

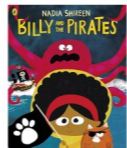
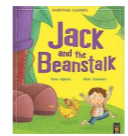



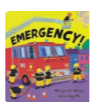

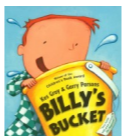






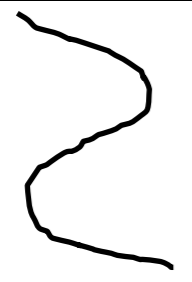
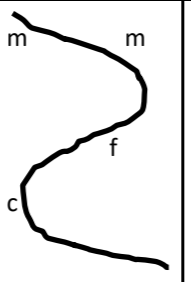
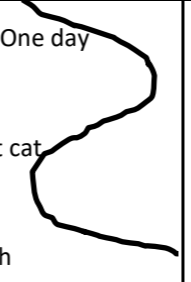
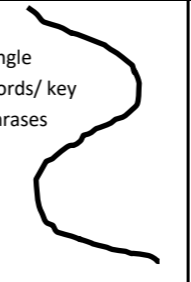
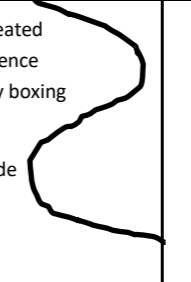



EYFS Pashley Down	Term 1 Welcome to Pashley	Term 2 Sirens and Celebrations	Term 3 Under the sea and over the waves	Term 4 Traditional Tales	Term 5 Pashley Pets	Term 6 Our World
Main text	We're Going on a Bear Hunt by Michael Rosen 	Meg and Mog by Helen Nicol 	Billy and the Pirates By Nadia Shireen 	Jack and the Beanstalk by Mara Alperin 	Oh no George by Chris Hoffman 	Augustus and His Smile by Catherine Rayner 
Other texts to explore alongside	The Colour Monster by Anna Llenas 	Emergency by Margaret Mayo 	The Rainbow fish by Marcus Pfister  Billy's Bucket by Kes Grey 	3 Billy Goats Gruff The Little Red Hen Gingerbread man by Elanor 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 Carle  Aaah Spider by Lydia Monks 
Writing outcomes	<ul style="list-style-type: none"> Most children will write their name. Some children will write initial sounds using Phase 2 sounds covered 	<ul style="list-style-type: none"> Most children will write initial sounds 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 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, and 3 graphemes and write captions Some children will write a simple sentence. 	<ul style="list-style-type: none"> Most children will write a simple sentence. 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
Additional focus		<ul style="list-style-type: none"> Poem—Autumn, Firework 	<ul style="list-style-type: none"> Fact writing 	<ul style="list-style-type: none"> Instructions 	<ul style="list-style-type: none"> Non— chronological report 	<ul style="list-style-type: none"> Recount
Sentence construction: verbal/ written	<ul style="list-style-type: none"> Repetition and rhythm - e.g. uh uh mud, thick oozy mud, we can't go over in, we can't go under it, oh no we've got to go through it 	<ul style="list-style-type: none"> Factual writing closely linked to a project 5 Part story 	<ul style="list-style-type: none"> Simple connectives: and, but Descriptive sentences. 	<ul style="list-style-type: none"> Say a simple sentence and write it. 	<ul style="list-style-type: none"> To write a sentence using a 5 part story opener e.g. One sunny day 	<ul style="list-style-type: none"> Compound sentences using coordinating conjunctions and/ but
Language and grammar orally used	Prepositions: over, under, through Adjectives: thick, oozy, long, wavy,	Adjectives: big, black,, striped Determiners: the/a, this/ that	Similies: using 'like'	Adverbs: unfortunately, fortunately, finally	Adjectives: pretty, pink	Simple prepositions to describe: the tiger went over the mountain.
Terminology for pupils	Letter, word, sentence, finger space, full stop, capital letter, simile (like)					
Toolkit focus	Settings	Character	Description	Setting	Character	Description
Cold task	Retell the story of the bear hunt	None	Tell a simple story.	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	Labelling	Label a pirate 5 part story	Write a simple sentence.	Start to write a 5 part story.	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 ordering pictures and retelling the story orally. Class change the setting and create own story and retell it.,	 Labelling items in cauldron and emergency vehicles using initial sounds. 5 part Meg and Mog storymap with initial sounds and pictures.	 Class 5 part story based on Pirate theme Using key words and CVC words to label. Phase 2 words.	 Jack got the hen.	 One day Cooper was sad. He dug the soil.	 5 part story written beside map.
Tricky words	is l the	put* pull* full* as 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