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| Year Group: | Year 3 | Unit: | Newfield Neighbours | Term: | Autumn 2 | Genre: | Narrative | Duration: | 4-5 lessons |  | |
| Brief:  | Children use Meerkat Mail as a stimulus to write a descriptive postcard in role as Sunny. They explore the text, focusing on Sunny's journey and feelings, and then imagine Sunny visiting an autumn setting (e.g., Forest School or local park). The main grammar focus is expanded noun phrases to create vivid, sensory descriptions. The unit builds towards writing a postcard that captures the sights, sounds, and atmosphere of autumn, inspired by the book and children's own experiences. | | | | | | | | | | |
| Audience and Purpose  | To write a descriptive, engaging postcard as Sunny, sharing an autumn adventure with his family. The audience is Sunny's family (in role), with the real audience being peers and parents. It is likely that, due to the nature of the other parts of the book, that the purpose will be to paint the autumn woodland negatively so that Sunny wants to go home. This is at teacher's discretion. | | | | Oracy Links  | | Role-play and hot-seating as Sunny, discussing feelings and describing autumn scenes. Children practise reading their postcards aloud, focusing on expression and clarity. Also links back to previous Reading Unit Plan where children will have expressed, verbally, how Sunny felt at different times in the story. | | | | |
| Essential skills:  | Y2: Use expanded noun phrases for description (e.g., "the crisp, golden leaves") W1.2.12 | | | Y2: Use capital letters, full stops, and question marks correctly in sentences W1.2.10 | | | Y2: Use conjunctions (and, but, because, so) to join ideas in sentences W1.2.09 | | | | |
|  | Y1: Use capital letters and full stops to demarcate sentences (W1.1.03) | | | Y1: Join words and clauses using 'and' (W1.1.06) | | | Y1: Use adjectives to describe nouns in simple sentences (W1.1.09) | | | | |
| Misconceptions  | <ul style="list-style-type: none"> Children may use limited adjectives or repeat phrases—model and provide word banks. Perhaps use incorrect words to check children's understanding May focus on events, not description—model how to "paint a picture" with words. Some may write a recount rather than a postcard—explicitly teach postcard features (greeting, address, closing). | | | | | Immersion Links  | | <ul style="list-style-type: none"> Explore Google Earth to trace Sunny's journey and compare with locality. Forest School/Portal Autumn Leaves session: collect leaves, sticks, and sensory experiences. | | | |
| Links to previous topics  | The Meerkat Mail unit will build on narrative skills developed in Year 1 during the work on Where the Wild Things Are, where children explored story structure and the theme of leaving and returning home. It will also draw on character voice and humour from Oi Frog! and The Day the Crayons Quit, supporting children in creating vivid, purposeful descriptions and understanding how to write in role. | | | | | Destination Writing  | | ✓ A copy of the postcard could go home to parents to share, with parents completing a home-learning task to show what they learned. | | | |
| Phase 1: Immersion – 'Know it' | | | | Phase 2: Skill Development – 'Try it' | | | | Phase 3: Application and improvement 'Use it' | | | |
| Pupils revisit Meerkat Mail from the reading unit, building on their understanding of Sunny's feelings and the postcard format. They discuss key features and collect autumnal vocabulary through sensory experiences (e.g., crisp leaves, chilly breeze). Drama activities like hot-seating help pupils explore Sunny's character voice and prepare for writing in role. | | | | Pupils practise expanded noun phrases (e.g., the crunchy, amber leaves), conjunctions, and accurate punctuation. Through shared writing, they rehearse short sections of a postcard, focusing on greetings, descriptive sentences, and closings. | | | | Pupils plan and draft a complete postcard as Sunny, describing an autumn adventure. They edit for clarity and descriptive detail, then share their work aloud to practise expression and audience awareness. | | | |