



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.



TLC Text



TLC Hook: Bee visit
Bug hunt,
Forest school

Year Group: Reception

Term: Summer 1

Summer Half Term 1

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Comprehension							
	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 read ccvc, cvcc, ccvcc words	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 ccvc, cvcc, ccvcc words	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 ccvc, cvcc, ccvcc words	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 ccvc, cvcc, ccvcc words	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 ccvc, cvcc, ccvcc words	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 ccvc, cvcc, ccvcc word	
	Writing	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To listen to a new TLC story and discuss To show an understanding of our TLC text To use phonic knowledge to write a fact (bee)	To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to read their work back To recognise and find question marks To write a question	To form lowercase and capital letters correctly To begin to use capital letters at the start of a sentence To begin to read their work back To look at the features of a simple poster To create a GAP (Genre, Audience, Purpose) To create an information poster	To form lowercase and capital letters correctly To use finger spaces and full stops when writing a sentence To read and write new vocabulary linked to TLC text	To form lowercase and capital letters correctly To begin spell some taught tricky words correctly To label images To sequence a sentence To follow instructions	To follow instructions To write instructions To evaluate	
Mathematics (White Rose)	Number	To find numbers beyond 10 To build numbers beyond 10 (10-13)	To find numbers beyond 10 To build numbers beyond 10 (14-20) To continue patterns beyond 10 (14-20) To	To count accurately to 20 To order numbers to 20 To write numbers to 20	To add more To count how many we added To take away To use part whole model to show addition	To recognise how many are taken away To take away and count 1:1 To take away pictorially		
	Numerical pattern	To continue patterns beyond 10 (10-13)						
	Shape, space and measure						3D Shapes To rotate shapes To manipulate shapes	To rotate shapes To manipulate shapes To describe the position

							To describe the position	
Communication and Language	Listening, Attention and Understanding	To make links between events in a story and their own experiences. To ask why questions. Children will be able to listen to and understand simple instruction; responding appropriately. To understand that we all have different beliefs and celebrate special times in different ways. To think about the perspectives of others in the class.	To understand why sharing is important. To think about the perspectives of others in the class.	To understand the characteristics that make a good friend. To think about why it might be difficult for others to be a good friend all of the time.	To consider why it is important to support each other by being kind.	To learn how to help, listen to and support others when working in a team.	To learn how to help, listen to and support others when working in a team.	
	Speaking	To know and retell our TLC texts using full sentences and conjunctions. To answer why questions. To know and use vocabulary linked to our TLC text.						
PSED (Kapow)	Self-regulation	To focus during longer whole class lessons. To follow two step instructions.						
	Managing Self	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To develop independence when dressing and undressing for activities such as Forest school. To identify and name healthy foods. To manage own basic needs independently.	To identify and name healthy foods. To manage own basic needs independently.
	Building Relationship	To begin to work as a group with support. To use taught strategies to support turn taking.						
Physical Development	Gross Motor skills (GetSet4PE)	To aim when throwing and practise keeping score.	To follow instructions and move safely when play tagging games.	To learn to play against a partner.	To develop co-ordination and play by the rules.	To explore striking a ball and keeping score.	To work co-operatively as a team.	
	Fine motor skills	To hold scissors correctly and cut out small shapes.	To thread a pattern (bee/ladybird).	To paint using thinner paintbrushes.	To paint using thinner paintbrushes.	To copy letters using the correct formation, fitting letters onto lines, considering where to	To hold scissors correctly and cut out small shapes.	END OF UNIT ASSESSMENT

		To paint using thinner paintbrushes. To trace letters using a honey spool To thread a pattern (bee/ladybird).	To trace letters using a honey spool Handwriting Unit 4 - b p h	To trace letters using a honey spool Unit 5 Zig-Zag family V w x	To hold scissors correctly and cut out small shapes. Handwriting Unit 5 Zig-Zag Z k	place ascending and descending letters. Capital Letters CAD	Capital Letters- G O Q	
Understanding the World	Past and Present	Talk about the lives of the people in society	Talk about the lives of the people in society					
	People Cultures and Communities	To understand the role of the bee keeper	To understand the role of the bee keeper					
	The Natural World	To observe and draw pictures of bugs and insects To take part in forest school sessions To look at how a caterpillar changes To look at how honey is made	To look at the different parts of insects To understand that bees collect pollen To take part in forest school sessions To look at how honey is made	To look at the different habitats of insects To know that bees make honey To take part in forest school sessions To look at how a caterpillar changes	To make a habitat for different insects To understand the importance of insects and bees in pollination To take part in forest school sessions	To look for signs of summer To draw a picture showing signs of summer To take part in forest school sessions To look at how a caterpillar changes		
Expressive Arts and Design	Creating with Materials	To know which prime colours you mix together to make secondary colours	To draw more detailed pictures of people and objects To create observational drawings	To manipulate materials To create observational drawings	To plan what they are going to make (cooking, wood work, construction, junk modelling) To create observational drawings	To create observational drawings To know how to work safely and hygienically To use non-statutory measures (spoons, cups) To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)		
	Being Imaginative and Expressive	To explore how a Bee-Bot works	To explore how a Bee-Bot works To take part in the mini-beast bop	To explore how a Bee-Bot works To take part in the mini-beast bop	To take part in the mini-beast bop	To take part in the mini-beast bop To make a bug mask		

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
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The Bee book Charlotte Milner
Twist and hop mini-beast bop- Tony Mitton

Tree
Bugs

Yucky Worms Vivian French
Butterfly Bouquet Nicola Davies
The crunchning munching caterpillar- Sheridan Cain

Bee fact book
Snail fact book
Butterfly lifecycle