



**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:
Jack and The Beanstalk
Gets Stuck and Growing Frogs



TLC Hook:
Church farm (end)
Growing beanstalks
World Book Day
Farm vet visit

Year Group: Reception

Term: Spring 2

Spring Half Term 2

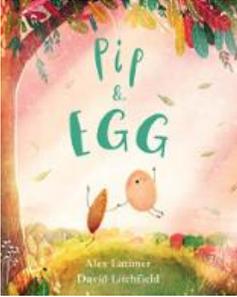
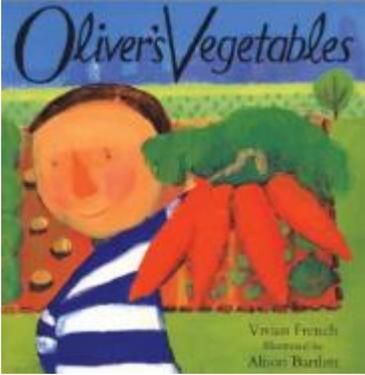
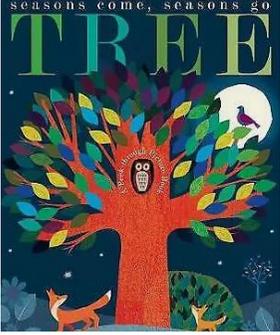
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Comprehension	To act out stories To follow a story without pictures or props To create a story map	To talk about the characters in the books they are reading	To begin to answer questions about what they have read To act out stories	To find facts in non-fiction texts To recall a fact To recount a life cycle – linked to TLC To sequence a story	To recall a fact To follow instructions To explain what they have read by pointing		
	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		
	Writing	To form lowercase letters correctly and begin to form 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 describe a character To observe signs of spring	To shared write To write a phrase/ sentences using finger spaces and full stops To write what a plant needs to grow	To write instructions To draw and label equipment To label a picture (Growing beans) 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					

		To compare length and height. To use specific mathematical vocabulary such as longer, shorter, taller, wider, narrower to make comparisons.	languages such as now, before, after, soon, later, then, next. To describe significant events in their life and talk about what they are looking forward to					
Communication and Language	Listening, Attention and Understanding	To identify the main characters in the story and talk about their feelings. To understand why it is important to listen carefully	To ask where questions. To join in with repeated phrases in a story.	To understand the routines of the day and be able to give their attention and listen to other children as well as adults when on the carpet.	To ask where questions. To be able to wait. To join in with repeated phrases in a story.	To join in with repeated phrases in a story.		
	Speaking	To know and retell our TLC texts using full sentences. To talk about home experiences without a prompt.	To know and use vocabulary linked to our TLC texts	To answer where questions. To express their ideas using past and present tense.	To know and use vocabulary linked to our TLC texts To talk about home experiences without a prompt. To talk about home experiences without a prompt. To know and use vocabulary linked to our TLC texts	To express their ideas using past and present tense. To answer where questions. To talk about home experiences without a prompt. To know and use vocabulary linked to our TLC texts		
PSED (Kapow)	Self-regulation	To identify and moderate their own feelings socially and emotionally. To consider the feelings and needs of others						
	Managing Self	To develop independence when dressing and undressing to go outside. To understand why it is important to listen carefully	To listen attentively to a story. To talk about and retell parts of a story they have deep familiarity with.	To understand why it is important to listen carefully. To understand why it is important to tell the truth and think about the feelings of others	To follow instructions involving several ideas or actions. To persevere when things are difficult	To follow instructions involving several ideas or actions. To give simple instructions		
	Building Relationship	To listen to the ideas of other children and agree on a solution and compromise. To be able to describe what makes a good friend including attributes such as listening and sharing.						
Physical Development	Gross Motor skills (GetSet4PE)	To hold a shape To balance for 5 seconds	To squeeze muscles To stay still To move safely	To bend your knees when landing To land with feet together	To barrel roll To straight roll	To travel using different parts of your body		
	Fine motor skills	To hold scissors correctly and cut out large shapes.	To trace simple patterns.	To use nip it, flip it and grip it.	To use nip it, flip it and grip it.	To use nip it, flip it and grip it.		

		<p>To write letters using the correct letter formation and control the size of letters.</p> <p>To use nip it, flip it and grip it.</p> <p>To trace simple patterns.</p>	<p>To manipulate using tweezers.</p> <p>To use nip it, flip it and grip it.</p> <p>To hold scissors correctly and cut out large shapes.</p>	<p>To write letters using the correct letter formation and control the size of letters.</p> <p>To hold scissors correctly and cut out large shapes.</p>	<p>To write letters using the correct letter formation and control the size of letters.</p> <p>To hold scissors correctly and cut out large shapes.</p>	<p>To write letters using the correct letter formation and control the size of letters.</p> <p>To hold scissors correctly and cut out large shapes.</p>		
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>		
	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 make observations about tadpoles</p> <p>To be able to recall a simple life cycle.</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>		
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 take photos of plants and add to.</p> <p>To draw more detailed pictures of people and objects</p>	<p>To draw different animals</p> <p>To draw more detailed pictures of people and objects</p>	<p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p>	<p>To use the IWB, changing games and programmes</p> <p>To draw more detailed pictures of people and objects</p>		

		To know which prime colours you mix together to make secondary colours	To manipulate materials	To know which prime colours you mix together to make secondary colours	To manipulate materials To use some cooking techniques (spreading, cutting, threading)	To manipulate materials To know how to work safely and hygienically 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 characters and stories.	To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and resources for role play	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 To associate genres of music with characters and stories	To join in with whole school singing assemblies To associate genres of music with characters and stories 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 Framer Duck 	Oliver's Vegetables Yucky Worms 	Tree Tiny seed 	Frog Life Cycles From animals and their young Plants Growing and changing Spring (seasonal books) 