HILLCREST

Hillcrest Primary School Medium Term Plan

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.

Year Group: Reception

Term: Spring

TLC Text:

Jack and The Beanstalk Farmer Duck and Growing Frogs







TLC Hook: Church farm (Middle)

Growing beanstalks World Book Day

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	Spring Half Term 2										
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Literacy	Comprehension	To act out stories To follow a story without pictures or props To create a story map	To talk about the characters in the books they are reading	To begin to answer questions about what they have read To act out stories	To find facts in non- fiction texts To recall a fact	To recall a fact To follow instructions To explain what they have read by pointing	To recount a life cycle — linked to TLC To sequence a story				
	Word reading	To recognise taught Phase 2 and 3 sounds To recognise taught Phase 2 and 3 Tricky Words To read longer words including those with double letters	To recognise taught Phase 2 and 3 sounds To recognise taught Phase 2 and 3 Tricky Words To read longer words including those with double letters	To recognise taught Phase 2 and 3 sounds To recognise taught Phase 2 and 3 Tricky Words To read longer words including those with double letters	To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability	To read words with s and s/z/ at the end To read sentences containing Tricky Words and digraphs To read books matching their phonics ability				
	Writing	To form lowercase letters correctly and begin to former capital letters To label a picture. To draw with increased accuracy	To describe a character To spell some taught tricky words correctly	To write a caption To spell words using taught sounds	To shared write To write a phrase/ sentences using finger spaces and full stops	To write instructions To draw and label equipment To label a picture (Growing beans)	To identify seasonal things To write a caption To draw a spring picture To make an easter card				
Mathematics (White Rose)	Number			To find 9 and 10 To make 9 and 10 To compare 9 and 10	To conceptually subitise 9 and 10	To make bonds to 10 (2 parts) To make bonds to 10 (3 parts) To make arrangements to 10					
	Numerical pattern				To find 1 more To find 1 less						
	Shape, space and measure	To describe length and height.	To order days of the week. To use languages such as now, before, after,				Find and recognise 3D shapes To use 3D shapes				

		To compare length	soon, later, then,				To copy and continue		
		and height.	next.				a pattern		
		To use specific							
		mathematical	To describe significant				To find patterns in the		
		vocabulary such as	events in their life and				environment		
		longer, shorter, taller,	talk about what they				CHVIIOIIIICIIC		
		wider, narrower to	are looking forward to						
		make comparisons.							
		· · · · · · · · · · · · · · · · · · ·	To ask where	To understand the	To ask where	To join in with reported phreses in a	To join in with		
		To identify the main characters in the	questions.	routines of the day and	questions.	To join in with repeated phrases in a story.	repeated phrases in a		
		story and talk about	questions.	be able to give their	questions.	Story.	story.		
	Listening,	their feelings.	To join in with	attention and listen to	To be able to wait.		Story.		
	Attention and		repeated phrases in a	other children as well					
	Understanding	To understand why it	story.	as adults when on the	To join in with repeated				
		is important to listen		carpet.	phrases in a story.				
Communication		carefully							
and Language		To know and retell	To know and use	To answer where	To know and use	To express their ideas using past and	To talk about home	To talk about home	
		our TLC texts using	vocabulary linked to	questions.	vocabulary linked to	present tense.	experiences without a	experiences without a	
		full sentences.	our TLC texts		our TLC texts		prompt.	prompt.	
	Speaking			To express their ideas		To answer where questions.			
	- P	To talk about home		using past and present	To talk about home		To know and use		
		experiences without a		tense.	experiences without a		vocabulary linked to		
		prompt.			prompt.		our TLC texts		
		To identify and modera	te their own feelings socia	I Illy and emotionally.					
				,					
	Self-regulation	To consider the feeling	s and needs of others						
		To develop	To listen attentively to	To understand why it is	To follow instructions	To follow instructions involving	To listen and respond		
		To develop independence when	To listen attentively to a story.	To understand why it is important to listen	To follow instructions involving several ideas	To follow instructions involving several ideas or actions.	To listen and respond to phrases and		
BEED		· ·	a story. To talk about and	,		_	· ·		
PSED	Managing Calf	independence when	a story. To talk about and retell parts of a story	important to listen carefully. To understand why it is	involving several ideas	several ideas or actions.	to phrases and		
PSED (Kapow)	Managing Self	independence when dressing and	a story. To talk about and retell parts of a story they have deep	important to listen carefully. To understand why it is important to tell the	involving several ideas or actions.	several ideas or actions.	to phrases and instructions that		
	Managing Self	independence when dressing and undressing to go outside.	a story. To talk about and retell parts of a story	important to listen carefully. To understand why it is important to tell the truth and think about	involving several ideas or actions. To persevere when	several ideas or actions.	to phrases and instructions that involve several ideas		
	Managing Self	independence when dressing and undressing to go	a story. To talk about and retell parts of a story they have deep	important to listen carefully. To understand why it is important to tell the	involving several ideas or actions. To persevere when	several ideas or actions.	to phrases and instructions that involve several ideas		
	Managing Self	independence when dressing and undressing to go outside. To understand why it	a story. To talk about and retell parts of a story they have deep	important to listen carefully. To understand why it is important to tell the truth and think about	involving several ideas or actions. To persevere when	several ideas or actions.	to phrases and instructions that involve several ideas		
		independence when dressing and undressing to go outside. To understand why it is important to listen carefully	a story. To talk about and retell parts of a story they have deep familiarity with.	important to listen carefully. To understand why it is important to tell the truth and think about	involving several ideas or actions. To persevere when things are difficult	several ideas or actions.	to phrases and instructions that involve several ideas		
	Building	independence when dressing and undressing to go outside. To understand why it is important to listen carefully To listen to the ideas of	a story. To talk about and retell parts of a story they have deep familiarity with. other children and agree	important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others	involving several ideas or actions. To persevere when things are difficult	several ideas or actions.	to phrases and instructions that involve several ideas		
		independence when dressing and undressing to go outside. To understand why it is important to listen carefully To listen to the ideas of To be able to describe w	a story. To talk about and retell parts of a story they have deep familiarity with. other children and agree what makes a good friend	important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others on a solution and compronincluding attributes such as	involving several ideas or actions. To persevere when things are difficult nise. I listening and sharing.	several ideas or actions. To give simple instructions	to phrases and instructions that involve several ideas or actions.		
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	Building Relationship Gross Motor skills	independence when dressing and undressing to go outside. To understand why it is important to listen carefully To listen to the ideas of To be able to describe v	a story. To talk about and retell parts of a story they have deep familiarity with. other children and agree what makes a good friend To follow instructions and move safely when	important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others on a solution and compronincluding attributes such as	involving several ideas or actions. To persevere when things are difficult nise. I listening and sharing. To develop coordination and play by	several ideas or actions. To give simple instructions	to phrases and instructions that involve several ideas or actions.		
	Building Relationship	independence when dressing and undressing to go outside. To understand why it is important to listen carefully To listen to the ideas of To be able to describe v To aim when throwing and practise keeping score	a story. To talk about and retell parts of a story they have deep familiarity with. other children and agree what makes a good friend To follow instructions and move safely when play tagging games	important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others on a solution and compronincluding attributes such as To learn to play against a partner	involving several ideas or actions. To persevere when things are difficult nise. s listening and sharing. To develop coordination and play by the rules	To explore striking a ball and keeping score.	to phrases and instructions that involve several ideas or actions. To work co-operatively as a team		
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(Kapow)	Building Relationship Gross Motor skills	independence when dressing and undressing to go outside. To understand why it is important to listen carefully To listen to the ideas of To be able to describe when throwing and practise keeping score To hold scissors correctly and cut out large shapes.	a story. To talk about and retell parts of a story they have deep familiarity with. other children and agree what makes a good friend To follow instructions and move safely when play tagging games To trace simple patterns. To manipulate using	important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others on a solution and compronincluding attributes such as To learn to play against a partner To use nip it, flip it and grip it. To write letters using	involving several ideas or actions. To persevere when things are difficult nise. Is listening and sharing. To develop coordination and play by the rules To use nip it, flip it and grip it. To write letters using	To explore striking a ball and keeping score. To use nip it, flip it and grip it. To write letters using the correct letter formation and control the size	to phrases and instructions that involve several ideas or actions. To work cooperatively as a team To use nip it, flip it and grip it. To write letters using	grip it. To write letters using	
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Understanding the World	Past and Present	To compare and observe/talk about the differences. To explore the role of the farmer.	To explore building past and present (castles). To compare past and present farming methods. To look at traditional tales and new adaptions of.	To explore the role of the farmer. To compare and observe/talk about the differences. To compare past and present farming methods.	To explore the role of the farmer. To compare and observe/talk about the differences. To compare past and present farming methods. To look at traditional tales and new adaptions of.	To explore the role of the farmer. To compare and observe/talk about the differences. To compare past and present farming methods.	To compare and observe/talk about the differences.
	People Cultures and Communities	To recognise that everyone has places that are special to them.	To recognise special places in the local community	To investigate why some places are special to people in the community by going on a visit	To investigate why churches are special places to many Christian people	To consider religious festivals. To explore why mosques are special places to many Muslim people	To consider religious festivals. To know that Christians celebrate Easter.
	The Natural World	To look for and record signs of Spring using drawings and photos. To observe changes and growth.	To investigate life cycles. To make observational drawings. To plant seeds. To observe changes and growth.	To know about and recognise the signs of Spring To observe changes and growth. To know what a plant needs to grow.	To know what a plant needs to grow. To make observational drawings. To know the names of animals and their young.	To know about features of my own immediate environment and how they might vary from another. To know the names of animals and their young. To look for and record signs of Spring using drawings and photos.	To make observations about tadpoles To be able to recall a simple life cycle.
Expressive Arts and Design	Creating with Materials	To collage as a group for display. To draw more detailed pictures of people and objects To know which prime colours you mix together to make secondary colours	To take photos of plants and add to. To draw more detailed pictures of people and objects To manipulate materials	To draw different animals To draw more detailed pictures of people and objects To know which prime colours you mix together to make secondary colours	To plan what they are going to make (cooking, wood work, construction, junk modelling) To manipulate materials To use some cooking techniques (spreading, cutting, threading)	To use the IWB, changing games and programmes To draw more detailed pictures of people and objects To manipulate materials To know how to work safely and hygienically To use some cooking techniques (spreading, cutting, threading)	To know which prime colours you mix together to make secondary colours To create observational drawings To use some cooking techniques (spreading, cutting, threading)
	Being Imaginative and Expressive	To join in with whole school singing assemblies. To associate genres of music with	To join in with whole school singing assemblies	To join in with whole school singing assemblies	To join in with whole school singing assemblies	To join in with whole school singing assemblies To associate genres of music with characters and stories	To join in with whole school singing assemblies

characters and stories.	•	To associate genres of music with characters and stories	To associate genres of music with characters and stories	To create costumes and resources for role play	To create costumes and resources for role play	
	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!

