



## 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: 1**

**Term: Autumn 1**

**TLC Text:**  
Farmyard Hullabaloo  
& The Gigantic Turnip



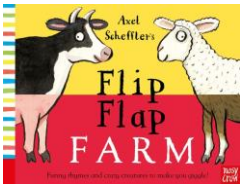
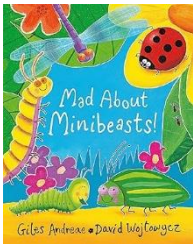
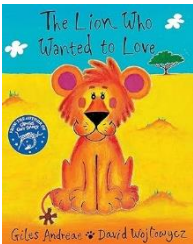
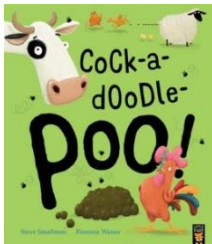
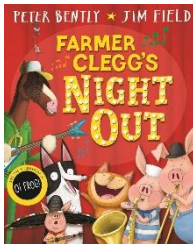
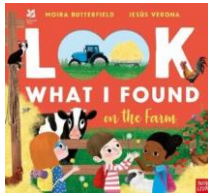
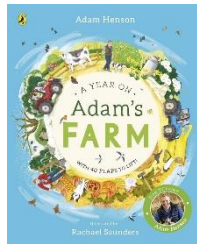
**TLC Hook: Farmer day!**



### Autumn Half Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>English</b>	To practise writing our names.	To read and write about pigs, foxes and cows.	To read and write about sheep, goats and roosters.	To read and write about sheepdogs, cats and owls.	To write a sequence of sentences about farm animals.	To draw and label things from different types of farms.	To contribute to shared sentences about farms.	To write a sequence of sentences about things on farms.
<b>Grammar &amp; Punctuation</b>	To use a capital letter for our name.	To use our phonics to sound out key words.	To form lower case letter accurately.	To use finger spaces.	To independently use finger spaces.	To form lower case letters accurately.	To use our phonics to segment key words.	To independently use full stops.
<b>Spelling</b>		To revise Phase 3 GPCs.	To read words with two or more digraphs.	To read phase 4 words.	To read phase 4 words.	To start looking at phase 5.	To review longer words.	To recap prior learning.
<b>Maths</b> <i>Place Value</i>  <i>Addition and Subtraction</i>	To read numbers up to 10.	To sort and count objects.	To count forwards and backwards, from 10.	To compare groups.	To compare numbers.	To explore parts and wholes.	To explore number bonds to 10.	To look at addition.
<b>Science</b> <i>Plants</i>	What is a plant?	What are the parts of a plant called?	Do plants grow?	Do wild plants grow in our local area?	How can we group plants?	Can we eat plants?	Are trees a type of plant?	TAPS Assessment
<b>Art</b> <i>Colour</i>	To explore colour, to make different colours and use collaging as a technique to build texture.							
<b>Music</b> <i>Menu Song</i>		To get to know the song.	To recap the song.	To sing both songs.	To improvise a percussion accompaniment.	To prepare for a dramatic performance.	To perform the song.	
<b>Geography</b> <i>At The Farm</i>			To explore what farms are and why they are important.	To explore the features of a farm.	To be able to use a map and symbols to navigate around a farm.	To explore how the seasons affect life on a farm.		To explore the differences between life on a farm and life in a town.
<b>History</b> <i>History of Farming</i>	To understand what farming is and why it's important.				What Does a Farmer Do?	To explore the tools farmers used in the past vs. now.	To learn about tractors and how they've changed.	
<b>Outdoor P.E.</b> <i>Team Building</i>		To co-operate with a partner to complete challenges.	To explore and develop working as a team.	To develop talking, listening and sharing skills.	To use speaking and listening skills to lead a partner.	To plan with a partner and small group to complete challenges.	To use talking, listening and sharing skills to complete challenges.	
<b>Indoor P.E.</b> <i>Yoga</i>		To explore yoga and mindfulness.	To be able to copy and remember poses.	To develop flexibility when holding poses.	To develop balance whilst holding poses.	To create yoga poses using a hoop.	To create a yoga flow with a partner.	
<b>R.E.</b> <i>What makes us special?</i>	Why are we special?	Who is special to you?			Who helps us?	Why should we care for others?	Why is Jesus special to others?	
<b>Life Skills</b> <b>(PSHE &amp; RSHE)</b> <i>Families and relationships</i>		To understand that families look after us.	To begin to understand the importance and characteristics of positive friendships.	To recognise how others show feelings and how to respond.	To begin to understand how friendships can make us feel.	To begin to understand that friendships can have problems, but we can overcome them.	To begin to understand that being friendly to others can make them feel friendly and included.	To begin to understand what is meant by a stereotype.

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	
						
<b>Flip Flap Farm</b> Axel Scheffler	<b>Mad about mini beasts</b> Giles Andreae	<b>The lion who wanted to love</b> Giles Andreae	<b>Cock-a-doodle poo!</b> Steve Smallman	<b>Farmer Clegg's Night Out</b> Peter Bently	<b>Look what I found on the farm</b> Moira Butterfield	<b>A Year on Adam's Farm</b> Adam Henson