Hillcrest Primary School Medium Term Plan At Hillcrest, we nurture a love of reach

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: Reception Term: Summer 2

TLC Text







TLC Hook: Alex the Italian Pirate (Hook beginning) Pirate Day (End)

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				Summer Half Term 1				
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	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	retrieved from books To anticipate (where appropriate) key events in stories To un where ret an uniusis wo receint	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.
Literacy	Word reading	To recognise taught Phase 2 and 3 sounds (s a t p i n m d g o c k ck e u r h b f l f ll ss j v w x y z zz 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 ck e u r h b f l f ll ss j v w x y z zz 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 CCVC 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 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 design and label To listen to our	To identify describing words To create and	To design a wanted poster	which are correctly formed. To identify different	To go on a treasure hunt To Describe their own treasure	To design a boat/ship	identifying sounds in them and representing the sounds with a letter
		new TLC Text	describe their own character		settings To label items	To write a simple story	To use a sentence starter	or letters. To write simple
					To create a setting		To write what they can see	phrases and sentences that can be read by others.
			To explore sharing		To make number bonds to ten To subitise to 10			To write number to 10
			To share out an amount		To count to 20			To write number to 20
	Number		To explore grouping					To write number sentences
			To explore making groups					
Mathematics (White Rose)	Numerical pattern		To have a deep understanding of number to 10, including the composition of each number	To share using even and odd numbers	To automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to		To verbally count beyond 20, recognising the pattern of the counting system	
	Shape, space and measure	To rotate shapes To manipulate shapes To describe the position		To build doubles		To identity repeating To create a pattern rule To explore pattern rules	To learn about positional language To describe a position of an object To explore a map	
Communication and Language	Listening, Attention and Understanding	To be able to 'hot seat' characters from a story. To learn about the importance of exercise. To explore how exercise affects different parts of the body.	To independently be able to ask a variety of questions.	To be able to give attention and listen as a class.	To independently be able to ask a variety of questions.	To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	To make comments about what they have heard and ask questions to clarify their understanding. To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
	Speaking	To know and use v	our TLC texts using fu ocabulary linked to ing past, present and		unctions.			

		To participate in sn	nall aroup, class and	one-to-one discussion	ns offering their own id	eas using recently introduced vocat	oulary			
		To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.								
		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 sup	port from their teach	ner.						
			ition and how we fee							
	Self-regulation		during extended who							
	Jen regolanon	To follow instructions of three steps or more.								
		To understand the	importance of healt	hy food choices						
			•	the face of challeng	e transition					
		To show a 'can do								
		To do up zippers, b	outtons and buckles v	with minimal support.						
				nportance of exercise						
			ercise affects differer							
PSED	Managing Self				elax and stay healthy.					
(Kapow)			meditation and rela		care of ourselves by a	ompleting independent tasks related	to health well-heina	and hygiene		
				pport their overall hed		ompleting independent rasks related	a to ricaliti, well being	ana nygiono.		
				to be a safe pedestric						
			stand what it means							
				of healthy food choice	ces.					
		To explore what it means to have a balanced diet.								
		To build relationships with new teachers and teaching assistants								
	Building	To have confidence to communicate with adults around the school. To have strong friendships.								
	Relationship	To know how to resolve a problem by talking it through with a friend or adult.								
		To develop	To follow	To learn to play	To play by the rules	To explore striking a ball.	To develop skills of	To use gross motor		
		accuracy when throwing and	instructions and move safely	against an opponent.	and develop coordination.	To negotiate space and	balancing, running, hopping,	skills, through handling		
	Gross Motor skills (GetSet4PE)	practise keeping	when playing	орропоп.	Coordination.	obstacles safely, with	jumping, travelling	equipment.		
		score.	tagging games	To be ready for		consideration for themselves and	and changing			
				sports day		others	direction.	Move		
Physical							To demonstrate	energetically, such as running,		
Development							strength, balance	jumping, dancing,		
							and coordination	hopping, skipping		
							when playing	and climbing.		
		To hold scissors cor	rectly and cut variou	ls materials						
		To hold scissors correctly and cut various materials. To create drawings with details.								
	Fine motor skills	To independently (use a knife, fork and	spoon to eat a range	of meals and try new f	oods.				
			To Know some	<u> </u>	To discuss past and	I		To understand the		
			To Know some similarities and		To discuss past and present sailing			past through		
			differences		To look at the			settings, characters		
			between things		differences in			and events		
	Donat and Drasant		in the past and		boats Talk about			encountered in		
Understanding	Past and Present		now, drawing on their experiences		the lives of the people around			books read in class and storytelling.		
the World			and what has		them and their			a. 14 3131 , 10 mil 19.		
			been read in		roles in society					
			class							
	Doomlo Cultura	To know that	To match	To begin to use		To describe their immediate	To talk about roles	To take on a role of		
	People Cultures and Communities	people in other	symbols on a	simple positional		environment using knowledge	and jobs on a ship	a character (Sailor)		
	una Communities	countries may				from observation, discussion,				

		speak different languages (Italian) To understand that a map is a birds-eye view – from above. To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.	simple map to actual items. To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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	and directional language.		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; 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.		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

sing			To sing a range of	costumes and	To perform songs, rhymes, poems	costumes and	costumes and
ass	ssemblies sch	hool singing	well know nursery	resources	and stories with others and (when	resources	resources
To	o create own asse	semblies	rhymes and songs.		appropriate) try to move in time		
СО	ompositions				with music.		
Usir	sing tuned To i	invent, adapt					
insf	struments and	nd recount					
To	o invent their nar	arratives and					
Ow	wn narratives, stor	ories with peers					
mc		nd their					
	~	acher.					
	esources						

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