
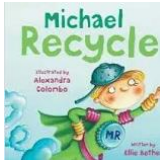
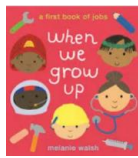

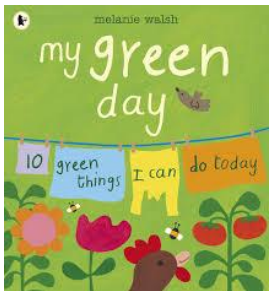
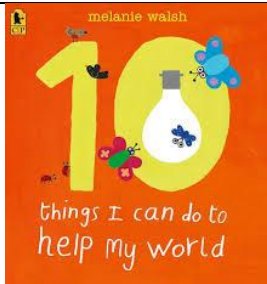
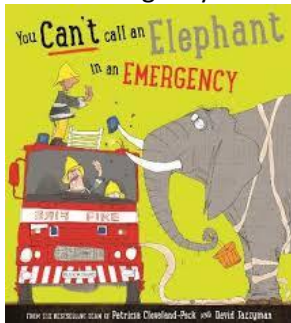


	<div></div> <div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<div></div> <div>TLC Text: People who help us Micheal Recycle</div>			<div></div> <div>TLC Hook: Little Cities</div>		<div></div>
	Year Group: Reception	Term: Spring 1							
	Spring Half Term 1								
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Literacy	Comprehension	To begin to predict what may happen To act out roles in society To talk about characters and settings	To develop the role-play area To be imaginative in their character play To act out roles in society	To develop the role-play area To be imaginative in their character play To act out roles in society	To talk about their future To act out roles in society	To know how to call for help To think and ask questions linked to our TLC To act out roles in society	To recall the main features linked to our TLC text To act out roles in society		
	Word reading	To recognise Phase 3 sounds: ai, ee, igh, oa Review the, l, put, pull and full	To recognise Phase 3 sounds: Oo, oo, ar, or Tricky words and, push, was, you, they	To recognise Phase 3 sounds: Ur, ow, oi, ear Tricky was, you, they, into, my, by, all	To recognise Phase 3 sounds: Air, er, Tricky words my, by, all, no, go, are, sure, pure	To recognise Phase 3 sounds and longer words Tricky words are, sure, pure, into, she, push, he, we, me, be, of	To recognise Phase 2 and 3 sounds and tricky words. Little Wandle Assessment		
	Writing	To form lowercase letters correctly To use the sentence opener: I am a...	To recognise known digraphs and trigraphs To write what we can see To understand oral hygiene	To spell words using taught sounds To understand how to care for our bodies To cut and stick (new vocab focus) To explain the impact exercise has on the body	To spell some taught tricky words correctly To understand the impact of recycling To create a design and label our model To segment words	To understand that sentences start with a capital letter and end with a full stop To use information books To match the vehicle to occupation To sort imagines into groups To read CVC words To evaluate our model	To begin to write sentences using fingers spaces To draw, label and describe an emergency vehicle To understand the role of.... To write a list		
Mathematics (White Rose)	Number	To introduce zero To find 0 to 5 To subitise 0 to 5	To find 1 more To find 1 less To explore the composition of 0 to 5 To explore conceptual subitise to 5		To find 6, 7 and 8 To represent 6, 7 and 8 To find 1 more and 1 less of 6, 7 and 8 To explore composition of 6,7 and 8	To combine 2 groups			
	Numerical pattern					To make pairs – odd and even To find and make doubles to 8			
	Shape, space and measure			To compare mass To find a balance To explore and compare capacity			To explore and compare length To explore and compare height		
Communication and Language	Listening, Attention and Understanding	To talk about key events in a story, having an awareness	To talk about key events in a story, having an awareness	To talk about key events in a story, having an awareness of	To ask when questions.	To ask when questions.	To ask when questions.		

		<p>of the beginning, middle and end.</p> <p>To ask when questions.</p> <p>To demonstrate how to sit appropriately, giving their attention to the teacher for a prolonged period of time.</p>	<p>of the beginning, middle and end.</p> <p>To ask when questions.</p>	<p>the beginning, middle and end.</p> <p>To ask when questions.</p>	<p>To demonstrate how to sit appropriately, giving their attention to the teacher for a prolonged period of time.</p>	<p>To demonstrate how to sit appropriately, giving their attention to the teacher for a prolonged period of time.</p>	<p>To demonstrate how to sit appropriately, giving their attention to the teacher for a prolonged period of time.</p>	
	Speaking	To know and retell our TLC text saying key words.	To answer when questions.	To know and use vocabulary linked to our TLC Texts.	To express their ideas using past and present tense.	To talk about home experiences without a prompt.		
PSED (Kapow)	Self-regulation	<p>To focus during longer whole class lessons.</p> <p>To follow two step instructions.</p>						
	Managing Self	To understand why we have rules.	<p>To understand the importance of persistence in the face of challenges.</p> <p>To develop confidence in their own ability to solve problems.</p>	<p>To work together as a group to overcome challenges.</p> <p>To communicate effectively with others</p>	To learn and practise 'grounding' coping strategies	To understand the importance of perseverance in the face of challenge	To learn new skills, showing resilience and perseverance in the face of challenge	
	Building Relationship	<p>To begin to work as a group with support.</p> <p>To use taught strategies to support turn taking.</p>						
Physical Development	Gross Motor skills (GetSet4PE)	To copy, repeat and explore actions in response	To explore and remember actions considering level, shape and direction	To explore movement using a prop with control and co-ordination	To move with control and co-ordination, expressing ideas through movement	To remember and repeat actions moving in time with the music	To explore actions in response to a theme and begin to use counts.	
	Fine motor skills	To use a tripod grip when using mark making tools.	To hold scissors correctly and cut along a curved line.	To thread small beads.	To use small pegs.	To write taught letters using correct formation.		
Understanding the World	Past and Present	To talk about the lives of the people around us.	To know that the emergency services exist and what they do.	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)		To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Emergency Services)		
	People Cultures and Communities		To visit the library To discuss jobs in the local community		To talk about Chinese New Year. To understand what we do to look after ourselves	To know about people who help us within the local community To look at a map of the local community To learn about recycling		

	The Natural World	To draw observational drawings accurately.	To know about and recognise the signs of Winter	To know some important processes and changes in the natural world including states of matter (freezing)	To understand the importance of why a balanced diet is best for our bodies.	To name different fruit and vegetables.	To be willing to try a range of healthy foods. To understand that our bodies need water to keep healthy, help us think and to stay alive.	
Expressive Arts and Design	Creating with Materials	To experiment with different mark making tools such as art pencils, pastels, chalk	To mix colours for a purpose	To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)	To experiment with different mark making tools such as art pencils, pastels, chalk		To create observational drawings	
	Being Imaginative and Expressive	To join in with whole school singing assemblies To act out different scenarios using props	To begin to create costumes and resources for role play	To begin to create costumes and resources for role play	To create musical patterns using untuned instruments	To begin to create costumes and resources for role play	To begin to create costumes and resources for role play	

We would love for children to experience first-hand the surprise and mystery of the TLC text when we first read it together in class. Therefore, here are some supplementary texts they may enjoy alongside!

Supplementary Texts	Same Author	Readers also liked...	Non-Fiction
 <p>My Green Day</p>	 <p>Ten Things I Can Do To Help My World</p>	<p>Tree Tidy You Can't Call an Elephant in an Emergency</p> 	<p>People Who Help Us:</p> <p>Police Emergency services Dentist Vets</p>