

Ants Long Term Map Cycle B- St Michael's School Curriculum 2016/2017

Please Note

- *We are following the Letters and sounds Phonics scheme (using Jolly phonics actions)*
- *In maths we are following Max's Marvellous Math intervention for Number and place value*

FOUNDATION/KEY STAGE ONE	CYCLE B AUTUMN TERM 1	CYCLE B AUTUMN TERM 2	CYCLE B SPRING TERM 1	CYCLE B SPRING TERM 2	CYCLE B SUMMER TIME 1	CYCLE B SUMMER TERM 2
	Ants	Ants	Ants	Ants	Ants	Ants
Topic	Magical Me	Let's Celebrate	Catch a Star	Huff and Puff	Once Upon a Time	On the Move
Communication and Languages	<p>Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>					
English Talk for writing	<p>Rhymes and poems : Playtime Rhymes</p> <p>Fiction : Little Red Hen</p> <p>Recount text : trip to Pizza Hut</p>	<p>Rhymes and poems : Monkey me (rhyming text)</p> <p>Fiction: Elmer</p> <p>Information text : reports about elephants</p>	<p>Rhymes and poems: Aliens love underpants</p> <p>Fiction: How to catch a star</p> <p>Instruction writing how to catch a star</p>	<p>Rhymes and poems: Playtime Rhymes</p> <p>Fiction: Three little pigs</p> <p>Character description: wanted poster</p>	<p>Rhymes and poems: Fantastic book of poems</p> <p>Fiction: Little Red Riding Hood</p> <p>Information: letter ...persuade text</p>	<p>Rhymes and Poems: First poetry book : Pie Corbett</p> <p>Fiction: Mr Grumpy's Outing</p> <p>Recount trip to the woods.</p>
Mathematical Understanding	<p>Number and place value <i>Recognising, forming and sequencing numbers 1-5 and 5-10</i></p> <p>Fractions <i>Halving and quartering objects and snack time fruit</i></p>	<p>Number and place value <i>Recognising, forming and sequencing numbers 1-20. Teen numbers and ty numbers</i></p> <p>Addition and subtraction</p>	<p>Measurement <i>mass and weight, volume and capacity</i></p> <p><i>Pupils move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common</i></p>	<p>Number and place value <i>Recognising, forming and sequencing numbers 1-20. (2, 10 times tables)</i></p> <p>Addition and subtraction</p>	<p>Number and place value <i>Recognising, forming and sequencing numbers 1-20. (2, 10,5 times tables)</i></p> <p>Number bonds Double numbers</p>	<p>Measurement <i>sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</i></p> <p><i>recognise and use language relating to dates, including days of the week, weeks, months and years</i></p>

	<i>etc</i> Recognising 2D shapes <i>Pupils handle common 2-D and 3-D shapes, naming these and related everyday objects fluently. They recognise these shapes in different orientations and sizes</i>	<i>using money</i> Time <i>Pupils use the language of time, including telling the time throughout the day, first using o'clock and then half past.</i> Problem solving	<i>standard units.</i> Number and place value <i>Recognising, forming and sequencing numbers 1-20. (2, 10 times tables)</i> Addition and subtraction Number bonds Double numbers Problem solving	Problem solving 3D Shapes <i>3-D shapes [for example, cuboids (including pyramids and spheres)]</i> Problem solving	Number and place value <i>Recognising, forming and sequencing numbers 1-20. (2, 10 times tables)</i>	Addition and subtraction Problem solving
Understanding of the World	DT- Food Technology Sci - Humans and other animals	Seasonal changes Sci - Humans and other animals	Space-	DT-Making 3 little pigs houses Materials	Plants and life cycles	DT- Making vehicles Sci- Humans and other animals
ICT	Ourselves We have confidence We take turns We can listen	Festivals We can email We can understand instructions We are DJ's We have feelings	Communication We can blog We can observe We are healthy We are community Members	Animals We are shape makers We can exercise We are healthy We are game players	Traditional tales We are digital readers We are digital talkers We are film producers We can record sound tracks	Summer and transport We can understand messages We are designers We can count We can drive
Expressive arts and design Understanding the Arts (Art/Music/Dance/Drama)	Self portrait Miro (painting large and small areas) Colour mixing	Water paints Clay owls Elephant mosaic/ Kandinsky	Making planets Expressing feelings through music, colour and paint	Colour mixing...adding white/black	Van Gogh- sunflowers	Water colour paintings of boats
	Music: Beat and Tempo	Loud and quiet	High and Low	Musical structure	Musical structure	Music texture/ timbre
Physical Development, Health and Well-being (PE/ Economic and Personal Well-being)	Ball skills Write dance	Ball skills Write dance	Gymnastics Write dance	Gymnastics Write dance	Dance	Athletics / Invasion games Write dance
	Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.					
RE	CELEBRATIONS Birthdays, anniversaries	CHRISTMAS Christmas as a birthday	CHANGE AND GROWTH Awe and wonder, aspects of	EASTER Episodes from the Easter	SPECIAL PLACES AND PEOPLE	BELONGING Belonging to a family and

	Purim Judaism Harvest (Christianity)	celebration for Christmas Jesus Birthday story Cakes, candles, cards, decorations, carols, crib scene, service	natural world, spring and new life Change in the Natural world. Exploring the world Why do leaves die? Life and death	story (palm Sunday, Good Friday, Easter Day Happy and sad times from their own experiences, people around Jesus who were happy and sad and the happy again	Places and people special to the children. A local religious place and its leader What makes a place special? Guided visualisation Special places in the community Religious places Important religious people. Important people in own lives	groups both in and out of school. Welcoming babies into the family Welcoming ceremonies. Christening/Baptism (Christianity)
RE School Values	Friendship	Peace	Responsibility	Perseverance	Respect	Wisdom
Personal Development	<p>Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>					