
 <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>	TLC Text <div></div>					TLC Hook: Alex the Italian Pirate (Hook beginning) Pirate Day (End)		
	Year Group: Reception	Term: Summer 2							
	Summer Half Term 1								
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Literacy	Comprehension	To answer questions about what they have read To know that information can be retrieved from books To use new and topic specific vocabulary	To use new and topic specific vocabulary To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To know that information can be retrieved from books To anticipate (where appropriate) key events in stories	To answer questions about what they have read To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play	To know that information can be retrieved from books To anticipate (where appropriate) key events in stories	To use new and topic specific vocabulary To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories.	
	Word reading	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise long vowel sounds CVCC CCVC To say a sound for each letter in the alphabet and at least 10 digraphs; - Read words	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l s s j v w x y z z z qu ch sh th ng nk ai ee igh oa oo oo ar or ur ow oi ear air er) To recognise long vowel sounds CCVC CCCVC CCV CCVCC To say a sound for each letter in the alphabet and at least 10 digraphs; - Read words	To read Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read Phase 4 words ending in: –s /s/, –s /z/, –es longer words To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To say a sound for each letter in the alphabet and at least 10 digraphs; - To read words consistent with their phonic knowledge by sound-blending; To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Tp say a sound for each letter in the alphabet and at least 10 digraphs; To read words consistent with their phonic knowledge by sound-blending; To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Writing	To form lowercase and capital letters correctly To create a map	To begin to write longer words and compound words which are spelt phonetically	To write sentences using a capital letter, finger spaces and full stop To create a villain	To spell some taught tricky words correctly To write recognisable letters, most of	To read their work back and check it makes sense To spell words by identifying sounds in them and representing the sounds with a letter or letters.	To write simple phrases and sentences that can be read by others. To ;label a picture	To write recognisable letters, most of which are correctly formed. To spell words by	

		<p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
PSED (Kapow)	Self-regulation	<p>To talk about transition and how we feel</p> <p>To maintain focus during extended whole class teaching.</p> <p>To follow instructions of three steps or more.</p>						
	Managing Self	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge. - transition</p> <p>To show a 'can do' attitude</p> <p>To do up zippers, buttons and buckles with minimal support.</p> <p>Kapow – week 1 - To learn about the importance of exercise.</p> <p>To explore how exercise affects different parts of the body.</p> <p>Week 2 - To learn how yoga can help our bodies to stretch, relax and stay healthy.</p> <p>To explore guided meditation and relaxation.</p> <p>Week 3 - To understand why it is important to be able to take care of ourselves by completing independent tasks related to health, well-being and hygiene.</p> <p>To know and discuss the factors that support their overall health and well-being.</p> <p>Week 4 - To understand what it means to be a safe pedestrian.</p> <p>Week 5 - To understand what it means to eat healthily.</p> <p>Week 6 - o understand the importance of healthy food choices.</p> <p>To explore what it means to have a balanced diet.</p>						
	Building Relationship	<p>To build relationships with new teachers and teaching assistants</p> <p>To have confidence to communicate with adults around the school.</p> <p>To have strong friendships.</p> <p>To know how to resolve a problem by talking it through with a friend or adult.</p>						
Physical Development	Gross Motor skills (GetSet4PE)	To develop accuracy when throwing and practise keeping score.	To follow instructions and move safely when playing tagging games	<p>To learn to play against an opponent.</p> <p>To be ready for sports day</p>	To play by the rules and develop coordination.	<p>To explore striking a ball.</p> <p>To negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>To develop skills of balancing, running, hopping, jumping, travelling and changing direction.</p> <p>To demonstrate strength, balance and coordination when playing</p>	<p>To use gross motor skills, through handling equipment.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
	Fine motor skills	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork and spoon to eat a range of meals and try new foods.</p>						
Understanding the World	Past and Present		To Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		To discuss past and present sailing To look at the differences in boats Talk about the lives of the people around them and their roles in society			To understand the past through settings, characters and events encountered in books read in class and storytelling.
	People Cultures and Communities	To know that people in other countries may	To match symbols on a	To begin to use simple positional		To describe their immediate environment using knowledge from observation, discussion,	To talk about roles and jobs on a ship	To take on a role of a character (Sailor)

		<p>Speak different languages (Italian)</p> <p>To understand that a map is a birds-eye view – from above.</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Simple map to actual items.</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	and directional language.		<p>Stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>		To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
	The Natural World	To look at signs of summer	To explore a map and places around the world	To know some important processes and changes in the natural world including states of matter (melting, floating and sinking)	To explore the natural world around them, making observations and drawing pictures of animals and plants	To make observational drawings of sea creatures	To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	To draw on experiences and what has been read in class about the world
Expressive Arts and Design	Creating with Materials	To use inspiration from TLC to create displays To know some similarities and differences between materials	To learn about and compare artists To adapt work where necessary	To explore, use and refine a variety of artistic effects to express their ideas and feeling	To make observational drawings of boats To adapt work where necessary	To create a boat from different materials – test for floating and sinking To share creations, talk about process and evaluate their work	To share creations, talk about process and evaluate their work	
	Being Imaginative and Expressive	To listen to poems and create their own To join in with whole school	To listen to poems and create their own	To join whole school singing assemblies	To create own compositions using tuned instruments To invent their own narratives, making	To create own compositions using tuned instruments To invent their own narratives, making costumes and resources	To create own compositions using tuned instruments To invent their own narratives, making	To create own compositions using tuned instruments To invent their own narratives, making

		singing assemblies To create own compositions using tuned instruments To invent their own narratives, making costumes and resources	To join whole school singing assemblies To invent, adapt and recount narratives and stories with peers and their teacher.	To sing a range of well know nursery rhymes and songs.	costumes and resources	To perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.	costumes and resources	costumes and resources
--	--	---	--	--	------------------------	--	------------------------	------------------------

*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
Around the world Ten little pirates The boy who sailed the world Treasure of Pirate Frank We're going on a treasure hunt	Rhiannon Findlay - Don't disturb the dragon Tom Silson - When I was a Fairy Lily Murray – Monets Cat - Fairy Tale Adventure - You're the hero Pirate adventure - Beneath the waves	Pirates love underpants The Pirates are Coming	World map DK Find out Pirates Count the pirates