

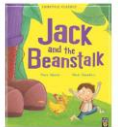
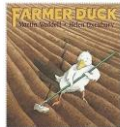


	<div></div> <div>Hillcrest Primary School Medium Term Plan <i>At Hillcrest, we nurture a love of reading to empower the children to unlock the full wonders of the curriculum, supporting them to unleash their creativity and champion their independence, helping them to achieve their full potential.</i></div>		<div>TLC Text: Jack and The Beanstalk Farmer Duck and Growing Frogs</div> <div></div>				<div>TLC Hook: Church farm (Middle) Growing beanstalks World Book Day</div>		
	Year Group: Reception	Term: Spring							
	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		

[illegible]

Understanding the World	Past and Present	<p>To compare and observe/talk about the differences.</p> <p>To explore the role of the farmer.</p>	<p>To explore building past and present (castles).</p> <p>To compare past and present farming methods.</p> <p>To look at traditional tales and new adaptations of.</p>	<p>To explore the role of the farmer.</p> <p>To compare and observe/talk about the differences.</p> <p>To compare past and present farming methods.</p>	<p>To explore the role of the farmer.</p> <p>To compare and observe/talk about the differences.</p> <p>To compare past and present farming methods.</p> <p>To look at traditional tales and new adaptations of.</p>	<p>To explore the role of the farmer.</p> <p>To compare and observe/talk about the differences.</p> <p>To compare past and present farming methods.</p>	<p>To compare and observe/talk about the differences.</p>	
	People Cultures and Communities	<p>To recognise that everyone has places that are special to them.</p>	<p>To recognise special places in the local community</p>	<p>To investigate why some places are special to people in the community by going on a visit</p>	<p>To investigate why churches are special places to many Christian people</p>	<p>To consider religious festivals.</p> <p>To explore why mosques are special places to many Muslim people</p>	<p>To consider religious festivals.</p> <p>To know that Christians celebrate Easter.</p>	
	The Natural World	<p>To look for and record signs of Spring using drawings and photos.</p> <p>To observe changes and growth.</p>	<p>To investigate life cycles.</p> <p>To make observational drawings.</p> <p>To plant seeds.</p> <p>To observe changes and growth.</p>	<p>To know about and recognise the signs of Spring</p> <p>To observe changes and growth.</p> <p>To know what a plant needs to grow.</p>	<p>To know what a plant needs to grow.</p> <p>To make observational drawings.</p> <p>To know the names of animals and their young.</p>	<p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know the names of animals and their young.</p> <p>To look for and record signs of Spring using drawings and photos.</p>	<p>To make observations about tadpoles</p> <p>To be able to recall a simple life cycle.</p>	
Expressive Arts and Design	Creating with Materials	<p>To collage as a group for display.</p> <p>To draw more detailed pictures of people and objects</p> <p>To know which prime colours you mix together to make secondary colours</p>	<p>To take photos of plants and add to.</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p>	<p>To draw different animals</p> <p>To draw more detailed pictures of people and objects</p> <p>To know which prime colours you mix together to make secondary colours</p>	<p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To manipulate materials</p> <p>To use some cooking techniques (spreading, cutting, threading)</p>	<p>To use the IWB, changing games and programmes</p> <p>To draw more detailed pictures of people and objects</p> <p>To manipulate materials</p> <p>To know how to work safely and hygienically</p> <p>To use some cooking techniques (spreading, cutting, threading)</p>	<p>To know which prime colours you mix together to make secondary colours</p> <p>To create observational drawings</p> <p>To use some cooking techniques (spreading, cutting, threading)</p>	
	Being Imaginative and Expressive	<p>To join in with whole school singing assemblies.</p> <p>To associate genres of music with</p>	<p>To join in with whole school singing assemblies</p>	<p>To join in with whole school singing assemblies</p>	<p>To join in with whole school singing assemblies</p>	<p>To join in with whole school singing assemblies</p> <p>To associate genres of music with characters and stories</p>	<p>To join in with whole school singing assemblies</p>	

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

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
Pip and Egg It starts with a seed Jasper's Bean Stalk 	Olivers Vegetables Yucky Worms 	Tree Tiny seed 	Frog Life Cycles From animals and their young Plants Growing and changing Spring (seasonal books) 