



Chater Infant School

Reception: Literacy Medium Term Plan  
Summer Term 2022

Topics: Growing and Food

Concepts: Traditional Tales, Instructional Writing, Story Writing and Menus

Week	Objectives	Task	Cross Curricular Links	Resources	SMSC	RRS
1-2 20 <sup>th</sup> April 25 <sup>th</sup> April	<p><b>The Little Red Hen</b></p> <p><u>Focus:</u> Retell a story with story language and a problem.</p> <p><u>Task (writing purpose):</u> Write a speech bubble from the perspective of Little Red Hen.</p>	To write a speech bubble from the perspective of The Little Red Hen.	Prime areas UTW Maths EAD	The Little Red Hen Sheets Rhyming cards Language cards	Use of imagination and creativity in their learning.	<b>Article 29:</b> We have the right to become the best that we can be.
3-4 2 <sup>nd</sup> May 9 <sup>th</sup> May	<p><b>Instructional Writing</b></p> <p><u>Focus:</u> Instructions with actions.</p> <p><u>Task (writing purpose):</u> Sequencing instructions in the correct order and writing simple instructions.</p>	HA- To write a set of instructions on how to plant a seed. MA- To write a set of instructions on how to plant a seed using visual cues. LA- To order a set of pictures showing the correct order of how to plant a seed.	Prime areas UTW Maths	Visual pictures Instructions for sequencing Photographs	To have a sense of enjoyment and fascination in learning about themselves, others and the world around them.	<b>Article 31:</b> We have the right to relax, play and join in a wide range of cultural and artistic activities.

<b>5-6</b> <b>16<sup>th</sup> May</b> <b>23<sup>rd</sup> May</b>	<b>Writing for a purpose-</b> <b>Menu Writing</b>  <u>Focus:</u> Exploring different foods.  <u>Task (writing purpose):</u> Menu writing.	All children will write a menu.	Prime areas UTW Maths EAD	What's on your plate big book Sample menus Menu sheet	Use of imagination and creativity in their learning.	<b>Article 28:</b> We have a right to learn and to go school
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### Summer Term 2022 Second Half

#### Topics: Growing and Food

#### Concepts: Traditional Tales, Instructional Writing, Story Writing and Menus

Week	Objectives	Task	Cross Curricular Links	Resources	SMSC	RRS
<b>1</b> <b>6<sup>th</sup> June</b>	Holiday news To give meaning to marks they make as they draw, write and paint.	Children talk about what they did in the holidays.  HA- To write a sentence about what they did over the school holiday. MA- To order and copy a sentence about what they did over the school holiday. LA- To trace a sentence about what they did over the school holiday.	C&L	Green books Paper Pens	Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.	<b>Article 28:</b> We have a right to learn and to go school

<p><b>2-3</b> <b>13<sup>th</sup> June</b> <b>20<sup>th</sup> June</b></p>	<p><b>This is the bear and the picnic lunch- Sarah Hayes</b></p> <p>(2 weeks)</p> <p><u>Focus:</u> Retell a story with story language and a problem.</p> <p><u>Task (writing purpose):</u> Picnic food list.</p>	<p>HA/MA- To write a story based on the 'This is the Bear and the Picnic Lunch' book. LA- To write a list of items they would take on a picnic.</p>	<p>Prime areas UTW Maths EAD</p>	<p>This is the bear and the picnic lunch big book Sheets Rhyming cards Language cards</p>	<p>Use of imagination and creativity in their learning.</p>	<p><b>Article 29:</b> We have the right to become the best that we can be.</p>
<p><b>4-5</b> <b>27<sup>th</sup> June</b> <b>4<sup>th</sup> July</b></p>	<p><b>The Tiger Who Came to Tea- Judith Kerr</b></p> <p>(2 weeks)</p> <p><u>Focus:</u> Descriptive language to describe characters.</p> <p><u>Task (writing purpose):</u> Wanted poster for Tiger using descriptive language.</p>	<p>To write a wanted poster for the Tiger.</p> <p>The children will be encouraged to use descriptive words (adjectives).</p>	<p>Prime areas UTW Maths EAD</p>	<p>Book-The Tiger Who Came to Tea by Judith Kerr. Sheets</p>	<p>Willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.</p>	<p><b>Article 28:</b> We have a right to learn and to go school</p>

<p><b>6-7</b> <b>11<sup>th</sup> July</b> <b>18<sup>th</sup> July</b></p>	<p><b>Handa's Surprise- Eileen Browne</b>  (2 weeks)  <u>Focus:</u> Retell a story with story language.  <u>Task (writing purpose):</u> Story maps.</p>	<p>HA/MA- To write a story based on the 'Handa's Surprise' book. LA- To write a story map based on the 'Handa's Surprise' book.</p>	<p>Prime areas UTW Maths EAD</p>	<p>Handa's Surprise big book Sheets Rhyming cards Language cards</p>	<p>Use of imagination and creativity in their learning.</p>	<p><b>Article 29:</b> We have the right to become the best that we can be.</p>
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<p><b>British Values</b> British Values in EYFS is embedded into the overall curriculum. It primarily links with PSED and Understanding the World.</p> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• Making choices and decisions</li> <li>• Developing confidence</li> </ul> <p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Managing our feelings and behaviour</li> <li>• What is right and wrong and why</li> <li>• Dealing with consequences</li> <li>• Working within our schools agreed behaviour policy and Rights Respecting Schools Agenda</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• Increasing confidence in our own abilities</li> <li>• Reflecting upon similarities and differences</li> <li>• Understanding that everybody has their own opinion and that they can be different</li> <li>• Discovering the expression of feelings</li> </ul> <p><b>Mutual Respect and Tolerance</b></p> <ul style="list-style-type: none"> <li>• How would you like to be treated?</li> <li>• How to be part of a community</li> <li>• Working together</li> </ul>
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