - Children to recognise it is ok to be different. - Children are to recognise it is ok for others to like different things to us Rule of Law - What are rules? Why do we follow them? Tolerance - comparing families. - Who am I and who is in my family? Mutual Respect - Children will learn to work as a team - Children will learn how to "be fair" - Explore voting.



#### EYFS



1

1 Democracy - Take part in whole school election for school council. Rule of law - Recognise why we have the law in our country. - Agree and establish class rules. Democracy - Research and recognise UK countries. - Learn and perform traditional songs from each of the constituent countries in the UK. Children will explore the book 'The Koala Who Could' focussing on resilience.



3 Changes to British history Focus: Law - The Magna Carta; Implementation, impact and how it influenced society. - Children complete a study into changes to Britain's history including laws and justice. Local politics: To explore politics on a local level. How does Sunderland local council function? How are they elected? What is the role of the mayor? Where do the local council meetings take place? Children will explore the book 'In My Heart' which focuses on our feelings and emotions and how to regulate them.

2

2 In Year 2, pupils examine the Rule of Law - discussing the role of police, crime and the law. Why do we have police? Why must we follow the law? What does the Queen do? - Agree and establish class rules to follow. Recognise how the UK Government is chosen. - Research the General Election process. - Compare to Governments in the past, looking at Kings and Queens.

3

4 What does the Government do? Role of the PM. - Look at how MP's represent our local communities and explore why Simon De Montfort's Parliament was called and why was it important? How did it influence the future of our politics? Tolerance - comparing cultures. Children will explore Italy and compare the UK cultures with Italian culture.



4



5

5 Tolerance - comparing cultures. - Children will explore India and compare the UK cultures with Indian culture. Culture & current affairs: Investigate the issues of the day that are being reported in our media - newspapers, tv, social media. Conduct research into the headlines. Additionally, discover about the culture of the day. Who are the current cultural icons? What is the latest fashion? Current trends in British music. How are British teams performing in sport?

6

6 British politics: To understand what is topical in British politics. Are there any current political scandals? Impact of Brexit. Elections - The leaders of the main parties and investigating their manifestos. Children to hold their own mock election based on party manifesto pledges. - Why Great Britain has a parliament. Year 6 will hold their own election for the whole school to vote for school council members Rule of Law.







TEACHING IS A  
WORK OF HEART

#### VOCATION STATION

- Careers advisor
- Personal safety
- Risk management
- Wellbeing co-ordinator
- Mental Health
- Economic advisor
- Teacher
- Counsellor



## BOSCO BEAR'S JOURNEY

RSHE



EYFS

### EYFS

Children can express that:  
We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan. That their bodies are good and made by God.  
Children can express that:  
That there are natural life stages from birth to death, and what these are - typically naming baby, child, adult



1

1 Children can express that: We are created individually by God. God wants us to talk to Him often through the day and treat him as our best friend. That we are unique, with individual gifts, talents and skills. That our bodies are good. The names of the parts of our bodies. That girls and boys have been created by God to be both similar and different and together make up the richness of the human family.

3 Year 3 learn that God loves, embraces, guides, forgives and reconciles us with him and one another. The importance of forgiveness and reconciliation in relationships, and some of Jesus' teaching on forgiveness. That relationships take time and effort to sustain. That we reflect God's image in our relationships with others: this is intrinsic to who we are and to our happiness. Ways to maintain and develop good, positive, trusting relationships; strategies to use when relationships go wrong.

2

2 In Year 2, pupils can explain what constitutes a healthy lifestyle, including physical activity, dental health and healthy eating. The importance of sleep, rest and recreation for our health: how to maintain personal hygiene. Children can explain: that it is natural for us to relate to and trust one another. That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)

3

4 Children can explain that they were handmade by God with the help of their parents. How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception. How conception and life in the womb fits into the cycle of life. Their awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying

4



5

5 Children can explain: that pressure comes in different forms, and what those different forms are. That there are strategies that they can adopt to resist pressure. What consent and bodily autonomy means • Different scenarios in which it is right to say 'no'. How thoughts and feelings impact actions, and develop strategies that will positively impact their actions and apply this in their relationships.



6

6 Year 6 learn that their increasing independence brings increased responsibility to keep themselves and others safe. That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others. How to report and get help if they encounter inappropriate materials or messages What the term cyberbullying means and examples of it.



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