

Rabbit Class 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1	Core Text	Y3 Inside the Pyramid - short film by Tadeo Jones.	Y3 The Egyptian Cinderella - Shirley Climo	Y4 Once Upon a Raindrop	Y4 An alternative to plastic straws.	Y4 The Creature	Y4 The Princess and the Pea
	Genre	Narrative Adventure	Narrative Dilemma	Non Chronological Report	Non-fiction	Newspaper report	Traditional Tale
	Outcome	To write a narrative adventure story.	To write a narrative dilemma story.	Non chron about the Water Cycle	To write a persuasive advert.	Write a newspaper report	Retell the story with a similar moral dilemma.
	Links across the curriculum	Topic - Ancient Egyptians.	Topic - Ancient Egyptians.	Topic - wonderful weather	Science - Materials	Science - classification of living things	PSHE
Unit 2	Core Text	Y3 Lady of the Forest	First News	Y4 The Whale	Y4 The River	Y4 Iron Man by Ted Hughes	Y4 Bike Boy by Jane Considine
	Genre	Poetry	Newspaper	Narrative	Poetry	Narrative	Narrative
	Outcome	Write a poem describing a chosen animal or plant	Write a newspaper article describing the discovery of Tutankhamun's tomb.	Add narrative to the story.	Write a poem describing the weather.	Write a science fiction story.	Write an adventure story about growing up/change.
	Links across the curriculum	Science - Classification of living things	Topic - Ancient Egyptians.	PSHE	Geography - The wonderful weather.	Science - Electricity	PSHE.
Cross Curricular Writing	Core Text	-	Y4 Emerald Guided Reading Book - Tutankhamun	-	-	-	-
	Genre	Non-Fiction Instructions Text	Non-Fiction recount	Non-fiction information text	Narrative	Non-fiction Instruction text	Non-fiction Biography
	Outcome	Explain the process of mummification	Describe Howard Carter's discovery of Tutankhamun's tomb.	Explain the different types of clouds and how to spot them.	Write a short story describing the journey of a rain drop.	Explain how to create a working circuit.	Write a short biography of Grace Darling
	Links across the curriculum	Topic - Ancient Egyptians	Topic - Ancient Egyptians.	Geography - The wonderful weather.	Geography - The wonderful weather.	D.T. - Working model light house	Topic - Holidays past and present

	Year 3	Year 4
Phonic & Whole word spelling	spell further homophones spell words that are often misspelt (Appendix 1)	spell further homophones spell words that are often misspelt (Appendix 1)
Other word building spelling	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary	use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Contexts for writing	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning writing	discus and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	discus and record ideas compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)	organise paragraphs around a theme in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)

Editing writing	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Performing writing	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
Grammar	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuated use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	use the present perfect form of verbs in contrast to the past tense form nouns using prefixes use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) use a wide range of fronted adverbials correctly punctuated use a wide range of conjunctions, adverbs and prepositions to express time and cause. learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
Punctuation	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns	use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns

	use and punctuate direct speech (including punctuation within and surrounding inverted commas)	use and punctuate direct speech (including punctuation within and surrounding inverted commas)
Grammatical terminology	determiner pronoun possessive pronoun adverbial	determiner pronoun possessive pronoun adverbial

Year 3

Writing genre skills	Story Writing	Familiar Settings • Discuss and agree setting as a class using a model • Lengthy description of the setting using techniques such as noun phrases	Traditional Stories (fables & fairy tales) • Stories looked at/rewritten are likely to be familiar. • Features of a traditional tale are evident e.g. magic, creatures, moral	Adventure & Mystery • Discuss and agree setting / story line as a class. • Focus on action. • Introduce short sentences to build tension.
	Poetry	• Use a range of literary techniques • Explore the effective these techniques will have on the reader		
	Recount	• Write recounts linked to topics of study stepping into the shoes of a character • Understand order of events to ensure recount is in chronological order • Use sequencing within writing e.g. adverbs -Include 'who, what, when and why' to add detail to recount • Write about the 5 senses beginning to think about the effective on the reader • Use descriptive and emotive language to explain feeling • Formality is agreed as a class and ways to stick to formality are modelled		
	News Report	• Modern setting • Factual and formal • Focus on chronological order and techniques to support this cohesion		
	Persuasion	• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role • Sustain the viewpoint throughout • Support opinions with facts • Sequence writing so reasons flow with an orientation and a reorientation • Discuss formality and aim to be consistent		
	Non Chron	• Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language - Know the purpose of the report		
	Instructions	• Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type • Know the purpose and language is chosen carefully • Different audiences are explored		

	Explanation	• Use all features of an explanation text and begin to think about the impact of the audience • Ensure text is on sequenced appropriately using a range of techniques • Discuss cause and effect and incorporate this into writing.
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Year 4

Writing genre skills	Story Writing	Stories in Imaginary Worlds • Discuss and agree setting as a class using a model • Children to have some freedom in dilemma section. • Lengthy description of the setting using a range of techniques • Begin to use dialogue to show character	Stories from other cultures • Stories looked at/rewritten are likely to be unfamiliar, but should include similar features to traditional tales. • Language should be appropriate to the culture chosen.	Myths & Legends • Discuss and agree setting / story line as a class. • Freedom in the dilemma • Balance of action and description • Language, creatures, names and places are fitting to the time period
	Poetry	• Develop similes, metaphors and personification so they are different (not always the clichés) • Begin to use literary techniques to structure the stanza e.g. pattern of 3		
	Recount	• Write historical, scientific or personal recounts linked to topics of study • Recount will be in chronological order, sequenced with sentence starts • ‘who, what, when why’ adds detail and gives explanation to the reader • Write about the 5 senses for the readers benefit • Use descriptive and emotive language • Begin to engage the reader through sentence variation e.g. questions • Level of formality is agreed as a class and is most consistent within writing • Begin to consider language and the time period		
	News Report	• Modern setting • Introduce difference between fact and opinion • Range of chronological devices • Focus on paragraphing and speech types		
	Persuasion	• Have a personal view and reasons, but also adopt the views of a fictional / historical character if writing in role • Sustain the viewpoint throughout • Support opinions with facts • Sequence writing so reasons flow with an orientation and a reorientation • Discuss formality and aim to be consistent		
	Non Chron	• Create a subject specific Information text with research • Organise logically with the correct features • Use concise, accurate language - Know the purpose of the report		
	Instructions	• Emphasis on the sequencing of events (numbers, bullet points, adverbials) • Instructions include all features of the text type		

		• Know the purpose and language is chosen carefully • Different audiences are explored
	Explanation	• Use all features of an explanation text and begin to think about the impact of the audience • Ensure text is on sequenced appropriately using a range of techniques • Discuss cause and effect and incorporate this into writing