



**Compassion - Courage - Forgiveness – Respect – Thankfulness**  
**Mistley Norman Church of England Primary School and Nursery**



Year R/1	Year A	Term Spring	Key Question Whatever is the weather?	Overview heading Our Country and Our World
<b>Trip/Visitor</b> Find out about how weather affects human and physical geography by interviewing people that have been to, or come from, different places around the world.  Produce weather reports and tourist guides, including using technology. Share with parents and carers. Green screen could be used to create a weather forecast to be shared online.		<b>Hook/Theme Day</b> Theme day in which children do a range of activities as if they were in different locations around the world – note use of drama.		<b>Link to other topic/s</b> R/1, Year A - What makes our country our country and what makes our area our area?  Year 2, 3 and 4: Year A - What makes the United Kingdom Unique? Year B - Time for Climate Change?  Hamilton Trust, KS 1 'Weather Experts' may be used to support this topic.
<b>Subject</b>		<b>Objectives/Content</b>		
<b>Book links</b>		'Through the Window' by Jasmine Baker 'Hurricane' by David Wiseman 'Whether the weather' be hot poem.		
<b>Science</b>		<b>Skill concepts</b>		
		<b>Reception</b> <ul style="list-style-type: none"> <li>Can they observe changes across the four seasons?</li> <li>Can they name the four seasons in order?</li> <li>Can they observe and describe weather associated with the seasons?</li> <li>Can they observe and describe how day length varies?</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Can they observe features in the environment and explain that these are related to a specific season?</li> <li>Can they observe and talk about changes in the weather?</li> <li>Can they observe and talk about weather variation in different parts of the world?</li> <li>Can they work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including sunlight/day length, as the seasons change.</li> </ul>	
		<b>Substantive knowledge</b>		
		<b>Reception</b> <ul style="list-style-type: none"> <li>Understand that it is not safe to look directly at the Sun, even when wearing dark glasses.</li> <li>Know that humans change their behaviours according to some weathers, for example clothing.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Know that some living things are more suited to some weathers than to others and will change according to the weather and seasons, for example, plants.</li> </ul>	



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	<ul style="list-style-type: none"> <li>Know that the weather impacts on living things</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) and how they survive in different weathers.</li> </ul>
<b>Geography</b>	<b>Skill concepts</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Use locational language (eg. near and far) to describe the location of places.</li> <li>Devise a simple map.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Use compass directions (north, south, east and west).</li> <li>Devise a simple map; use and construct basic symbols in a key.</li> </ul>
	<b>Substantive knowledge</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Know that different places around the world have different weathers and that these impact on physical geography.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (our locality), and of a small area in a contrasting non-European country</li> </ul>
<b>Art</b>	<b>Skill concepts</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> <li>Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs.</li> <li>To be able to communicate how they have achieved their creations.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</li> <li>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</li> <li>Explore techniques such as lightening and darkening paint without the use of black or white.</li> <li>Begin to show control over the types of marks made.</li> </ul>
	<b>Substantive knowledge</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Artist study – Hokusai (“The Great Wave”)</li> <li>Recognise and name the primary colours being used.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Artist study – Hokusai (“The Great Wave”), plus any other artists from the optional list in the progression document.</li> </ul>
<b>DT</b>	<b>Skill concepts</b>	



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	<b>Reception</b> <ul style="list-style-type: none"> <li>To have experience of using scissors, hammers, nails/pins, screws and how to deconstruct everyday objects to see what is inside.</li> <li>To make items from exemplary models.</li> <li>Consider and manage some risks.</li> <li>Practise some appropriate safety measures independently.</li> <li>Look at similarities and differences between existing objects / materials / tools.</li> </ul>		<b>Year 1</b> <ul style="list-style-type: none"> <li>Begin to make their design using appropriate techniques.</li> <li>With help measure, mark out, cut and shape a range of materials.</li> <li>Explore using tools e.g. scissors and a hole punch safely.</li> <li>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</li> <li>Begin to use simple finishing techniques to improve the appearance of their product.</li> <li>Talk about my work, linking it to what I was asked to do.</li> </ul>	
	<b>Substantive knowledge</b>			
	<b>Reception</b> <ul style="list-style-type: none"> <li>Understand what a weather vane is for, creating one.</li> </ul>		<b>Year 1</b> <ul style="list-style-type: none"> <li>Understand what a rain gauge is for, creating one.</li> </ul>	
	<p>This must be used and clearly evidenced within each project. When defining and differentiating DT projects from art ones, the DT activity/project must have a purpose. Art projects are more about self-expression and/or and expression of an idea.</p> <ol style="list-style-type: none"> <li>Teacher provides a design brief</li> <li>Research</li> <li>Design</li> <li>Make</li> <li>Evaluate</li> </ol> <p><b>Design brief</b> - To design a dragon's head that can be used as part of a Chinese dance  <b>Research</b> - Use the internet. Look at both positive and negative examples and analyse each for pros and cons.  <b>Design</b> - produce a labelled design - materials to be used, maybe split pins for a hinge for the dragon's mouth.  <b>Make</b> - make the dragon's head  <b>Evaluate</b> - Tit out with a dance and evaluate: To what extent does the product fulfil the deign brief? This could be written, a score out of 10 etc. What worked well - is good about it? Even Better If - what would the child/ren do next time to make it better - size, materials, increase the strength of the hinge etc?</p>			
<b>Music</b>  <b>Charanga units:</b> <ul style="list-style-type: none"> <li>In the Groove</li> <li>Round and Round</li> </ul>	<b>Skill concepts</b>			
	<b>Reception</b> <ul style="list-style-type: none"> <li>Say if they like or dislike a piece of music. Use their voice to speak/sing/chant. Join in with singing.</li> <li>Clap short rhythmic patterns.</li> <li>Experiment with creating sounds with different</li> </ul>		<b>Year 1</b> <ul style="list-style-type: none"> <li>Use their voice to speak/sing/chant.</li> <li>Join in with singing.</li> <li>Clap short rhythmic patterns.</li> <li>Use instruments to perform a simple piece.</li> </ul>	



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	<p>instruments.</p> <ul style="list-style-type: none"> <li>• Make a range of sounds with their voice.</li> <li>• Make a range of sounds with instruments.</li> <li>• Represent sounds pictorially.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to musical indications about when to play or sing.</li> <li>• Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</li> <li>• Make a range of sounds with their voice.</li> <li>• Make a range of sounds with instruments.</li> <li>• Identify changes in sounds.</li> <li>• Tell the difference between long and short sounds.</li> </ul>
	<b>Substantive knowledge</b>	
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of notes and how they are recorded on the instruments.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of notes, including informal musical notation.</li> </ul>
<p><b>RHSE</b>  <b>CORAM units:</b>  <b>Being my best –</b>  YR then Y1 units.</p>	<b>Skill concepts</b>	
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Feel resilient and confident in their learning;</li> <li>• Name and discuss different types of feelings and emotions;</li> <li>• Learn and use strategies or skills in approaching challenges;</li> <li>• Name and recognise how healthy choices can keep us well.</li> <li>• Share an experience where they haven't achieved their goal;</li> <li>• Develop their confidence and resilience towards having a growth mindset;</li> <li>• Name a strategy to overcome a hurdle.</li> <li>• Name and choose healthy foods and drink;</li> <li>• Describe the changes in their body during exercise and what is happening to their body;</li> <li>• Name some ways to keep their body fit and well.</li> <li>• Talk about their own bedtime routine;</li> <li>• Suggest ways to have a calm evening and bedtime routine.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Year 1</b>  Explain the stages of the learning line showing an understanding of the learning process;</li> <li>• Suggest phrases and words of encouragement to give someone who is learning something new;</li> <li>• Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>• Describe simple hygiene routines such as hand washing;</li> <li>• Describe simple dental hygiene routines.</li> <li>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> <li>• Recognise that exercise and sleep are important to health.</li> </ul>
	<b>Substantive knowledge</b>	
	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Understand that they can make healthy choices;</li> <li>• Understand there are some foods that are a "just sometimes" food or drink (eating in moderation);</li> <li>• Understand why our body needs sleep;</li> <li>• Explain the jobs of different food groups.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>• Explain things that they like and dislike, and understand that they have choices about these things;</li> </ul>



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	<ul style="list-style-type: none"> <li>Explain how exercise can help us stay well - physically and mentally;</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Understand that vaccinations can help to prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene;</li> <li>Understand that the body gets energy from food, water and oxygen;</li> </ul>
<b>Computing</b> Purple Mash units Unit 1.3 – Pictograms Unit 1.4 - Lego Builders	<b>Skill concepts</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Use a mouse to move objects and pictures around a screen.</li> <li>Use paint programs to create pictures.</li> <li>Develop an interest in computing by using age appropriate websites or programs.</li> <li>Collect information as photos or sound files.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Record their own voices and play back to an audience.</li> <li>Use a video, tablet or camera to record an activity.</li> <li>Use text and images to a document with a paint program.</li> <li>Take photographs, video and record sound to record learning experiences.</li> </ul>
	<b>Substantive knowledge</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>Recognise purposes for using technology in school and at home.</li> <li>Understand that things they create belong to them and can be shared with others using technology.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>Understand they need to follow certain rules to remain safe when visiting places online.</li> <li>Recognise uses of technology in their homes and in their community.</li> <li>Begin to understand what the Internet is and the purposes that it is used for.</li> <li>Understand that there are online tools that can help them create and communicate.</li> </ul>
<b>RE</b> <b>Unit 3</b> Was it always easy for Jesus to show friendship? <b>Unit 4</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Skill concepts</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>I can tell you who is my friend.</li> <li>I can tell you about someone who is special to me.</li> </ul>	<b>Year 1</b> <ul style="list-style-type: none"> <li>I can talk about my friends and why I like them.</li> <li>I can talk about times when I have been a good friend.</li> <li>I can talk about a person I admire.</li> <li>I can discuss how I might treat a special person and say why.</li> </ul>
	<b>Substantive knowledge</b>	
	<b>Reception</b> <ul style="list-style-type: none"> <li>I can tell you something about Palm Sunday.</li> </ul>	<b>Year 1</b>



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	<ul style="list-style-type: none"> <li>I can show some awareness that Jesus is special to Christians.</li> <li>I can say how Jesus was nice to people.</li> <li>I can say something about one of Jesus' friends.</li> </ul>	<ul style="list-style-type: none"> <li>I can remember a story about Jesus showing friendship and talk about it.</li> <li>I can say how Jesus tried to be a good friend.</li> <li>I can say how Christians show friendship and how God helps them do this.</li> <li>I can recall parts of the Easter story. I can recognise some symbols in the story.</li> <li>I can start to show understanding that Jesus is special to Christians and say why.</li> <li>I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.</li> <li>I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</li> </ul>
<b>French</b>	<b>Skill concepts</b>	
	<b>Reception</b>	<b>Year 1</b>
	<ul style="list-style-type: none"> <li>I can answer the register with the greeting 'Bonjour'</li> <li>I can respond with actions to stories read aloud (that they may already know in English) e.g. Goldilocks and the Three Bears, Little Red Riding Hood, Aliens love Underpants etc</li> <li>I can respond to a variety of known and new songs with gesture to show understanding.</li> <li>I can sing the Happy Birthday song in time with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>I can respond to simple known songs with gestures e.g. head, shoulders, knees and toes</li> <li>I can exchange simple greetings-Bonjour, Salut, Ça va? Au revoir.</li> <li>I can join in with class celebrations.</li> </ul>
	<b>Substantive knowledge</b>	
<b>Reception</b>	<b>Year 1</b>	
<ul style="list-style-type: none"> <li>I can identify 3 colours: red, blue and yellow</li> <li>I can understand simple praise words – Bravo! Excellent! Très bien!</li> <li>I can show understanding by joining in and responding.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify 7 colours: red, blue, green, orange, black, white, yellow.</li> <li>I can join in with naming the days of the week. Unit 2,</li> <li>I can understand numbers 1-10.</li> </ul>	



## Geography

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- ☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☐ are competent in the geographical skills needed to:
  - ☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - ☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - ☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



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## **Subject content**

### **Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### **Locational knowledge**

- ☐ name and locate the world's seven continents and five oceans
- ☐ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### **Place knowledge**

- ☐ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### **Human and physical geography**

- ☐ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ☐ use basic geographical vocabulary to refer to:
  - ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop





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### **Geographical skills and fieldwork**

- ☒ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ☒ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ☒ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ☒ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

## **Science**

### **Purpose of study**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### **Aims**

The national curriculum for science aims to ensure that all pupils:

- ☒ develop scientific **knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- ☒ develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- ☒ are equipped with the scientific knowledge required to understand the **uses and implications of science**, today and for the future.



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**Subject content**

**Key stage 1**

Pupils should be taught to:

- ☒ describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- ☒ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should be taught to:

- ☒ observe changes across the four seasons
- ☒ observe and describe weather associated with the seasons and how day length varies.

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

## **Art**

**Purpose of study**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims**

The national curriculum for art and design aims to ensure that all pupils:



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- ☒ produce creative work, exploring their ideas and recording their experiences
- ☒ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ☒ evaluate and analyse creative works using the language of art, craft and design
- ☒ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **Subject content**

### **Key stage 1**

Pupils should be taught:

- ☒ to use a range of materials creatively to design and make products
- ☒ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ☒ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ☒ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Design and Technology**

### **Purpose of study**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.



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## **Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- ☒ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- ☒ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- ☒ critique, evaluate and test their ideas and products and the work of others
- ☒ understand and apply the principles of nutrition and learn how to cook.

## **Key stage 1**

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

When designing and making, pupils should be taught to:

### **Design**

- ☒ design purposeful, functional, appealing products for themselves and other users based on design criteria
- ☒ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- ☒ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]



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☐ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

**Evaluate**

☐ explore and evaluate a range of existing products

☐ evaluate their ideas and products against design criteria

**Technical knowledge**

☐ build structures, exploring how they can be made stronger, stiffer and more stable

☐ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.