

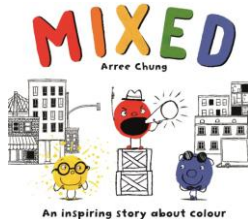


	<div></div> <div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>		<div></div> <div>TLC Text </div>				<div>TLC Hook: First Day photos Colour Day (Date to be confirmed)</div>		
	Year Group: Reception	Term: Autumn 1							
	Summer Half Term 1								
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Literacy	Comprehension	To independently look at book, holding them the correct way and turning pages	To independently look at book, holding them the correct way and turning pages	To listen and discuss a story To act out a story	To recognise different parts of story (colours) To recall parts of a story (match monster to feelings)	To share ideas about a story To sequence 3 parts of a story	To talk about our families	To follow instructions	
	Word reading		To recognise their name To recognise taught Phase 2 sounds s a t p To begin to blend sounds together to read words using the taught sounds	To recognise their name To recognise taught Phase 2 sounds i n m d To begin to blend sounds together to read words using the taught sounds	To recognise their name To recognise taught Phase 2 sounds g o c k To recognise tricky words – is To begin to blend sounds together to read words using the taught sounds	To recognise their name To recognise taught Phase 2 sounds ck e u r To recognise tricky words – l To begin to blend sounds together to read words using the taught sounds	To recognise taught Phase 2 h b f l To recognise tricky words – the To begin to blend sounds together to read words using the taught sounds To identify different sounds	To recognise taught Phase 2 sounds – s a t p i n m d g o c k ck h b f l To begin to blend sounds together to read words using the taught sounds	
	Writing	To mark make To draw circles To follow lines drawn To draw a self portrait	To mark make To draw lines To draw circles	To sequence letters of their name To draw their own character (colour monster)	To draw what makes them happy To write initial sounds	To draw who is in our family To copy taught letters To begin to write known sounds	To copy taught letters To begin to write initial sounds	To copy their name To copy taught letters To begin to write final sounds	

Mathematics (White Rose)	Number		To sing number rhymes	To match objects To match pictures and objects To identify a set				To find 1 2 3 To subitise 1 2 3 To represent 1 2 3
	Numerical pattern				To sort objects to a type To create sorting rules To compare amounts			
	Shape, space and measure					To compare size To compare mass To compare capacity	To explore simple patterns To continue simple patterns To copy and continue simple patterns To create simple patterns	
Communication and Language	Listening, Attention and Understanding	To understand how to listen carefully. To ask what questions. To be aware of how to sit on the carpet, as a group, and show they are listening						
	Speaking	To know and retell our TLC text saying key words. To answer what questions. To sing a variety of nursery rhymes. To know and use vocabulary linked to their TLC text. To share photos on Tapestry						
PSED (Kapow)	Self-regulation	To recognise different emotions. To focus during short whole class activities. To follow one-step instructions.						
	Managing Self	To wash hands independently. To put coat and socks on independently. To explore different areas within the Year R environment. To use the toilet independently.						
	Building Relationship	To seek support of adults when needed. To gain confidence to speak to peers and adults						
Physical Development	Gross Motor skills (GetSet4PE)		To move safely in a space.	To follow instructions and stop safely.	To stop safely and develop control when using equipment	To follow instructions and play safely as a group	To follow a path and take turns	To work co-operatively with a partner
	Fine motor skills	To use a dominant hand. To mark make using different shapes. To begin to use a tripod grip when using mark making tools. To use tweezer to transfer objects. To thread large beads. To use large pegs. To begin to copy letters. To hold scissors correctly and make snips.						

Understanding the World	Past and Present			To talk about their family events and routines	To know about my own life story		To know how they have changed	
	People Cultures and Communities					To know that their school is in Downham Market		To know where they live
	The Natural World		To take part in exercise	To notice what happens to their body and how it changes when they exercise	To treat all living things with care. To show curiosity in exploring the outdoor environment.	To ask questions about the natural environment.	To respect and care for the natural environments	To notice seasonal changes.
Expressive Arts and Design	Creating with Materials		To draw self portraits To explore different colours	To use a story to inspire our work To draw their own monster	To look for colour in our environment To create collaborative artwork	To explore colouring mixing	To draw our families	
	Being Imaginative and Expressive	To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or dislike a piece of music To create musical patterns using body percussion To use costumes and resources to act out narratives						

*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
Mix it up! Herve Tullet The Feelings Book by Todd Parr The Day the Crayons Quit by Drew Daywalt & Oliver Jeffers	Colour monster goes to school Dr Colour Monster I Love You (Nearly Always) - Anna Llenas Remixed: A Blended Family - Aree Chung	My Many Coloured Days by Dr. Seuss The Day the Crayons Quit by Drew Daywalt & Oliver Jeffers Elmer by David McKee	Colours (My First Discoveries) by Gallimard Jeunesse National Geographic Kids: Colors Mix it up! Herve Tullet All About Feelings (Usborne Lift-the-Flap First Questions and Answers) The Feelings Book (First Feelings) by Felicity Brooks (Usborne)