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| |  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> | |   | | | | TLC Hook: Bee visit Bug hunt, Forest school | |
| | Year Group: Reception | Term: Summer 1 | | TLC Text | | | | |
| | Summer Half Term 1 | | | | | | | |
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| | 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 | | |
| Literacy | 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 answer a question 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 look for insects and observe To label images To sequence a sentence To follow instructions | To form lowercase and capital letters correctly To begin spell some taught tricky words correctly 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 count beyond 20 To order numbers to 20 | To add more To count how many we added To take away To count how many we took away | | | |
| | Numerical pattern | To continue patterns beyond 10 (10-13) | | | | | | |

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| | Shape, space and measure | | | | | To rotate shapes To manipulate shapes To explain shape arrangements | | To compose shapes To decompose shapes To find 2-d shapes in 3d shapes |
| 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. | | |
| | 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. | | |
| | 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 create short sequences using shapes, balances and travelling actions. | To develop balancing and safely using apparatus. | To develop jumping and landing safely from a height. | To develop rocking and rolling. | To explore travelling around, over and through apparatus. | | |
| | 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 | | |

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| | | <p>To paint using thinner paintbrushes.</p> <p>To trace letters using a honey spool</p> <p>To thread a pattern (bee/ladybird).</p> | To trace letters using a honey spool | To trace letters using a honey spool | To hold scissors correctly and cut out small shapes. | <p>place ascending and descending letters.</p> <p>To hold scissors correctly and cut out small shapes.</p> | | |
| 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 | <p>To observe and draw pictures of bugs and insects</p> <p>To take part in forest school sessions</p> <p>To look at how a caterpillar changes</p> <p>To look at how honey is made</p> | <p>To look at the different parts of insects</p> <p>To understand that bees collect pollen</p> <p>To take part in forest school sessions</p> <p>To look at how honey is made</p> | <p>To look at the different habitats of insects</p> <p>To know that bees make honey</p> <p>To take part in forest school sessions</p> <p>To look at how a caterpillar changes</p> | <p>To make a habitat for different insects</p> <p>To understand the importance of insects and bees in pollination</p> <p>To take part in forest school sessions</p> | <p>To look for signs of summer</p> <p>To draw a picture showing signs of summer</p> <p>To take part in forest school sessions</p> <p>To look at how a caterpillar changes</p> | | |
| Expressive Arts and Design | Creating with Materials | To know which prime colours you mix together to make secondary colours | <p>To draw more detailed pictures of people and objects</p> <p>To create observational drawings</p> | <p>To manipulate materials</p> <p>To create observational drawings</p> | <p>To plan what they are going to make (cooking, wood work, construction, junk modelling)</p> <p>To create observational drawings</p> | <p>To create observational drawings</p> <p>To know how to work safely and hygienically</p> <p>To use non-statutory measures (spoons, cups)</p> <p>To use some cooking techniques (spreading, cutting, threading, coring, mixing, grating, adding flavours)</p> | | |
| | Being Imaginative and Expressive | To explore how a Bee-Bot works | <p>To explore how a Bee-Bot works</p> <p>To take part in the mini-beast bop</p> | <p>To explore how a Bee-Bot works</p> <p>To take part in the mini-beast bop</p> | <p>To take part in the mini-beast bop</p> | <p>To take part in the mini-beast bop</p> <p>To make a bug mask</p> | | |

*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 |
|---|------------------|---|---|
| <p>The Bee book Charlotte Milner</p> <p>Twist and hop mini-beast bop- Tony Mitton</p> | <p>Tree Bugs</p> | <p>Yucky Worms Vivian French</p> <p>Butterfly Bouquet Nicola Davies</p> | <p>Bee fact book</p> <p>Snail fact book</p> |

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| | | The cruncching munching caterpillar- Sheridan Cain | Butterfly lifecycle |
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