

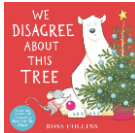



	<div></div> <div><b>Hillcrest Primary School</b> <b>Medium Term Plan</b> <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>			<b>TLC Text</b> <div></div>			<b>TLC Hook:</b> <b>Owl Visit</b>  <b>and Nativity to end</b>		
	<b>Year Group: Reception</b>		<b>Term: Autumn 2</b>						
	<b>Autumn Half Term 2</b>								
		<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	
<b>Literacy</b>	<b>Comprehension</b>	To engage in story times, joining in with repeated phrases and actions  To begin to answer questions about the stories read to them  To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To listen to a story and repeat key vocabulary  To share and retell a story	To share and write a fact file  To identify a fact (about a bat)	To create a shadow using a moth  To listen and share our learning	Read tricky words  To match parts of the story	To perform our nativity	To sequence the nativity To read and match CVC words	
	<b>Word reading</b>	To recognise taught Phase 2 sounds (ff ll ss j)  To recognise taught Phase 2 Tricky Words (l is the put pull full as )  To blend sounds to read words using taught sounds	To recognise taught Phase 2 sounds (v w x y)  To recognise taught Phase 2 Tricky Words (and has his her )  To blend sounds to read words using taught sounds	To recognise taught Phase 2 sounds (z zz qu ch )  To recognise taught Phase 2 Tricky Words (go no to into )  To read words ending with s /z/ e.g. his, bags  To blend sounds to read words using taught sounds	To recognise taught Phase 2 sounds (sh th ng nk )  To recognise taught Phase 2 Tricky Words (she push he of)  To read words ending with s /z/ e.g. his, bags  To blend sounds to read words using taught sounds	To recognise taught Phase 2 sounds (s and s/z )  To recognise taught Phase 2 Tricky Words (we me be )  To read words ending with s /z/ e.g. his, bags  To blend sounds to read words using taught sounds  To read books matching their phonics ability	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)  To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be)	To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f ll ss j v w x y z zz qu ch sh th ng nk)  To recognise taught Phase 2 Tricky Words (the l is put pull full as and has his her go no to into she push he of we me be)	

			<p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To read books matching their phonics ability</p> <p>To begin reading captions and sentences using taught sounds</p>	<p>To read books matching their phonics ability</p> <p>To begin reading captions and sentences using taught sounds</p>	<p>To begin reading captions and sentences using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p>	<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>	<p>To blend sounds to read words using taught sounds</p> <p>To read words ending with s e.g. hats, sits</p> <p>To read words ending with s /z/ e.g. his, bags</p> <p>To begin reading captions and sentences using taught sounds</p> <p>To read books matching their phonics ability</p>
	<b>Writing</b>	<p>To create observational drawings</p> <p>To write descriptive sound words</p> <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p>	<p>To identify a poppy as a sign of remembrance</p> <p>To listen to a story and repeat key vocabulary</p>	<p>To write a fact (bat)</p>	<p>To draw and label a moth</p>	<p>To write tricky words</p> <p>To use correct letter formation</p>	<p>To design a Christmas tree</p> <p>To shared write a Christmas card</p> <p>To design a Christmas card</p>	<p>To design make and evaluate a biscuit</p>
<b>Mathematics (White Rose)</b>	<b>Number</b>	<p>To find 1 2 3</p> <p>To subitise 1 2 3</p> <p>To represent numbers 1 2 3</p>		<p>To find 4 and 5</p> <p>To subitise 4 and 5</p> <p>To represent 4 and 5</p>			<p>To sequence numbers 1 to 5</p> <p>To make 5</p>	
	<b>Numerical pattern</b>				<p>To identify one more</p> <p>To find and make one more</p>	<p>To identify one less</p> <p>To find one less</p> <p>To show 1 less and 1 more</p>		

					To represent and write one more			
	<b>Shape, space and measure</b>		<p>To identify circles and triangles</p> <p>To compare triangles and circles</p> <p>To find shapes in the environment</p>					<p>To find 4 sided shapes in our environment</p> <p>To explore a folded shape</p> <p>To identify day and night</p>
<b>Communication and Language</b>	<b>Listening, Attention and Understanding</b>	<p>To join in with repeated phrases in a story.</p> <p>To ask who questions.</p> <p>To know what behaviour is expected on the carpet, in order to show they are listening.</p>						
	<b>Speaking</b>	<p>To know and retell our TLC text saying key words.</p> <p>To answer who questions.</p> <p>To know and use vocabulary linked to festivals and celebrations, our TLC texts and seasons.</p> <p>To talk about the photos shared through Tapestry</p>						
<b>PSED</b> (Kapow)	<b>Self-regulation</b>	<p>To talk about how they are feeling.</p> <p>To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations</p> <p>To understand why it is important to share and cooperate with others. To develop strategies to help when trying to share with others.</p> <p>To see themselves as a valued individual. To understand that it is ok to like different things</p> <p>To explore diversity through thinking about similarities and differences</p>						
	<b>Managing Self</b>	<p>To have confidence to try new activities</p> <p>Children will know the class rules: Be kind and polite to everybody, look after our classroom and all the things in it and walk and talk in school.</p> <p>They will know that we come to school to be safe, happy and fantastic learner.</p> <p>Children will know how healthy eating is important for their health.</p> <p>To talk about our families</p> <p>To share interests with the class</p>						
	<b>Building Relationship</b>	<p>To play with children who are playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all Year R staff.</p> <p>To talk about our families. To understand that all families are valuable and special</p> <p>To talk about people that hold a special place in children's lives, think about what it means to be a valued person</p>						
<b>Physical Development</b>	<b>Gross Motor skills (GetSet4PE)</b>	To develop rolling and tracking a ball.	To develop accuracy when throwing to a target.	To develop dribbling with hands.	To develop throwing and catching with a partner.	To develop dribbling a ball with your feet.	To develop kicking a ball to a target.	

	<b>Fine motor skills</b>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight and zigzagged lines.</p> <p>To use a tripod grip when using mark making tools.</p> <p>To accurately draw lines, circles and shapes to draw pictures.</p> <p>To write taught letters using correct formation.</p>						
<b>Understanding the World</b>	<b>Past and Present</b>	To know about Poppy Day and Bonfire Night.				To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class - Children will talk about birthdays and Christmas.		
	<b>People Cultures and Communities</b>	To talk about how Hindus celebrate Diwali				To talk about the Christmas Story and how it is celebrated	To know that people around the world have different religions	
	<b>The Natural World</b>	<p>To talk about seasonal changes, mainly from Autumn to Winter.</p> <p>To know about and recognise the signs of Autumn</p>	<p>To introduce that some animals are nocturnal.</p> <p>To create observational drawings.</p>	To describe their environment and talk about the weather.	<p>To know about features of the world and Earth</p> <p>To look at animals and plants and talk about changes in these as seasons change.</p>	To look and recognise signs of winter		
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<p>To use colours for a particular purpose</p> <p>To draw observational drawings</p> <p>To create firework pictures</p>	<p>To use natural objects to make a piece of art (Andy Goldsworthy)</p> <p>To create a collage</p>	To draw observational drawings of animals	<p>To share their creations</p> <p>To explore different techniques for joining materials (Glue Stick, PVA)</p>	<p>To design and make a Christmas card</p> <p>To independently select media with a purpose in mind</p>	To create an advent calendar	To use some cooking techniques (spreading, cutting, threading, coring) To know how to work safely and hygienically

	<b>Being Imaginative and Expressive</b>	To perform a song in the Christmas Play To learn and perform a poem at the Christmas Concert To join in with whole school singing assemblies To pitch match To sing the melodic shape of familiar songs To begin to build up a repertoire of songs To sing entire songs To use costumes and resources to act out narratives
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*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!*

<b>Supplementary Texts</b>	<b>Same Author</b>	<b>Readers also liked...</b>	<b>Non-Fiction</b>
Scaredy bat - Jonathan Meres and Anders Frang All about bats – DK The Nativity Tree Seasons go seasons come	The Steves – Morag Hood Brenda the sheep – Morag Hood Colin, Lee Carrot and Pea – Morag Hood  There is a mouse in this house – Ross Collins This zoo is not for you – Ross Collins		All about bats – DK The bat book – Charlotte Milner Bats: A children's book about bats