










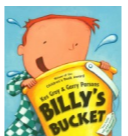






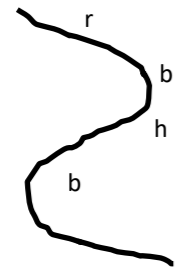
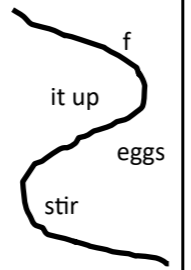
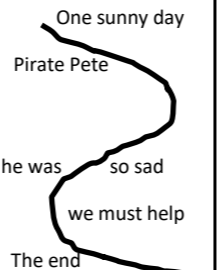
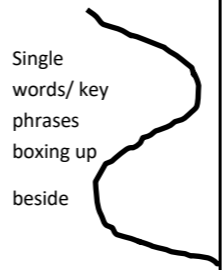
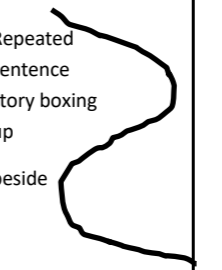
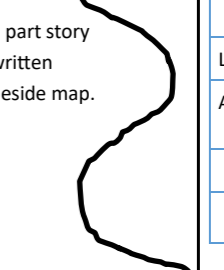
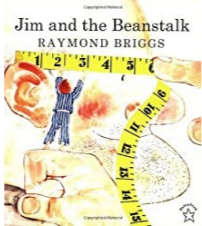

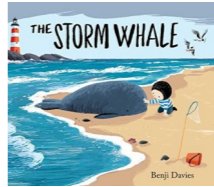








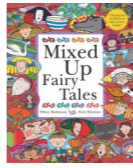

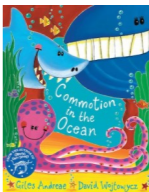

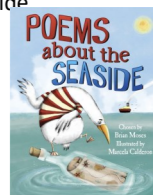
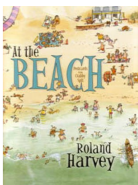



EYFS Pashley Down	Term 1 Welcome to Pashley	Term 2	Term 3 Under the sea and over the waves	Term 4 Traditional Tales	Term 5 Pashley Pets	Term 6 Our World											
Main text	We're Going on a Bear Hunt by Michael Rosen 	Meg and Mog by Helen Nicol 	A New Home for a Pirate by Ronda Armitage 	The Little Red Hen by Liz Pichon 	Oh no George by Chris Hoffman 	Aaah Spider by Lydia Monks 											
Other texts to explore alongside	The Colour Monster by Anna Llenas  One Family by George Sharron 	Maisy Goes to Hospital by Lucy Cousins  Emergency by Margaret Mayo 	The Rainbow fish by Marcus Pfister  Billy's Bucket by Kes Grey 	3 Billy Goats Gruff Jack and the Beanstalk Gingerbread man by Elano Temporin Gingerbread girl  	Shhhhhh, we have a plan. By Chris Hoffman  How to look after Your Pet Dog by David Alderton 	The Very Hungry Caterpillar by Eric Carl  Augustus and His Smile by Catherine Rayner 											
Writing outcomes	<ul style="list-style-type: none"> Most children will write their name. Some children will write simple words using Phase 2 sounds covered 	<ul style="list-style-type: none"> Most children will write simple words using Phase 2 sounds covered Some children will write CVC words—labelling/ list 	<ul style="list-style-type: none"> Most children will write CVC words—labelling/ list Some children will write phonetically plausible words longer words using phase 2 and 3 graphemes and write captions 	<ul style="list-style-type: none"> Most children will write phonetically plausible words using phase 2,3 and 4 graphemes and write captions Some children will write a simple sentence to describe/ give a message 	<ul style="list-style-type: none"> Most children will write a simple sentence to describe/ give a message Some children will write more than one simple sentence , re writing a repeated sentence story 	<ul style="list-style-type: none"> Most children will write more than one simple sentence. Some children will write short 5 part stories 											
Revisit unit	Poem	Instructions	Letter	Instructions	Non—chronological report	Recount											
Sentence construction: verbal/ written	'Run' repetition for rhythm—we're going on a... we're going to catch a...	Factual writing closely linked to a story	Simple connectives: and, who, but	Say a sentence, write and read it back to check it makes sense	Ly openers—sadly, luckily, unluckily	Compound sentences using coordinating conjunctions and/ but											
Language and grammar orally used	Prepositions: up, down, over, under, through Adjectives: thick, oozy, long, wavy,	Adjectives: big, black,, striped Determiners: the/a, this/ that	Similies: using 'like'	Adverbs: luckily, unfortunately, fortunately	Adjectives: pretty, pink	Simple prepositions to describe: the spider, under the bed											
Terminology for pupils	Letter, word, sentence, finger space, full stop, capital letter, simile (like)																
Toolkit focus	Settings	Character	Description	Setting	Character	Description											
Cold task	Tell a story about a journey through the woods	None	Use story arc to make up a story with known characters.	None	Write a list of animals./ pets	None											
Hot task/ extended writing in books	Tell a story about a journey through the school to the woods	Instructions for making a potion	Write pirate 5 part story	Write part of the story under the picture s.	5 part story with repeated sentence starter changing the character	5 part story with repeated sentence starter adding description.											
Models All children retell a 5 part story/ not fiction text verbally every term	 We're Going on a Bear Hunt using initial sounds and pictures on own map. Children change the setting and create own story and retell it.,	 Class instructions for making a potion Using key words and drawing pictures	 Class 5 part story based on Pirate theme Using key words and phrases, drawing pictures	 5 part story <table border="1" data-bbox="1810 1365 1944 1564"> <tr><td>Pete</td></tr> <tr><td>Boat</td></tr> <tr><td>Sea</td></tr> <tr><td>Swim</td></tr> <tr><td>Happy</td></tr> </table>	Pete	Boat	Sea	Swim	Happy	 <table border="1" data-bbox="2240 1323 2374 1575"> <tr><td>One day Jim was left at home.</td></tr> <tr><td>He barked.</td></tr> <tr><td>He ran.</td></tr> <tr><td>He</td></tr> </table>	One day Jim was left at home.	He barked.	He ran.	He	 5 part story written beside map. <table border="1" data-bbox="2656 1323 2834 1575"> <tr><td>Look at me!</td></tr> <tr><td>Aaarghh spider</td></tr> </table>	Look at me!	Aaarghh spider
Pete																	
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Phonics Phonemes and Big Cat Reading book corresponding Phases	Phase 2 s a t p i n m d g o c k e u r h b f l	Phase 2 ff ll ss j v w x y z zz qu ch sh th ng nk words with -s /s/ added at the end (hats) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	Phase 3 ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words	Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -est	Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCVCC CCV CCVCC • words ending in suf-xes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words											
Tricky words	is l the	put* pull* full* as and has his her go no to into she push* he of we me be	was you they my by all are sure pure	Review all taught so far	said so have like some come love do were here little says there when what one out today	Review all taught so far											
Reading bands (home/sch)	Lilac/ pink	Pink 1/2	Pink 2/3	Red 1/2	Red 2/3	Red/ yellow											

YEAR ONE Pashley Down Infant School	Term 1 We are Explorers!	Term 2 We are Explorers!	Term 3 Fact or Fantasy?	Term 4 Fact or Fantasy?	Term 5 Beside the Sea	Term 6 Beside the Sea
Main focus text Model text based on this to learn by heart Main unit (3-5 weeks)	Stick Man by Julia Donaldson 	Jack and the Beanstalk 	Tell Me A Dragon by Jackie Morris 	The Three Little Pigs by Axel Sheffler 	The Storm Whale by Benji Davies 	The Big Beach Clean up by Charlotte Offsay 
Other texts to explore alongside	The Tree by Britta Teckentrup  Michael Rosen's A-Z Of Best Children's Poems  Out and About by Shirley Hughes 	The Tree Lady by Joseph Hopkins  Mama Miti by Donna Jo Napoli  The Extraordinary Gardener by Sam Boughton  The Very Little Red Riding Hood by Heapy and Heap 	Dragon Poems by John Foster  The Odd Egg by Emily Gravett  The Moon Dragons by Dyan Sheldon  How to Catch a Dragon by Caryl Hart George and The Dragon By Chris Wormell 	The Knight Who Wouldn't Fight by Helen Docherty  How to Become a Knight by Todd Tarpley  The Three Little Wolves and the Big Bad Pig by Eugene Trivizas  Mixed up Fairy Tales by Nick Sharrat 	Clem and Crab by Fiona Lumbers  Commotion in the Ocean by Giles Andreae  The Blue Whale by Jennie Desmond (NF) 	Poems about the Seaside by Brian Moses  At the Beach by Roland Harvey  A First Book of the Sea by Nicola Davies 
Revisit/ secondary unit (1-3)	<ul style="list-style-type: none"> Recount 	<ul style="list-style-type: none"> Instructions 	<ul style="list-style-type: none"> Non-chronological report 	<ul style="list-style-type: none"> Persuasion- letter 	<ul style="list-style-type: none"> Recount 	<ul style="list-style-type: none"> Poetry
Cold task	Write a description of George from Oh No George (after reading it) this was a focus in EYFS	Settings writing using a photo of the Pashley Woodland	Descriptive writing of a Pashley animal that is brought into class.	Write the story of Little Red Riding Hood (after reading it) a focus from Term 2.	Write a description of the Rainbow fish and where she lives (after reading it) this text was a focus in EYFS	Write a report on the seaside.
Sentence construction	<ul style="list-style-type: none"> Statements , exclamations Temporal verbs: first, next, after 	<ul style="list-style-type: none"> Connectives joining clauses using and 	<ul style="list-style-type: none"> Questions and question marks Similies using asa (revisit 'like' from EYFS) 	<ul style="list-style-type: none"> Openers—fortunately, unfortunately, sadly Sequencing sentences to form short narrative 	<ul style="list-style-type: none"> Sequencing sentences to form short narrative 'run' repetition for rhythm 	<ul style="list-style-type: none"> Precise clear language to give information Subtitles, title
Word structure language/ grammar	<ul style="list-style-type: none"> Prepositions: inside, outside, towards , across, under 	<ul style="list-style-type: none"> Determiners: the, a, my, your, this, that, his, her 	<ul style="list-style-type: none"> Word singular/ plural Plural 's' and 'es' 	<ul style="list-style-type: none"> Prefix un- how it changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> Alliteration 	<ul style="list-style-type: none"> Full stop, question mark, exclamation mark
Terminology for pupils	<ul style="list-style-type: none"> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 					
Hot task/ extended independent writing	<ul style="list-style-type: none"> Write the 5 part story of stick man 	<ul style="list-style-type: none"> Write the class story independently. Focus- setting 	<ul style="list-style-type: none"> Writing a poem about own Dragon 	<ul style="list-style-type: none"> Innovating as a class to the three little .. 	<ul style="list-style-type: none"> Story about finding a creature: Focus on changing character. 	<ul style="list-style-type: none"> Non-chronological report on area of own research
Toolkit focus	Characterization	Setting	Description	Setting	Characterisation	Non-chronological report
T4W plot Focus	Journey	Warning	None- poetry	Beating the Monster	Change Story	Information text
Phonics	For Phase Progression, linking to Big Cat phonetically decodable books and tricky word trajectory see: https://www.pashley.e-sussex.sch.uk/wp-content/uploads/2022/09/Programme-Overview_Reception-and-Year-1-1.pdf					
Reading bands (home/sch)	Red/Yellow	Yellow/Blue	Blue/ green	Green	Green/ orange	Orange/ Turquoise

YEAR TWO Pashley Down Infant School	Term 1 Start with Art	Term 2 Start with Art	Term 3 Funnels and Firelights	Term 4 Funnels and Firelights	Term 5 Bee Happy!	Term 6 Bee Happy!
Main focus text	The Three Billy Goats Gruff 	Frida Kahlo by Maria Isabel Sanchez Vegara 	The Journey Home By Frann Preston– Gannon 	The True Story Of The 3 Little Pigs by Jon Scieszka and Lane Smith. 	The Little Honey Bee by Caryl Lewis 	George’s Marvelous Medicine By Roald Dahl 
Other texts to explore alongside	Dear Earth by Isabel Otter and Clara Anganuzzi  Meercat Mail by Emily Gravett  Dear Miss By Amy Husband 	Frida Kahlo and her Animalitos by Monica Brown  The Magic Paintbrush by Julia Donaldson 	Nellie Choc– Ice by Jeremy Strong  The Big Book of Blue by Yoav Zommer 	The Three Little Pigs by Axel Sheffler  The Wolf’s story by Toby Forward  Wolves by Emily Gravett 	The Boy Who Lost His Bumble by Trudy Esburger  A Bears Guide to Bee Keeping By Pip Cornell 	Poems aloud by Joseph Coelho  Bee: Natures Tiny Miracle By Britta Teckentrup 
Revisit/ secondary unit (1-3)	• Persuasion—letter	• Description	• Diary writing	• Recount, Letter, Diary	• Explanation	• Poetry
Cold task	Describe the characters from Little Red Riding Hood (after re-reading the version focused on in Year 1)	Fact file on an the beach. Refer back to Term 6 Seaside focus in Year 1.	Give a picture of a setting and ask children to describe it.	Instructions on getting dressed in the morning.	Write the ending for a literacy shed video (children shown part of it).	Write instructions for looking after the Pashley bees
Sentence construction	• Co-ordination (or, and, but)	• Subordination (when, if, that, because) • Use long and short sentences: long to add description and short to add emphasis.	• Expanded noun phrase for description: plenty of warm food • Correct use of past tense adding suffixes (find suffixes in NC appendix 2)	• Question and question mark • How grammatical patterns in a sentence indicate it’s function as a statement, question, exclamation or command	• Expanded noun phrase for description or specification: spicy scent perfume	• Using diagrams, arrows, pictures etc. alongside text to make instructions clear • Use adverbs and adjectives sparingly and only to add precision: stir carefully
Word structure language/ grammar	• Adjective • Verb	• Tense (past and present) • Apostrophe for contraction	• Adverb • Progressive forms of verbs to mark actions in progress e.g. he was shouting	• Changing the noun for precision • Apostrophe for possession	• Commas in a list • Noun and noun phrase	• Co-ordinating conjunctions • Time adverbials to include number: firstly, secondly • Prepositions to indicate position and time –in front of behind, beside. while
Terminology for pupils	• Noun, noun phrase, statement, question. exclamation, command, compound, suffix, adjective, adverb, verb, tense (past/ present) apostrophe , comma					
Hot task	Write their own version of Three Billy Goats Gruff.	Fact file on own research.	Write a storm setting from the Journey home (a section).	Write own version of Three Little Pigs.	Write their own story focusing on openings and endings.	Write instructions to make a magic potion
Toolkit focus	Character	Information	Settings	Suspense and shock	Opening and endings	Instructions—non fiction
T4W plot Focus	Beating the monster story	Non—fiction	Journey story	Warning tale	Journey story	Wishing tale
Reading bands (home/sch)	Orange/ Turquoise	Turquoise/ Purple	Purple	Purple / Gold	Gold	Gold/White.