## English planning and resources

Planning and Resources

School -

Year group (s) – 1

Teacher –

Text – Out and About

Term – Spring 2

#### Overview – original

	,	1	,				1
		rhyming words	<u></u>				
Half te	erm (Blocks of 6 v	veeks allow for m	ost terms to hav	e an assessment	week or collapsed	d curricului	m week)
Sp7	POR 1 response to a poem	POR 2 shared writing about out and about	POR 3 labelling and responding to illustrations	POR 4 SPAG focus verbs – responding to poems	Share model text of mud with children — innovate for another element around the environment	Out and About: A first book of Poems Shirley Hughes	Poetry – performance and free verse
Sp8	Draw own images for different element and label with key words	Write own poem from images and notes in free verse like Mud model	Perform poems for each other	POR 6 +7 refining performance – Wind poem	SPAG focus Wind poem – onomatopoeia		
Sp9	POR 8 spring greens syllable focus SPAG	POR 8 rhythm — beats and rhyme SPAG	POR 9 performing with rhythm and rhyme	POR 9 performing	POR 10 performing and responding to performance		
Sp10	POR 11 Fire poem – how it looked felt etc. Model text – safety information on fire - create a fire and put it out safely	Box up model text of safety information and tadpole	Innovate safety poster for wind	Write own safety poster for water (use poem to support ideas from previous week)	Perform, review and edit.		Safety information text on water
Sp11	Model text of story about a child going out to the park in the autumn and getting caught in the snow	Box up and tadpole	SPAG adjectives for description own weather	SPAG focus verbs for effect	Innovate model text to be about being caught in the rain in spring		Narrative lost way story – weather and seasons description
Sp12	Complete innovation and shared writing	Plan own story with pictures and text map for an autumn with rain	Write own story of being caught in the rain in the autumn	Complete own story	Perform, review and edit.		
Half te	erm (Blocks of 6 v	veeks allow for m	ost terms to hav	e an assessment	week or collapsed	d curricului	m week)
r.a	POR1 recogniting to	POR2 responding to	POR 5 - role on the	POR 9 emotion	POR 10 and 11 -	The Dark	Parennal

#### Writing outcomes and SPAG focus

#### Writing outcomes

- Performance poetry
- Safety information text
- Narrative lost

#### **SPAG** focus

- \* Verbs
- Syllables
- \* Rhythm
- \* Adjectives

(Links to science work on seasons)

#### Genre objectives and NC objectives

Journey Story Expectations Y1	National Curriculum Writing Expectations Y1		
Explain how a character feels	Write words using letters I have already learned.		
Use time to start	Write the days of the week.		
Use adjectives to describe the place	Say the alphabet in the right order.		
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.		
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.		
Use adverbs	Spell some words starting with un.		
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.		
Use adjectives in the power of 3	Write numbers 1-9.		
Use exciting verbs to show how things are said	Write in sentences.		
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.		
Opening - Main character goes on a journey	Check my work.		
Build up - Something small goes wrong	Leave finger spaces between words.		
Problem - Something worse happens Resolution - The obstacles are overcome	Use capital letters, full stops, question marks and exclamation marks.		
Ending - Main character gets there in the end	Use a capital letter for names, places, days of the week and 'I'.		

## Genre objectives

Shape / Sense / Questions and riddles / Rhyming couplets / Class
/ Performance Poetry Expectations Year 1
Discuss own response and what the poem is about  Talk about favourite words or parts of a poem
Notice the poem's pattern
Perform in unison, following the rhythm and keeping time Imitate and invent actions Invent impossible ideas, e.g. magical wishes Observe details of first hand experiences using the senses and describe List words and phrases or use a repeating pattern or line.  Reading poetry (subject matter and theme / language use / style / pattern)  Performing poetry (use of voice / presentation) Creating poetry (original playfulness with language and ideas / detailed

#### Please read the POR unit plan in full

\* Link below

Out and About -Teaching Sequence.pdf (clpe.org.uk)

#### Links to other texts and resources

Links to other texts and resources: Books relevant to the sequence and cross curricular work: The Stick Book by Jo Schofield and Fiona Danks (Frances Lincoln) The Wild City Book by Jo Schofield and Fiona Danks (Frances Lincoln) The Wild Weather Book by Fiona Danks and Jo Schofield (Frances Lincoln) The Beach Book by Fiona Danks and Jo Schofield (Frances Lincoln) 101 Things for Kids to do Outside by Dawn Isaac (Kyle Books) A First Book of Nature by Nicola Davies, illustrated by Mark Hearld (Walker) Nature's Day by Kay Maguire, illustrated by Danielle Kroll (Wide Eyed Editions) A Little Guide to Trees by Charlotte Voake (Eden Project) A Little Guide to Wild Flowers by Charlotte Voake (Eden Project) Other poetry collections and anthologies recommended for this age group: A Great Big Cuddle by Michael Rosen, illustrated by Chris Riddell (Walker) Jelly Boots, Smelly Boots by Michael Rosen and illustrated by David Tazzyman (Bloomsbury) Hey Little Bug! by James Carter (Frances Lincoln)

### Before starting the unit...

Try not to share the title or front cover of this book as you gradually unfold it with the class

### Hook ideas / suggestions

- \* A take the children outside/ to the forest or park and have them take pictures in groups puddles / leaves / sky / ground / close up of dew drops / what they are wearing e.g. wellies / hats / coats etc. Print out and have placed around the classroom to discuss
- \* B create the outside in the classroom set up and area with a fan / sounds playing of rain or wind through trees have leaves on the floor to walk over have materials overhead and different items from outside e.g. pine cones / moss etc. to stimulate senses ask children to explore and walk through the area brainstorm words e.g. crunching of the leaves / howling of the wind / smell of woodland
- \* C Have groups do different things and then share what they have done e.g. plant some seeds together or re-pot some flowers / create a bird feeder / create a bug hotel / create a mini pond in a bucket etc.

#### Week 1 Monday

- \* Learning Outcome / Objective
- \* I can give personal responses with justifications.

Out and About Shiny boots, Brand new, Pale shoots Poking through. In the garden, Out and about, Run down the path, Scamper and shout. Wild white washing Waves at the sky, The birds are busy And so am I.

As you listen, think about...

- Likes
- Dislikes
- Patterns
- Puzzles

#### Out and About

Tell me...

What do you like?

What do you dislike?

What patterns have you found?

What puzzles you?

### What is a poem?

- \* What do you think a poem is?
- What does this poem do?

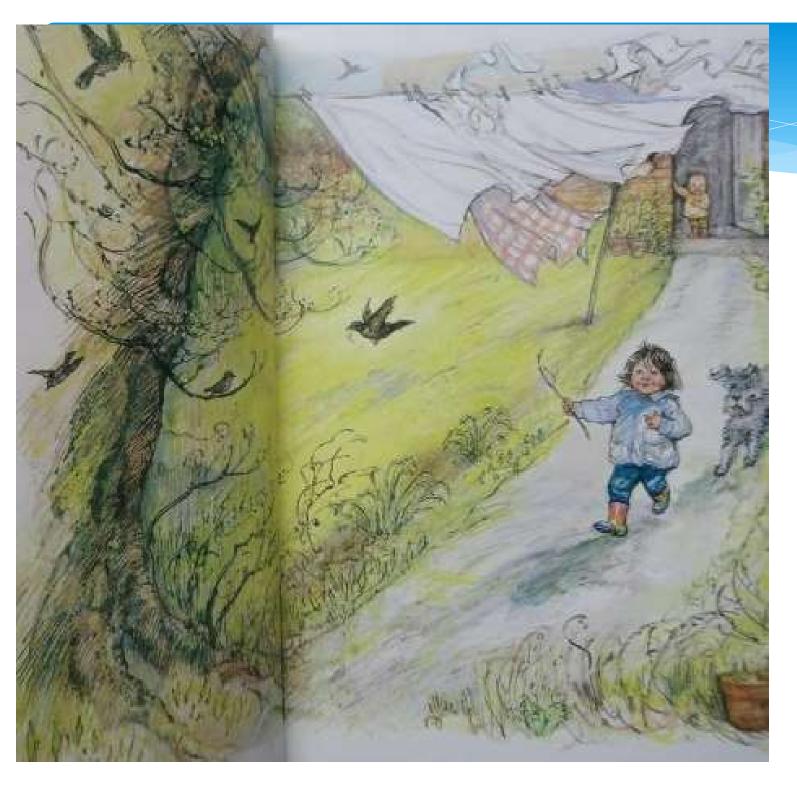
A poem is a snapshot of a moment.

It allows the person reading it to see and feel what is happening clearly because the words used are descriptive and precise.

Out and About Shiny boots, Brand new, Pale shoots Poking through. In the garden, Out and about, Run down the path, Scamper and shout. Wild white washing Waves at the sky, The birds are busy And so am I.

Draw the snapshot of this moment created by the poem.

Think about your use of colour and sizes.



Look at each others drawings.

What is the same?

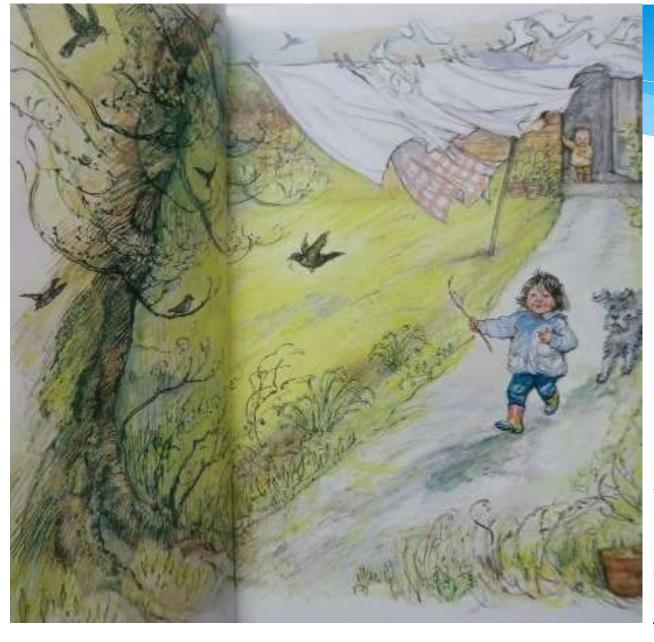
What is different?

Here is the illustration from the poetry book by Shirley Hughes.



Can you spot...

- the shiny boots?
- the pale shoots?
- the wild white washing?



Who is the 'l'?

How do we know?

How do we think the child in the illustration feels about being out and about?

Why?

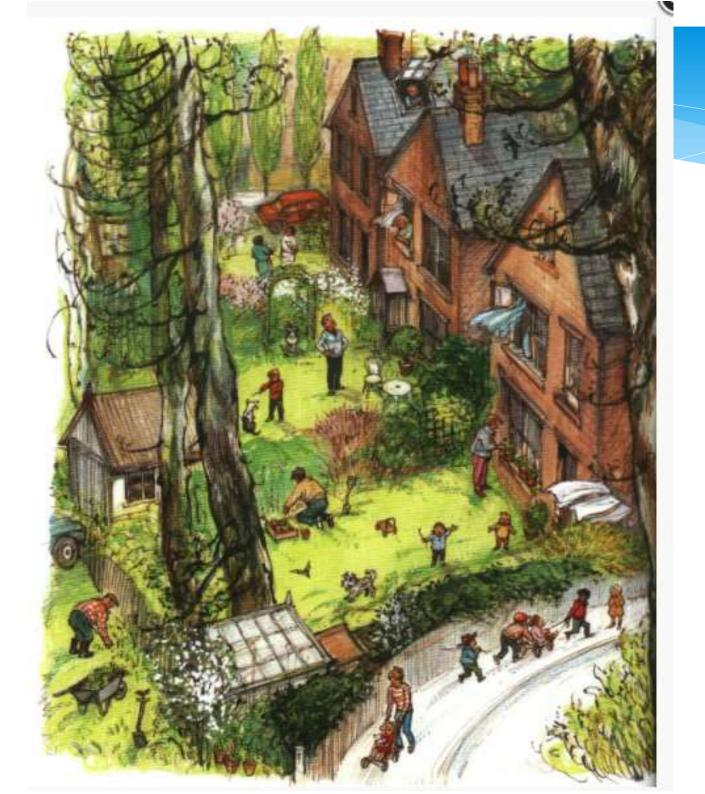
What might they be going to do next?

What makes you think that?

Out and About Shiny boots, Brand new, Pale shoots Poking through. In the garden, Out and about, Run down the path, Scamper and shout. Wild white washing Waves at the sky, The birds are busy And so am I.

Let's learn the poem together from our text map.

What actions can we add to help us?



This picture is all messed up.

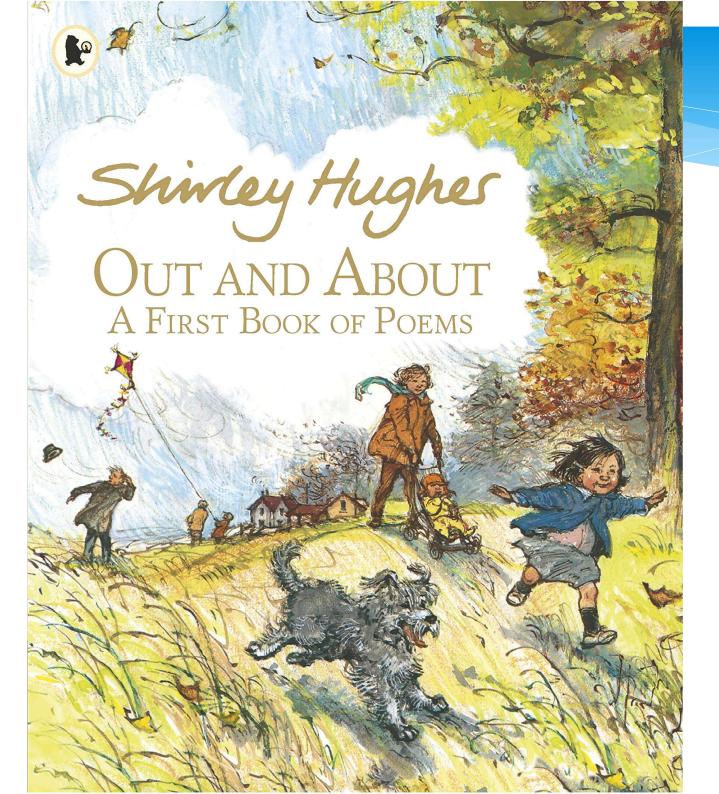
Talk with a partner about all the things that don't make sense.

#### Week 1 Tuesday

- \* Learning Outcome / Objective
- \* I can generate words and phrases linked to topics.
- \* I can explain how words make me feel.
- \* I can understand what positive and negative means.

## Stand up and let's perform...





Out and About was the poem from yesterday, what other titles for poems do you think could be in this book? Would a poem about Aliens be in here? Why? What about a poem about baking a cake? Why?

#### OUT AND ABOUT A FIRST BOOK OF POEMS



Shirley Hughes



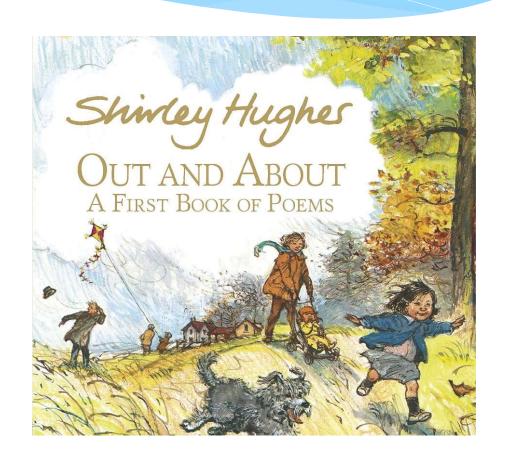
#### CONTENTS

SPRING		AUTUMN	
Out and About	10	Feasts	
Mudlarks	12	Wind	
Spring Greens	14	Wet	
Hill	17	Misty	
Sunshine at Bedtime	18		
<b>三</b>	1		
ALL STATES			
SUMMER		WINTER	
Water	23	Sick	
Water Squirting Rainbows	25	Sick Fire	
Water	10.000000000000000000000000000000000000	Sick Fire Cold	
Water Squirting Rainbows	25	Sick Fire	
Water Squirting Rainbows Seaside	25 26	Sick Fire Cold	
Water Squirting Rainbows Seaside Sand	25 26 29	Sick Fire Cold	

What do you notice about how these poems are organised? Think about your ideas for poems, would they fit into a specific section?

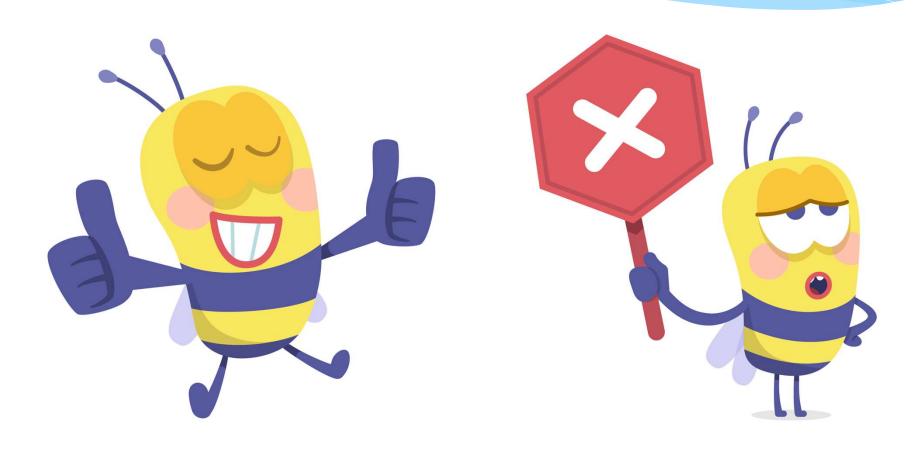
#### Out and About

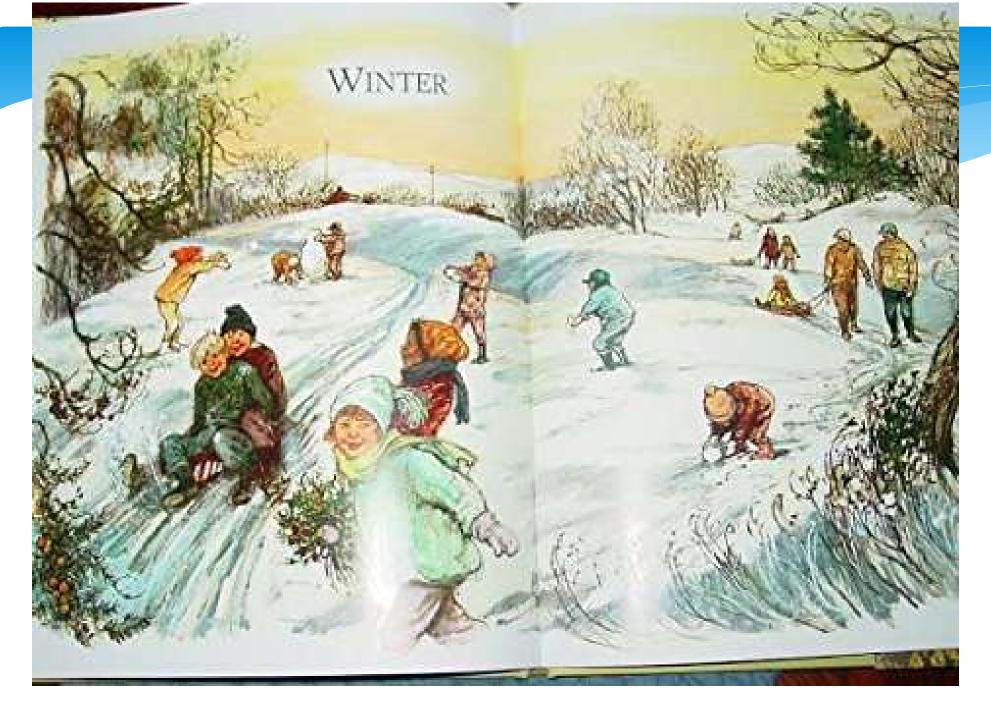
- \*What does being 'out and about' mean to you?
- \*What is it like to be outdoors?
- \*How does it make you feel?
- \*What do you like about being outdoors?
- \*What do you like to do outdoors?



#### Positive

# Negative





Do you think the illustrator thinks positively or negatively about winter? Why?

# Out and About - model Positives and Negatives

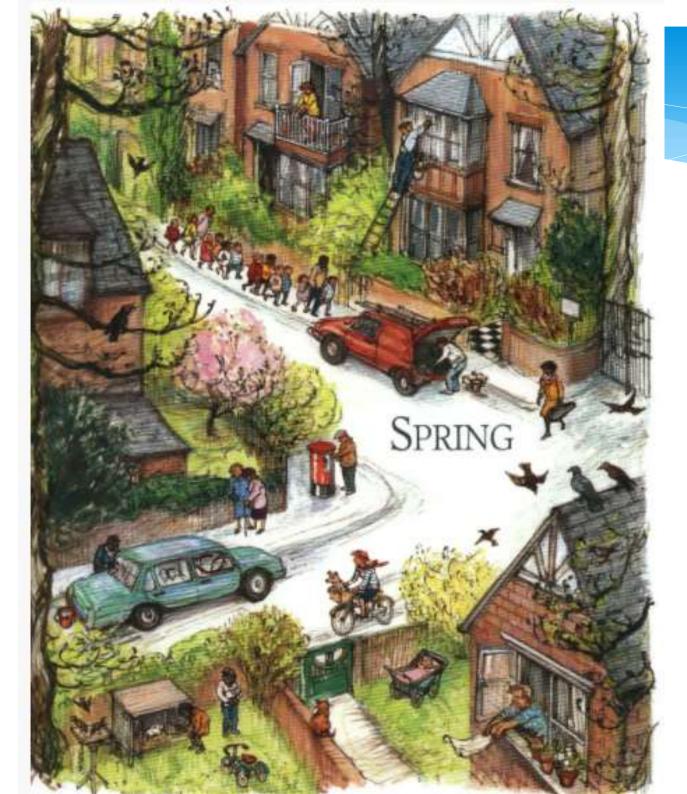
Positive - things, feelings, phrases

Christmas presents
Warm by the fire
Snowball fights
Families together
Stars in the sky
Ice skating with friends
Zipping downhill on sledges

Season: Winter

Negative - things, feelings, phrases

Dark all day
Cold down to bones
Dirty sludge beneath feet
Cars not starting
Fog through headlights
Stuck inside
Running noses and sneezing
Slipping on icy patches



Share with your partner some positive and negative words and phrases about spring.

# Out and About - shared Positives and Negatives

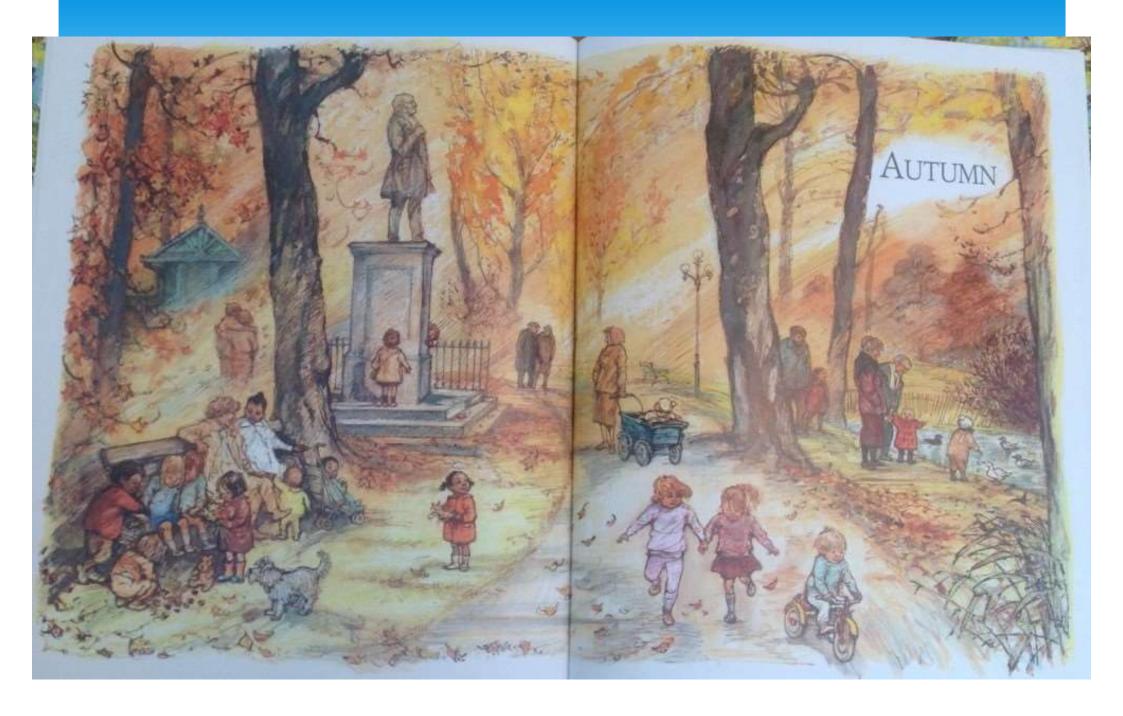
Positive - things, feelings, phrases

```
* —
* —
* —
* —
* —
```

Season: Spring

Negative - things, feelings, phrases

```
* - * - * -
```



# Out and About - independent Positives and Negatives

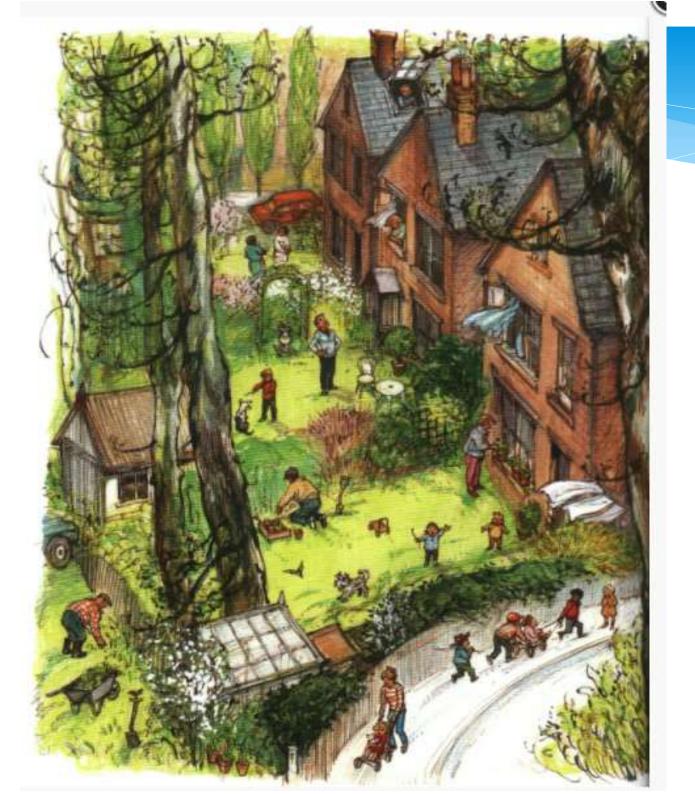
#### Positive - things, feelings, phrases

```
* _
* _
* _
* _
* _
* _
```

Season: Summer or Autumn

```
Negative - things, feelings, phrases

* _
* _
* _
* _
* _
* _
* _
```



Remember this picture?

Can you see how the illustrator has tried to put all the seasons into one picture.

See if you can spot something to show each of the seasons.

#### Week 1 Wednesday

- \* Learning Outcome / Objective
- \* I can predict using pictures.
- \* I can generate words and phrases to convey emotions.

## Stand up and let's perform...





What do you think this poem is called? Why? What words and phrases do you think might be in this poem?



What do you think this poem is called? Why? What words and phrases do you think might be in this poem?

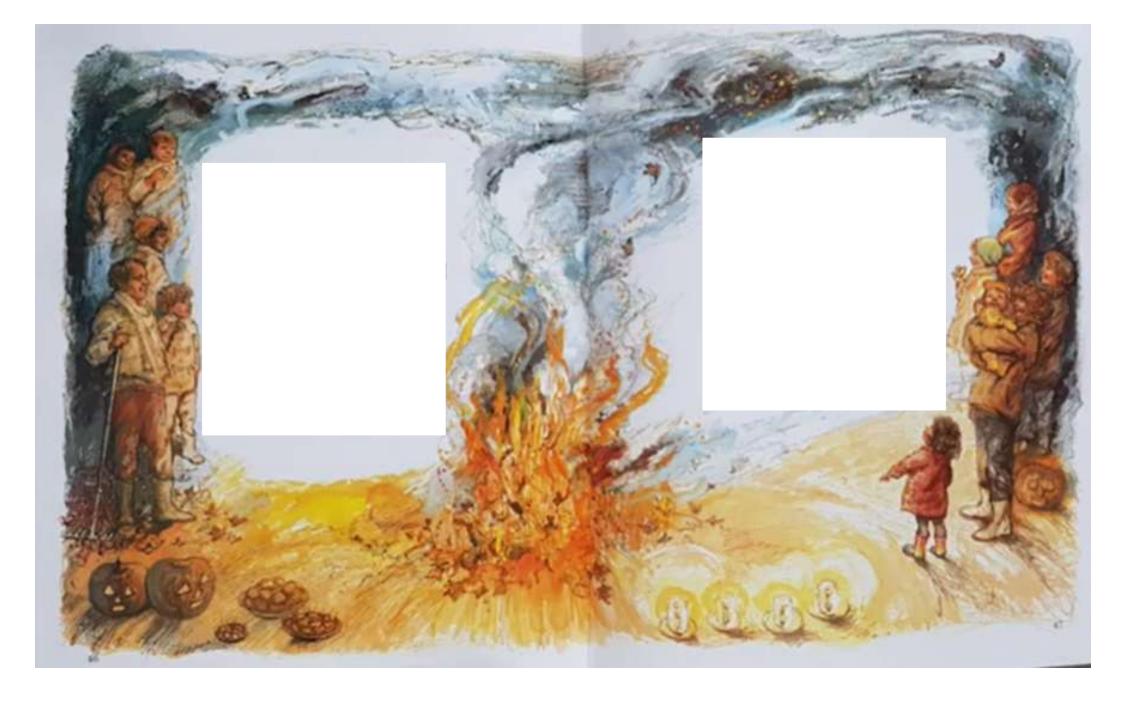






What do you think this poem is called? Why? What words and phrases do you think might be in this poem?

2'



What do you think this poem is called? Why? What words and phrases do you think might be in this poem?

### Sand

- \* Likes
- \* Dislikes
- \* Patterns
- \* Puzzles







### Mud

- \* Likes
- \* Dislikes
- \* Patterns
- \* Puzzles







### Wind

- \* Likes
- \* Dislikes
- \* Patterns
- \* Puzzles







### Fire

- \* Likes
- \* Dislikes
- \* Patterns
- \* Puzzles







### Fire

Burning bright

Red hot

Smoke reaching the sky

Toasting marshmallows

Erupting from volcanoes

Creating celebrations







### Positive

# Negative

**Burning** bright

Red hot

Smoke reaching the sky

Toasting marshmallows

Erupting from volcanoes

**Creating celebrations** 







### In pairs, list words or phrases for...

- \* Mud
- \* Sand
- \* Wind

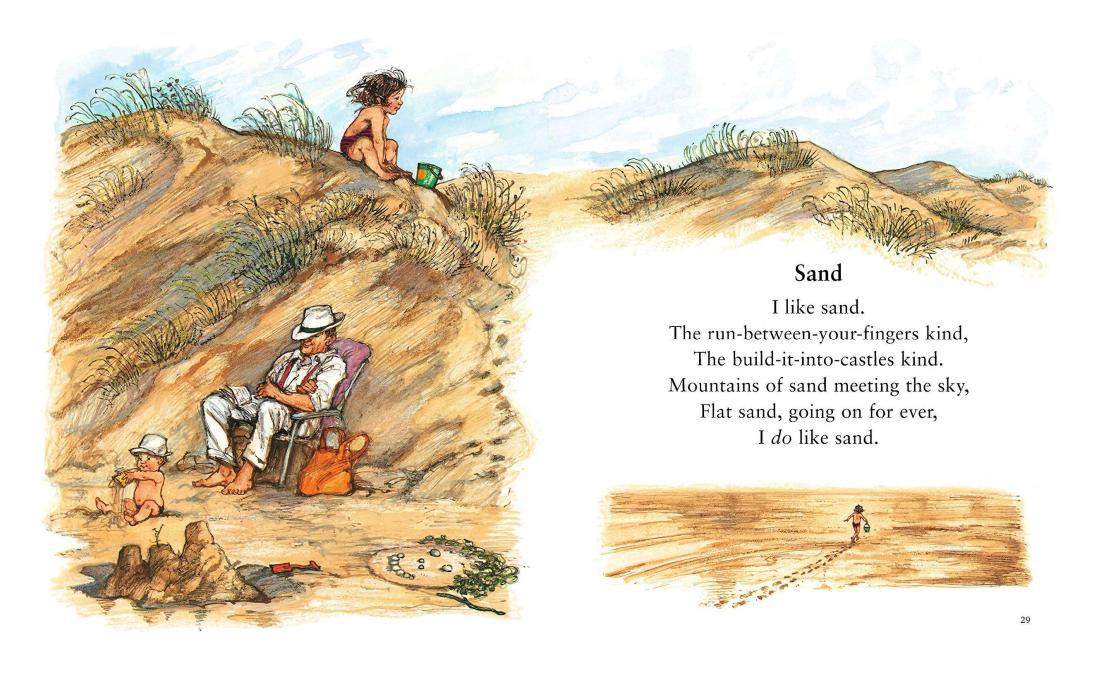
Colour code your words and phrases for positive or negative links.

### Week 1 Thursday

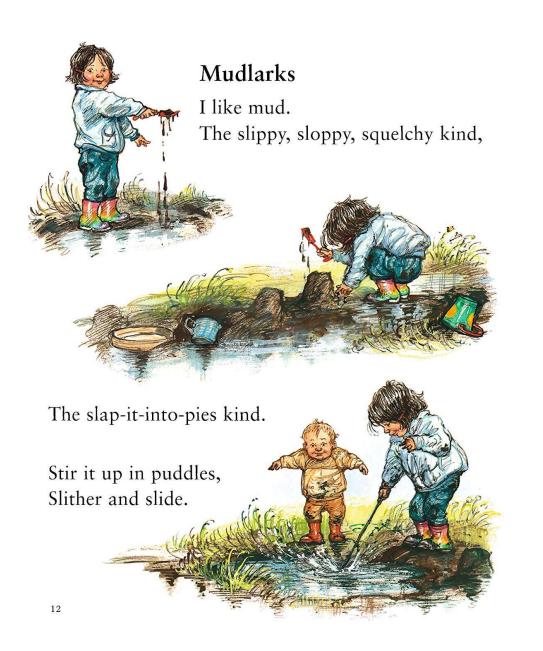
- \* Learning Outcome / Objective
- \* I can recognise poetry techniques.
- \* I can recognise verbs.
- \* I can give a personal opinion about a poem and justify it.

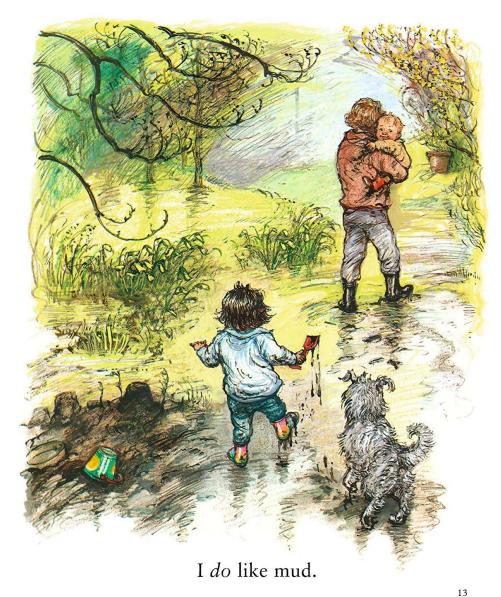
## Stand up and let's perform...





How does it compare to your ideas from yesterday. Tell me you likes, dislikes, patterns and puzzles.





How does it compare to your ideas from yesterday. Tell me you likes, dislikes, patterns and puzzles.





### Wind

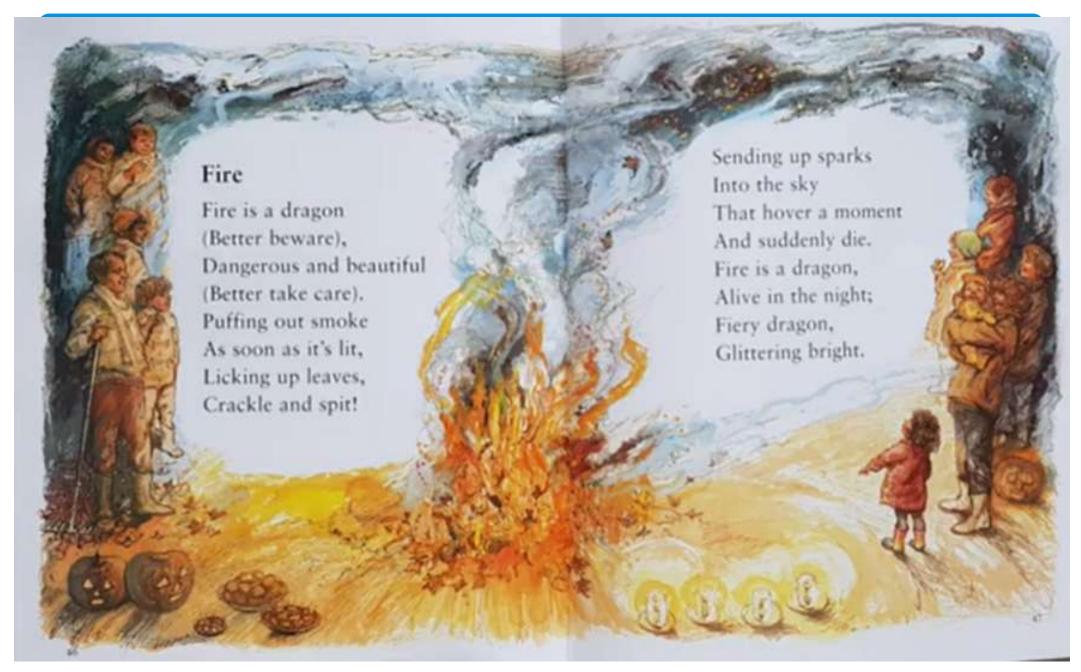
I like the wind.

The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.

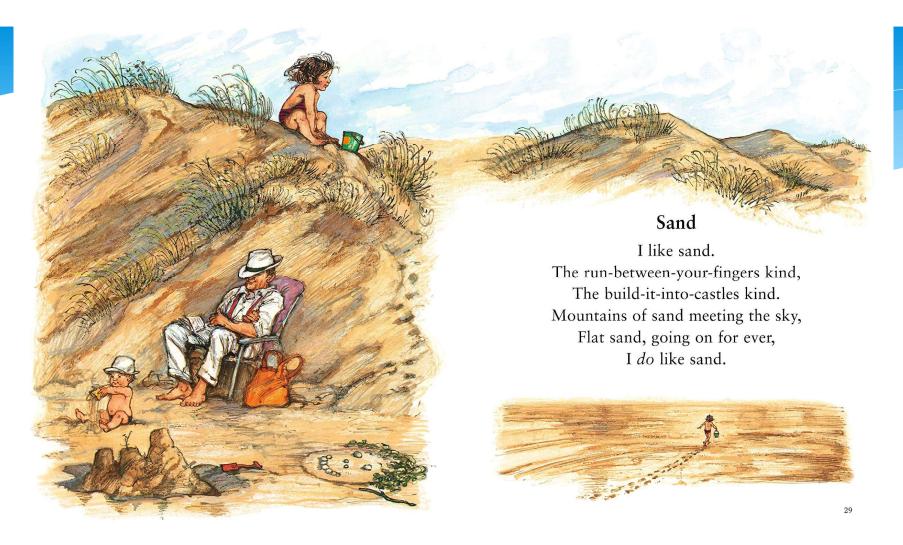


How does it compare to your ideas from yesterday. Tell me you likes, dislikes, patterns and puzzles.

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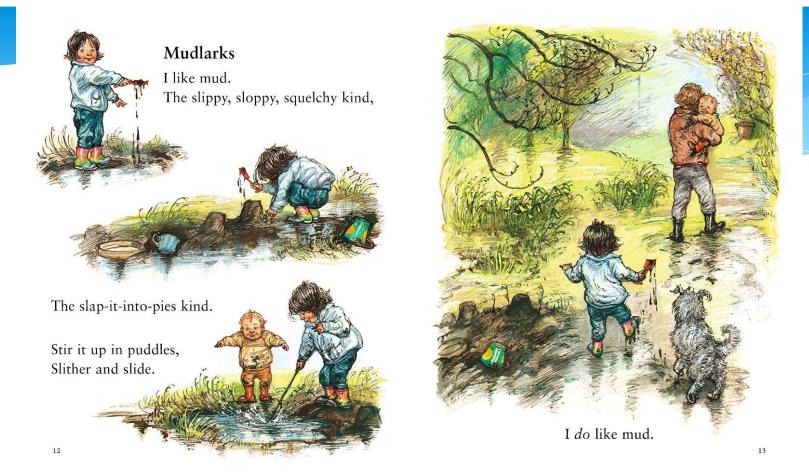
How does it compare to your ideas from yesterday. Tell me you likes, dislikes, patterns and puzzles.



What impression is the poet and illustrator giving? Do they like sand? How do you know?

When you read it out loud, what happens when you read the parts with lines joining the words?

What effect does this have? Why do you think it has been written this way?

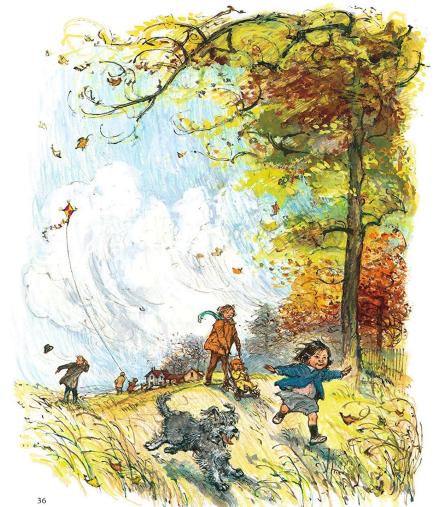


What impression is the poet and illustrator giving?

Do they like mud? How do you know?

Have you noticed a letter that is used more than others in this poem?

Where is this letter used?
What effect does it have starting words with this letter?





#### Wind

I like the wind.
The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



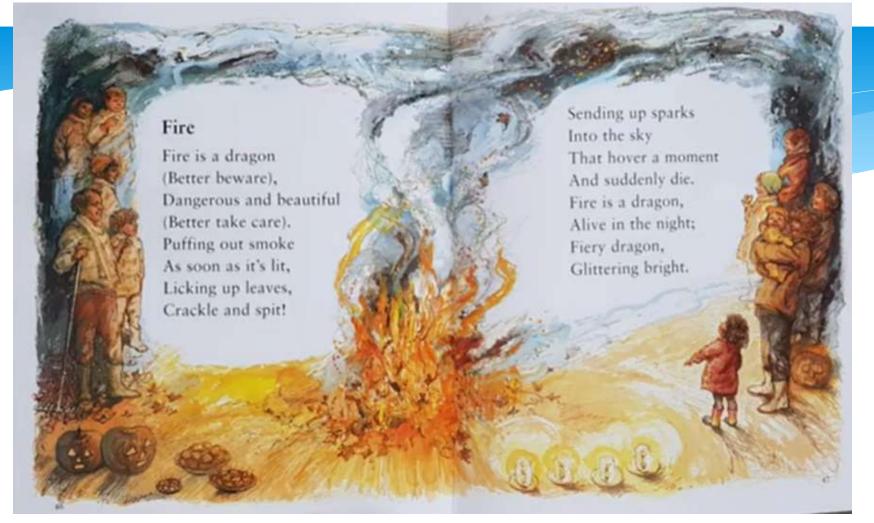
What impression is the poet and illustrator giving?

Do they like wind? How do you know?

Have you noticed a type of word used more than others?

What effect does using these words have?

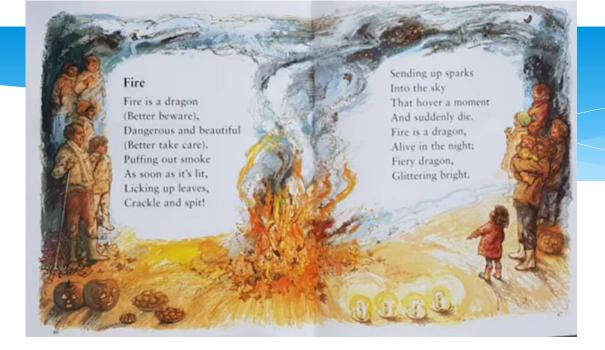
Are they all positive, all negative or a balance of both?



What impression is the poet and illustrator giving? Do they like fire? How do you know?

Have you noticed that this poem is different from the other three? How is it?

What are the words 'licking', 'crackle', 'spit', 'hover', 'alive'? What effect do they have?



Verbs

Doing or Being words

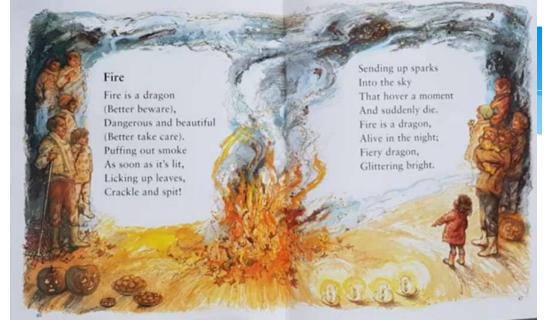
'licking' 'crackle' 'spit' 'hover' 'alive'

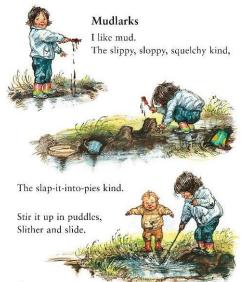
Can you think of some other verbs that would show how a fire behaves?





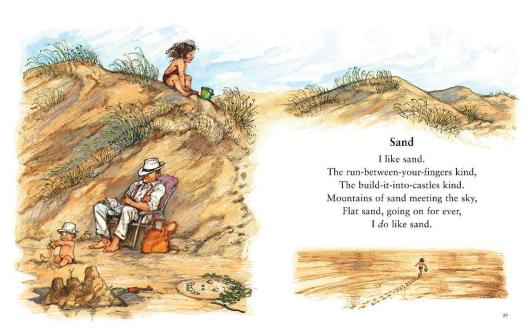








Pick your favourite poem out of the four. Write about why it is your favourite. Think about how the poet shows how she feels through the poem and her choice of words.





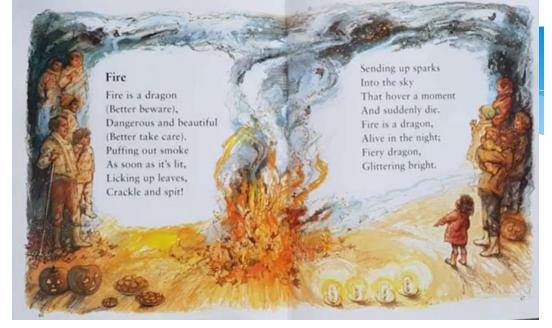


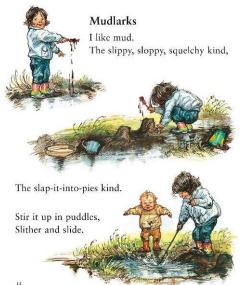
#### Wind

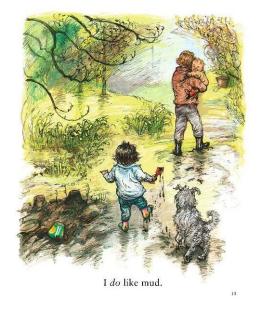
I like the wind.
The soft, summery, gentle kind,
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Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



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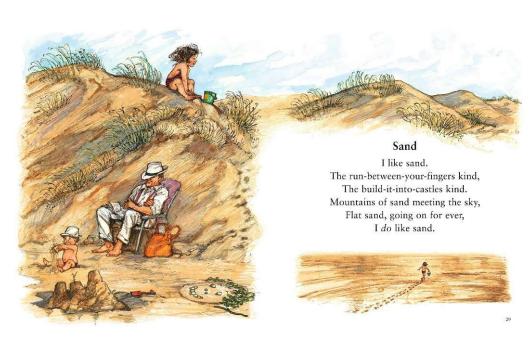






My favourite poem is called favourite because

\_\_\_\_. It is my
. I also like







#### Wind

I like the wind.
The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



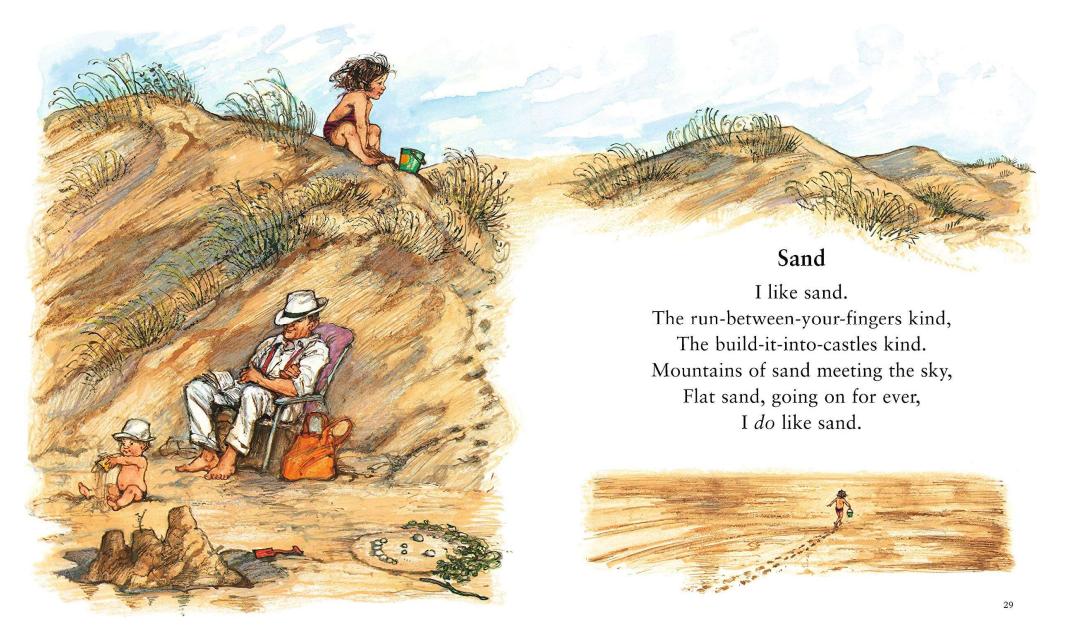
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### Week 1 Friday

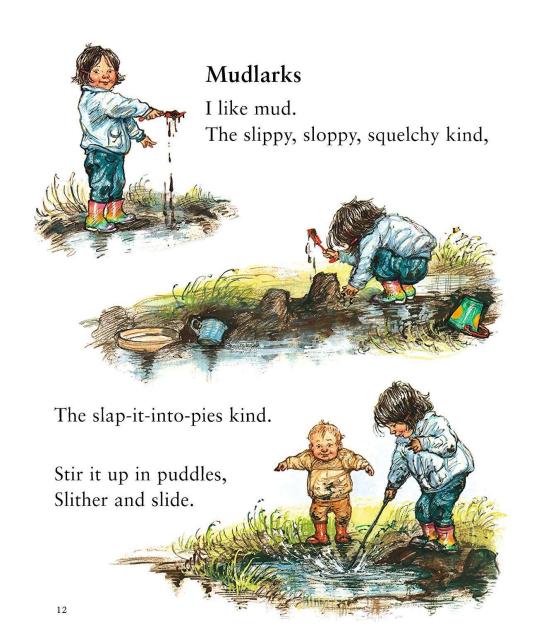
- \* Learning Outcome / Objective
- \* I can contribute ideas to a class discussion.
- \* I can recognise a poem structure.

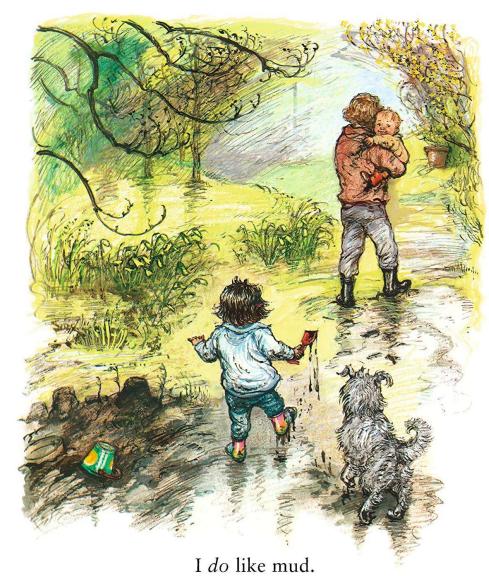
## Stand up and let's perform...





How does this poem start?
What happens next?
How does it end?





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How does this poem start?
What happens next?
How does it end?





### Wind

I like the wind.

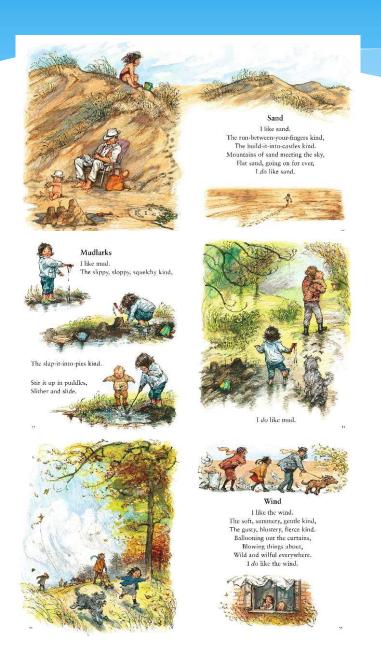
The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



How does this poem start?
What happens next?
How does it end?

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### Compare and contrast



Did you notice they all start by saying they like it.

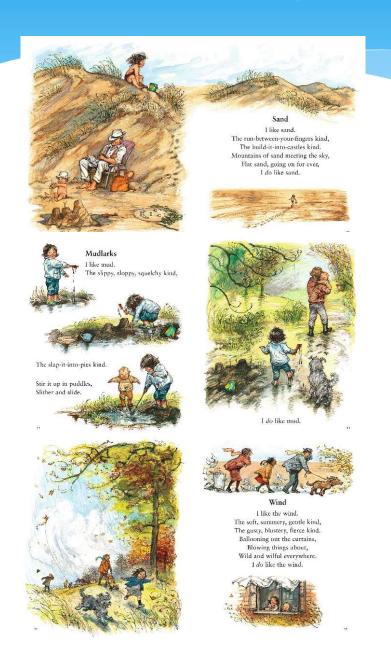
I like \_\_\_\_\_.

I like sand.

I like mud.

I like the wind.

### Compare and contrast



Did you notice they all explain what kind they like.

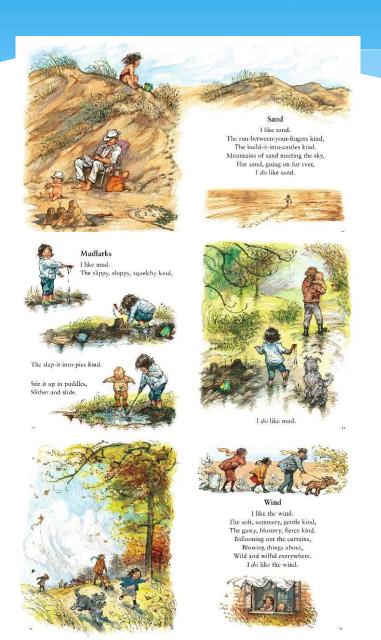
The \_\_\_\_\_ kind,

The run-between-your-fingers kind,

The slippy, sloppy, squelchy kind,

The soft, summery, gentle kind,

### Compare and contrast



Did you notice they all end with repeating the first line with an added word.

The do like

I do like sand.

I do like mud.

I do like the wind.

# Shared writing

\_\_\_\_

I like \_\_\_\_\_.

The \_\_\_\_kind,

The \_\_\_\_\_ kind,

The \_\_\_\_\_ kind,

I do like \_\_\_\_\_.



### Shared writing

### **Water**

I like water.

The wild, raging, crashing kind,

The wild, raging, crashing kind,

The crystal blue as-far-as-the-eye-can-see kind,

I do like water.

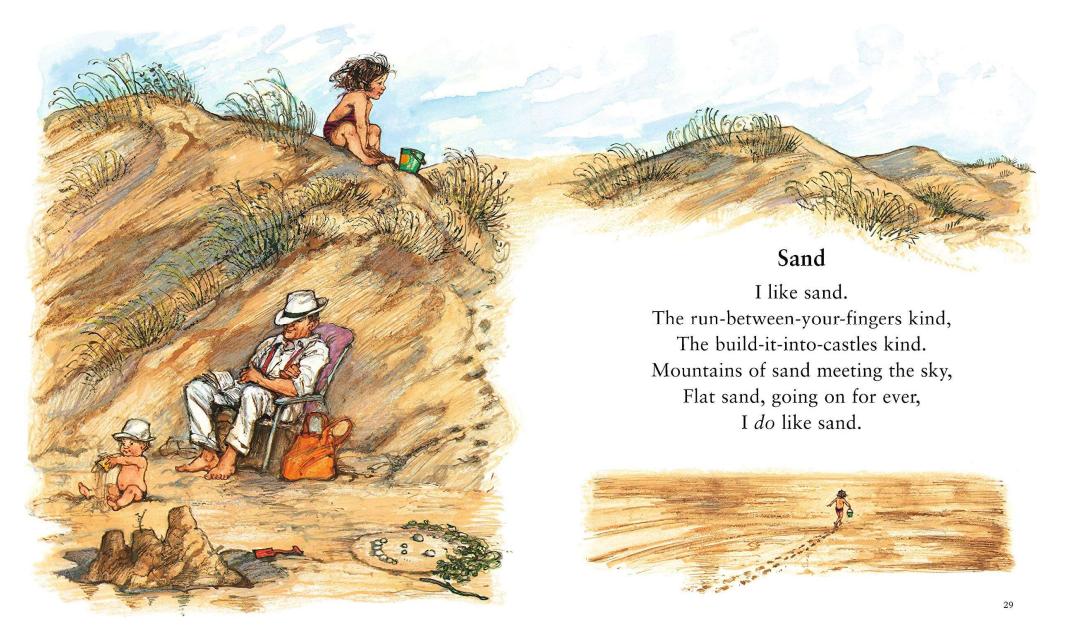


### Week 2 Monday

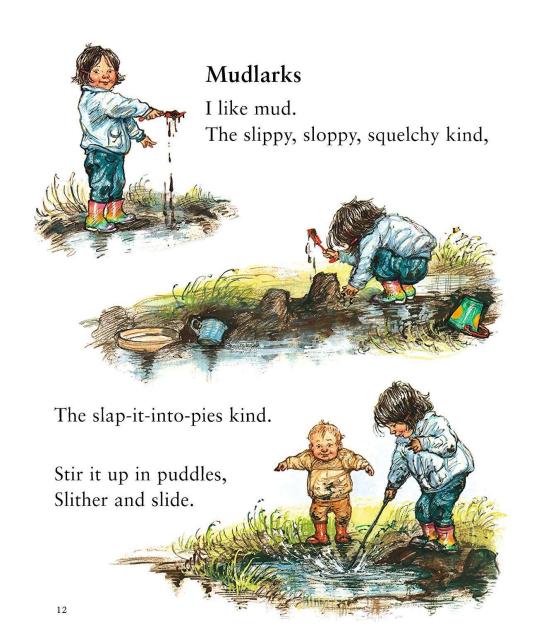
- \* Learning Outcome / Objective
- \* I can generate words and phrases for effect.

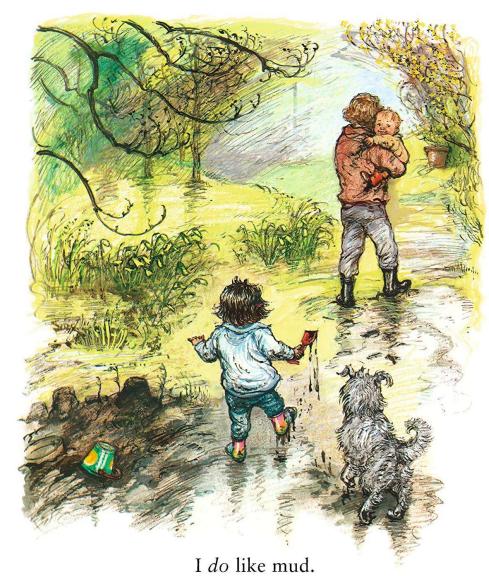
## Stand up and let's perform...





How does this poem start?
What happens next?
How does it end?





13

How does this poem start?
What happens next?
How does it end?





I like the wind.

The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



How does this poem start?
What happens next?
How does it end?

37

# Shared writing

#### **Water**

I like water.

The wild, raging, crashing kind,

The wild, raging, crashing kind,

The crystal blue as-far-as-the-eye-can-see kind,

I do like water.



#### Choice time...



Rainbows



Rain



Sunshine



Or something else





Pick one of these ideas (or select your own) and then jot down words and phrases that you link to the idea.



Rainbows



Rain

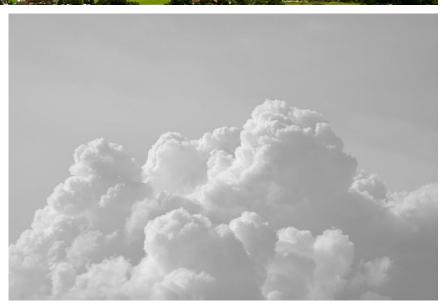


Sunshine



Or something else





#### For your words or phrases decide if they are negative, positive or balanced.



Rainbows



Rain



Sunshine



Or something else





Share your ideas with a partner. Offer ideas for your partner and thoughts about their chosen words and phrases.



Rainbows



Rain



Sunshine



Or something else



# Think about how it might fit in the poem structure we have created.











### Week 2 Tuesday

- \* Learning Outcome / Objective
- \* I can write a poem to convey a feeling towards something.
- \* I can use descriptive words.

# Stand up and let's perform...



# Look at your plan and ideas from yesterday. Now write a version of your own poem.











# Try another version with different words and phrases.











# Edit and improve your poem until you are happy with it capturing a moment in time.











# Share your poem with a partner. Ask you partner to illustrate your poem. Have they drawn things the way you imagined?











### Week 2 Wednesday

- \* Learning Outcome / Objective
- \* I can present and illustrate my own poem in the style of Shirley Hughes.
- \* I can perform using a change of tone, volume and movement to express meaning.

# Watch these performances and evaluate how effectively they capture to mood of the poem.

- \* https://youtu.be/gmC1ne6q6vg
- \* https://youtu.be/Ydf8VeKclgg
- \* https://clpe.org.uk/videos/video/performance-poetry-year-1

These are all Y1 children.

They have used their bodies to create shapes and make sounds.

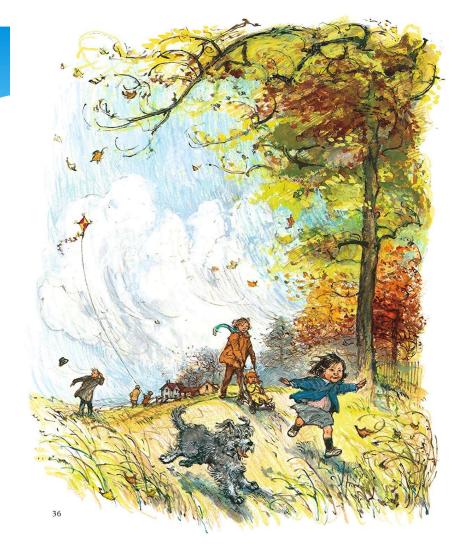
They have also used volume to make some words stand out.

Why not practise your poem so it can be filmed to share like these.

You could also use musical instruments to help with different sounds.

## Week 2 Thursday

- \* Learning Outcome / Objective
- \* I can speak with confidence and prosody.
- \* I can recognise dynamics.
- \* I can express myself through music.





I like the wind.
The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



Freeze frame this poem for each of the three pictures. What is each character thinking, hearing, seeing? Write speech bubbles for them all for a display.

37

- \* https://youtu.be/\_xofo9WU71M
- \* Listen to the sound of the wind.
- \* Is this soft, summery and gentle or gusty, blustery and fierce?
- \* How does it make you feel?
- \* Stand up and move around the room becoming the wind.

- \* https://youtu.be/RZSht3nW9lM
- \* Listen to the sound of the wind.
- \* Is this soft, summery and gentle or gusty, blustery and fierce?
- \* How does it make you feel?
- \* Stand up and move around the room becoming the wind.

## Music https://youtu.be/HbychhPBkk4

Close your eyes and listen to Debussy - Prélude: Ce qu'a vu le vent d'ouest (What the West Wind has seen)

How does it make you feel at the start? What about in the middle? What about at the end?

Can you picture what might be happening? Does it remind you of anything? The Wizard of Oz?

Create movement with scarves or streamers in the hall in groups to this piece of music. Can you add in words and phrases from the poem as you perform?

## Week 2 Friday

- \* Learning Outcome / Objective
- \* I can recognise onomatopoeia.





I like the wind.

The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



Can you think of some sounds that wind can make?

37

#### Sound words

\* What is onomatopoeia? - BBC Bitesize

Can you think of some other words that sound like the word it describes?

#### **ONOMATOPOEIA**



## Why would these words help us?

\* Think about our poems so far...

Wind – woosh

Fire - crackle

#### Action...

\* In pairs, imagine walking into your home. What sounds might you hear?

On the path?

Going through the door?

Putting down keys?

Running up the stairs?

#### We are home!



Can you spot the onomatopoeia?

#### We are home!



The Noisy Recess (onomatopoeia poem)

Aaah! Scream the kids as they play. Stomp! Stomp! Go the feet tumbling down the path.

Bang! Go the kids hitting the pole.

Kids kicking soccer balls. Kick! Kick! Kick!

Buzz! Go the bees.

Swish! Goes the ball into the hoop.
Tweet! Screeches the whistle.
Time to go inside.

Can you spot the onomatopoeia?

# In groups, draw pictures and write an many onomatopoeia words as you can.

- \* Walk around the class to see the other words that the groups have come up with.
- \* Put your drawings and words up on display to use in later lessons.

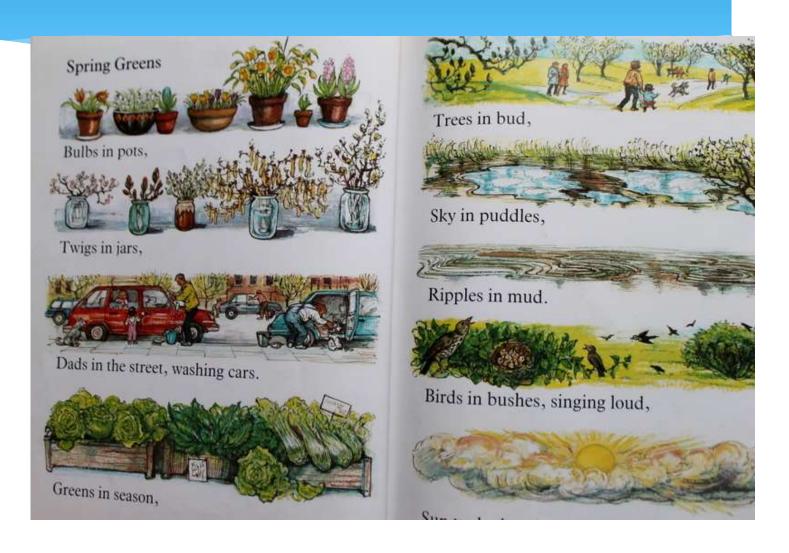
### Week 3 Monday

- \* Learning Outcome / Objective
- \* I can give a personal response and explain it.
- \* I can recognise rhyming words.



#### Tell me...

- \* Likes?
- \* Dislikes?
- \* Patterns?
- \* Puzzles?



#### **Spring Greens** Bulbs in pots, X Twigs in jars, X X Dads in the street, [wa]shing cars. X X X Greens in [sea]son X X Trees in bud, X X Sky in [pu]ddles, X X [Ri]pples in mud. X X

Birds in [bu]shes, sing[ing] loud, X Sun tucked up in a bed of cloud. X

# Matching

\* Can you match up these rhyming words from the poem?

mud

jars

bud

loud

cars

cloud

# Matching

\* Can you match up these rhyming words from the poem?



## Week 3 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise rhythm and syllables.

#### **Spring Greens** Bulbs in pots, X Twigs in jars, Х X Dads in the street, [wa]shing cars. X X X Greens in [sea]son X X Trees in bud, X X Sky in [pu]ddles, X X [Ri]pples in mud. X X

Birds in [bu]shes, sing[ing] loud, X Sun tucked up in a bed of cloud. X

Spring Greens
Bulbs in pots,
Dum – da - dum

Twigs in jars, Dum – da - dum

Dads in the street, [wa]shing cars.

Dum - da - da - Dum, Dum - da - dum

Greens in [sea]son Dum -da - dum - da

Trees in bud,

Dum - da - dum

Sky in [pu]ddles,
Dum – da - dum - da

[Ri]pples in mud.

Dum -da -da- dum

Birds in [bu]shes, sing [ing] loud, Dum-da-Dum-da, Dum -da - dum

Sun tucked up in a bed of cloud.

Dum - da - dum - da - da - Dum - da - dum

#### Watch a performance Kathy Henderson in 'Look at the Train'

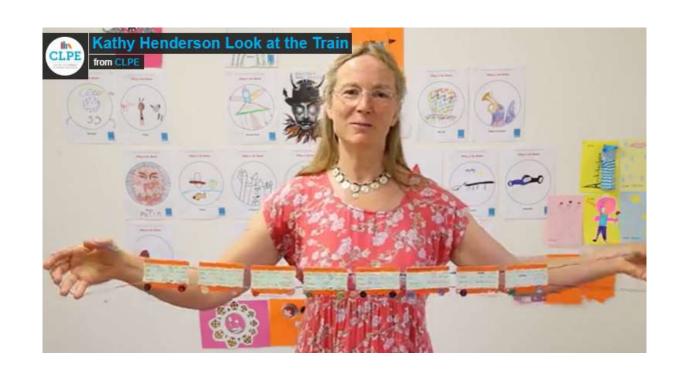
https://www.clpe.org.uk/poetryline/poets/henderson-kathy

Look at the train
Look at the train
Look at the train,
the train, the train!
Rattling by
Clackety-clack
at the back of the houses
up on the track.
Flickety-flick

Flickety-flick
Clickety-click
into the city
quicker than quick.

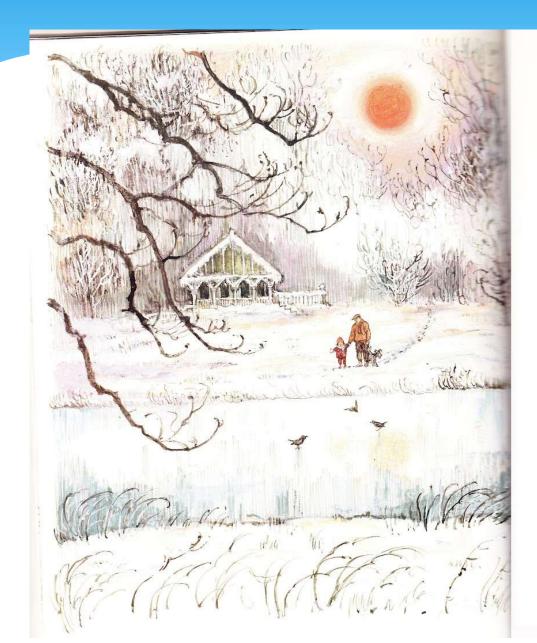
Over the bridge And under the river rocketing on for ever and ever.

Don't look at the wind Don't look at the rain Just look at the train, the train, the **train!** 



### Week 3 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise rhyming words.
- \* I can recognise rhythm and beats within poems.
- \* I can perform with confidence and fluency.





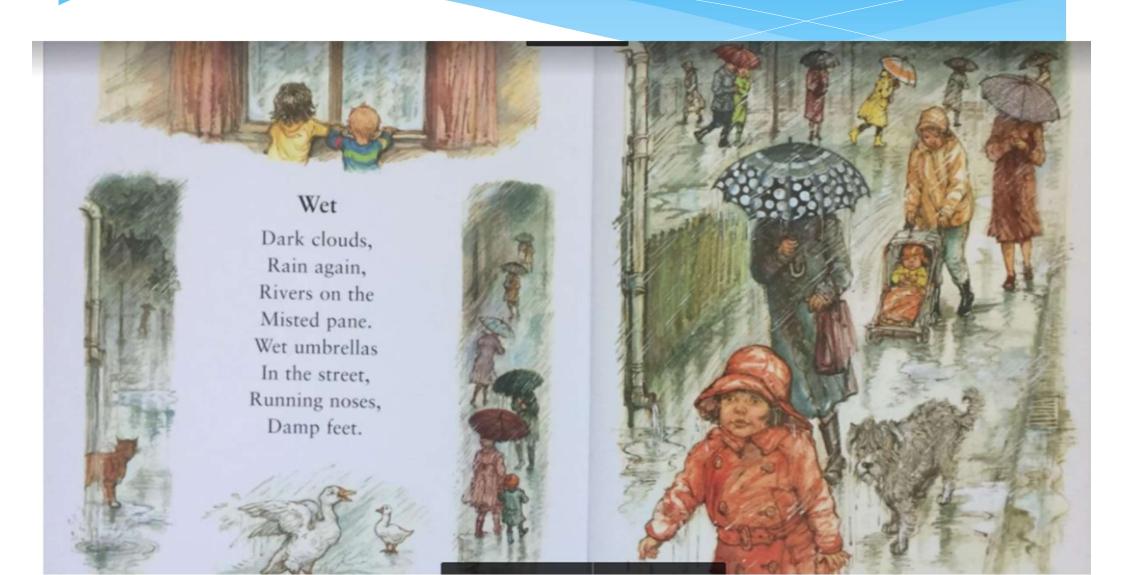
#### Cold

Cold fingers,
Cold toes,
Pink sky,
Pink nose.
Hard ground,
Bare trees,
Branches crack,
Puddles freeze.
Frost white,
Sun red,
Warm room,
Warm bed.



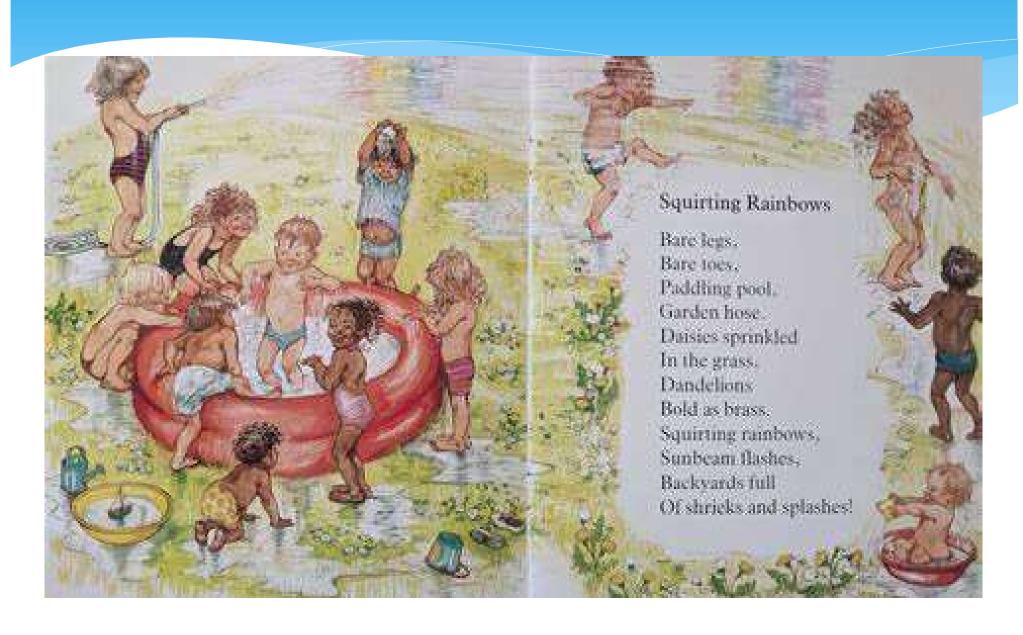
### Think about...

- \* What season do you think this takes place in?
- \* How do you know?
- \* How does the character feel in the poem?
- \* How could you share this if you were performing the poem?



### Think about...

- \* What season do you think this takes place in?
- \* How do you know?
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### Think about...

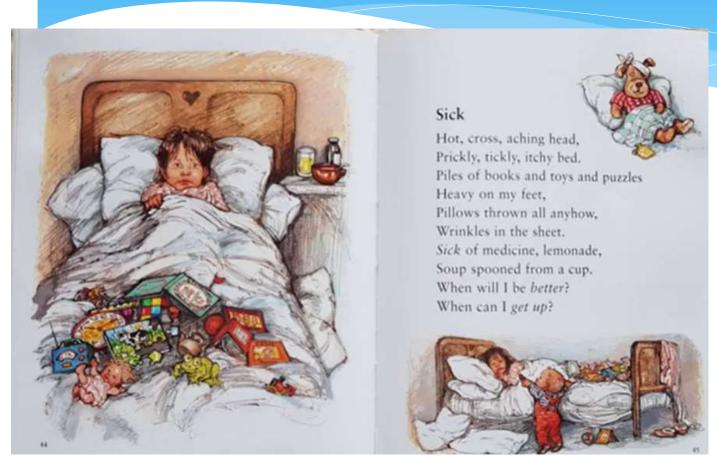
- \* What season do you think this takes place in?
- \* How do you know?
- \* How does the character feel in the poem?
- \* How could you share this if you were performing the poem?

# Pick a poem to perform in pairs or groups.

- \* Think about the rhythm of the poem.
- \* Use instruments if you want to.
- \* Think about your volume.
- \* Think about your pace.
- \* Think about your fluency.

## Week 3 Thursday

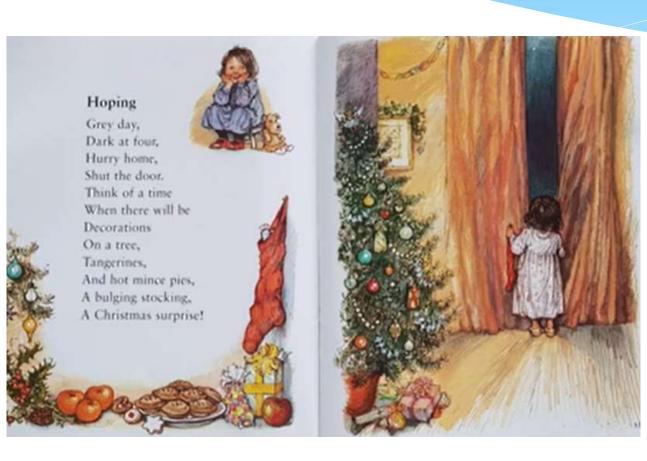
- \* Learning Outcome / Objective
- \* I can perform with confidence.
- \* I can stress beats and rhythm within poems.



What season do you think this takes place in?

How do you know? How does the character feel in the poem?

How could you share this if you were performing the poem?



- \* What season do you think this takes place in?
- \* How do you know?
- \* How does the character feel in the poem?
- \* How could you share this if you were performing the poem?







Sand in the sandwiches,
Sand in the tea,
Flat, wet sand running
Down to the sea.
Pools full of seaweed,
Shells and stones,
Damp bathing suits
And ice-cream cones.





- \* What season do you think this takes place in?
- \* How do you know?
- \* How does the character feel in the poem?
- \* How could you share this if you were performing the poem?



What season do you think this takes place in?
How do you know?
How does the character feel in the poem?
How could you share this if you were performing the poem?



What season do you think this takes place in?

How do you know? How does the character feel in the poem?

How could you share this if you were performing the poem?

### Pick a poem to perform on your own.

- \* Think about the rhythm of the poem.
- \* Use instruments if you want to.
- \* Think about your volume.
- \* Think about your pace.
- \* Think about your fluency.

## Week 3 Friday

- \* Learning Outcome / Objective
- \* I can give personal responses and explain them.
- \* I can illustrate a poem to support the mood and tone of the poem being created.

## Week 4 Monday

- \* Learning Outcome / Objective
- \* I can recognise writing that is to keep me safe.

## Hook – read Fire poem

Explain you are going to create a fire.

Ask children what you must do to stay safe.



Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



There are three simple steps to remember if your clothes catch fire. They are stop, drop and roll.



STOP

DROP

ROLL

It is best to be prepared because you never know when a fire might break out.

What is the purpose of this piece of writing?

How do you know?

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.



#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

What features can you see?

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

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Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



STOP

DROP

ROLL

It is best to be prepared because you never know when a fire might break out.

Can you see a BIG title?

Can you see pictures to help you understand?

Can you see subtitles to find information quicker?

### Can you put the text back together correctly?

#### What do I do if my clothing catches fire?

There are three simple steps to remember if your clothes catch fire. They are stop, drop and roll.

ROLL

How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

DROP

#### How do I keep safe?

STOP

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

It is best to be prepared because you never know when a fire might break out.





## Week 4 Tuesday

- \* Learning Outcome / Objective
- \* I can share my ideas.
- \* I can collaborate.

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

# Think about how you might write something to help people stay safe in strong winds.





#### Wind

I like the wind.

The soft, summery, gentle kind,
The gusty, blustery, fierce kind.
Ballooning out the curtains,
Blowing things about,
Wild and wilful everywhere.
I do like the wind.



### Wind Safety

Wind is very useful. It turns windmills to give us electricity. Strong winds can be dangerous.

#### How do I keep safe?

Don't go outside in strong winds. If you have to go out, then hold on tight to your things. Keep you head down and covered with your arm.

#### What do I do if I am caught in the wind?

Find somewhere safe to wait the wind out. Ring 999 if you see anything dangerous or anyone hurt.

Keep an eye on the weather reports to know when there will be strong winds.

## Week 4 Wednesday

- \* Learning Outcome / Objective
- \* I can plan my ideas.

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

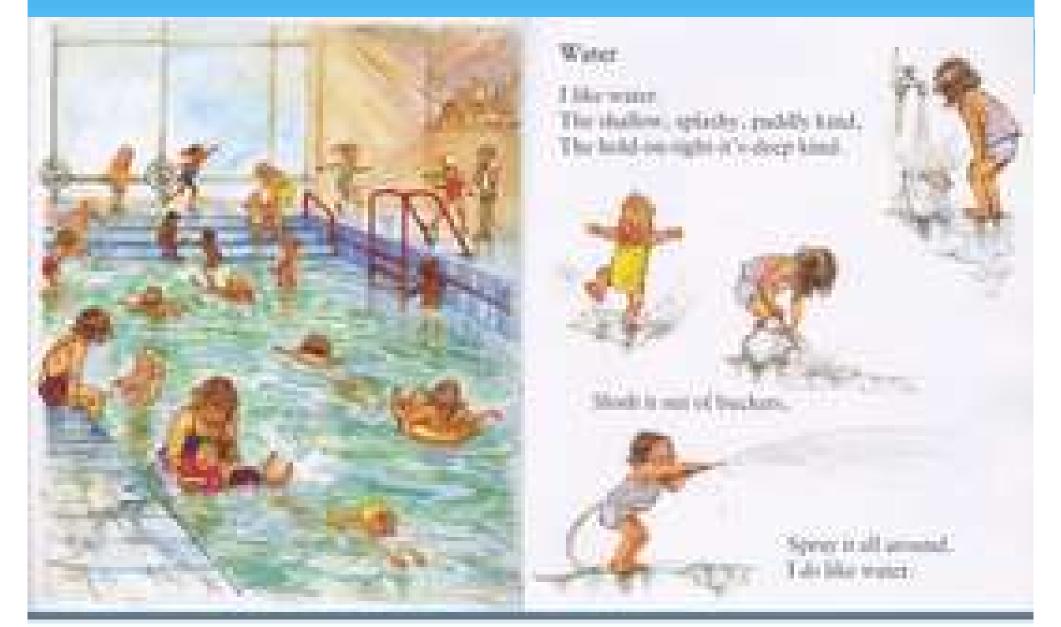
#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

# Think about how you might write something to help people stay safe around water.



### Ideas...

- \* Use armbands and floats
- \* Only go into water if an adult knows or is with you
- \* Don't go too deep
- \* Wear a swimsuit
- \* Don't run

# Draw each section of your writing and put some words that might help.

Title	
Opening	
Subheading 1	
Subheading 2	
Closing	
Pictures and captions	

## Week 4 Thursday

- \* Learning Outcome / Objective
- \* I can write safety information.
- \* I can edit and improve my writing.

## Fire Safety

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

#### Success criteria

- \* Large title \_\_\_\_\_ Safety
- \* Pictures with captions to help understanding
- \* Subheadings to help find information
- \* Facts of what to do and not do

### Week 4 Friday

- \* Learning Outcome / Objective
- \* I can publish my safety information for others to see.

## Fire Safety

Non-chronological report

Fire is very useful. It helps to keep us warm and we can use it to cook but it can also be harmful.

#### How do I keep safe?

Fire is needed for many things such as lighting candles and making fires. It can be very dangerous so children should never touch fire or matches.

Only adults must use matches or go near a fire.

#### How can I prepare for a fire?

Spend time with your family and plan where your outside meeting place will be. This means you know where to go if there is a fire.



It is best to be prepared because you never know when a fire might break out.

#### Week 5 Monday

- \* Learning Outcome / Objective
- \* I can speak with confidence and fluency.
- \* I can sequence ideas.

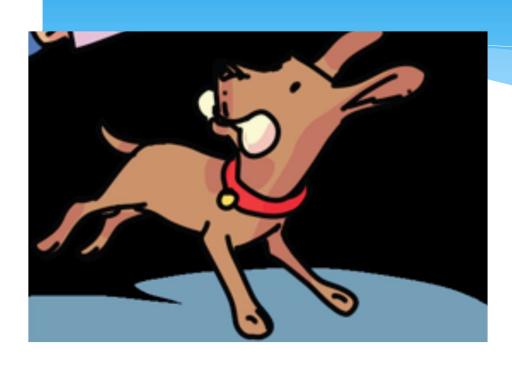
### Model text – narrative – opening



**Ewan goes out and about** 

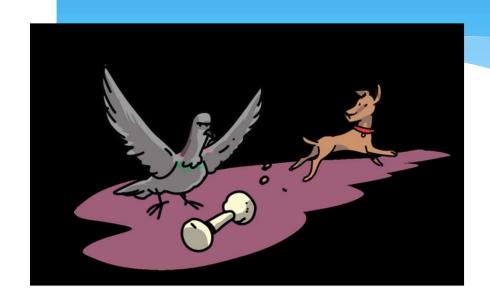
One sunny afternoon, Ewan the puppy woke up to find that his owners had vanished! Ewan decided to go and look for them.

#### Build-up



Carefully, Ewan pushed through the dog flap and stepped into the garden. In front of him, the emerald grass waved in the wind and the tall hedges towered over him. Ewan raced towards the white garden gate and quickly dashed out onto the busy street.

#### Problem



Then he bumped into a terrifying sight! A ferocious, flapping pigeon was standing in his way. Ewan flung his chew toy to distract the pigeon and escaped! Ewan dashed, dodged and skidded down the pavement trying to avoid the busy people walking past.

#### Resolution



After a while, the sun was starting to set and the sky was getting darker. Ewan was worried that he'd never find his owners. Then, he heard a loud noise and heavy footsteps getting closer. He felt himself being picked up by a stranger in a uniform. He was placed in a van along with other dogs. He started to shake and whine.

## Ending



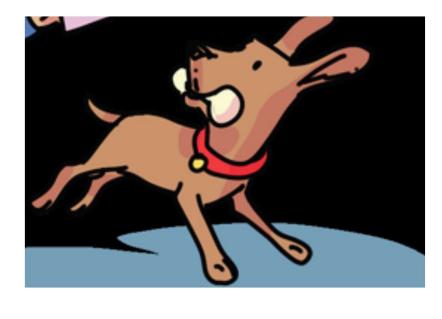
Finally, the van came to a stop. They were at the dog kennels and there were lots of other dogs playing in the large yard. Suddenly, Ewan heard a voice that he knew coming from the doorway. It was his owner! Ewan rushed over to the door, jumped into his owner's arms and licked her excitedly. Together, they happily made their way home, and Ewan resolved to never go out and about again.

## Oh dear! The pictures are all muddled up. Can you order them and retell the story?











#### Well done!

Opening – Ewan went out and about.

Build-up – He ran through the gate.

Problem – Ewan dodged a scary pigeon.

Resolution – He was caught.



### Week 5 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise new language.

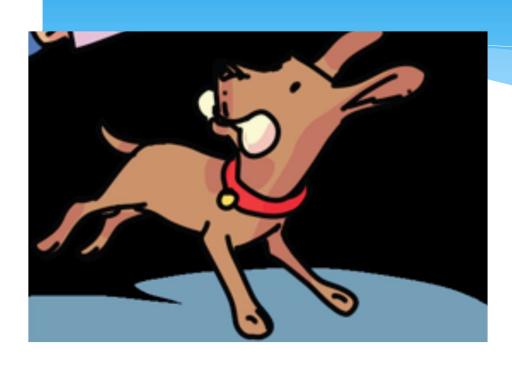
### Model text – narrative – opening



**Ewan goes out and about** 

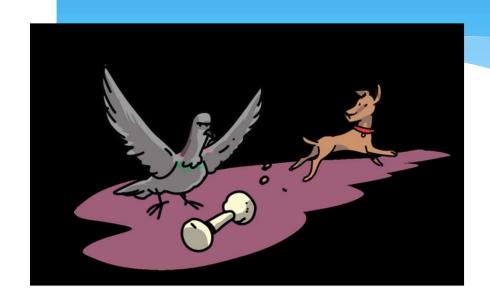
One sunny afternoon, Ewan the puppy woke up to find that his owners had vanished! Ewan decided to go and look for them.

#### Build-up



Carefully, Ewan pushed through the dog flap and stepped into the garden. In front of him, the emerald grass waved in the wind and the tall hedges towered over him. Ewan raced towards the white garden gate and quickly dashed out onto the busy street.

#### Problem



Then he bumped into a terrifying sight! A ferocious, flapping pigeon was standing in his way. Ewan flung his chew toy to distract the pigeon and escaped! Ewan dashed, dodged and skidded down the pavement trying to avoid the busy people walking past.

#### Resolution



After a while, the sun was starting to set and the sky was getting darker. Ewan was worried that he'd never find his owners. Then, he heard a loud noise and heavy footsteps getting closer. He felt himself being picked up by a stranger in a uniform. He was placed in a van along with other dogs. He started to shake and whine.

## Ending



Finally, the van came to a stop. They were at the dog kennels and there were lots of other dogs playing in the large yard. Suddenly, Ewan heard a voice that he knew coming from the doorway. It was his owner! Ewan rushed over to the door, jumped into his owner's arms and licked her excitedly. Together, they happily made their way home, and Ewan resolved to never go out and about again.

#### Vanished

To disappear



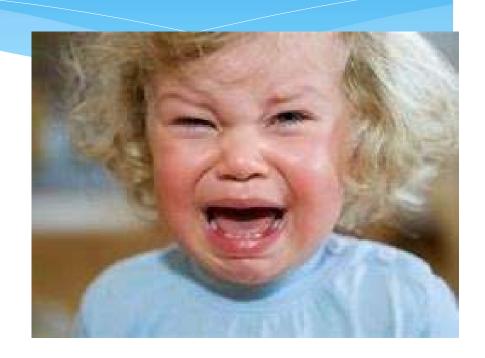
#### **Emerald**

Green gem



### Whine

Cry



#### Dashed

Go quickly



#### Ferocious

Scary



#### Distract

Look away

Not focus



#### Kennels

Home for dogs



#### Resolved

#### Decided



# Can you match these words to their definitions and pictures?

Ferocious

Kennels

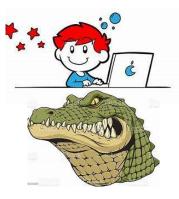
Resolved

Dashed

Distracted









Dog's home

Decided

Angry

Run quickly

Look away and

not focus

#### Week 5 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise adjectives.
- \* I can use adjectives to describe the weather in a setting.

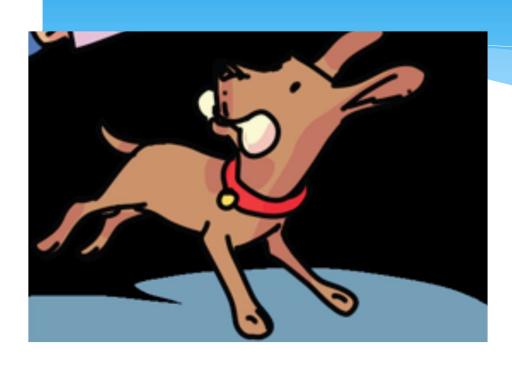
### Model text – narrative – opening



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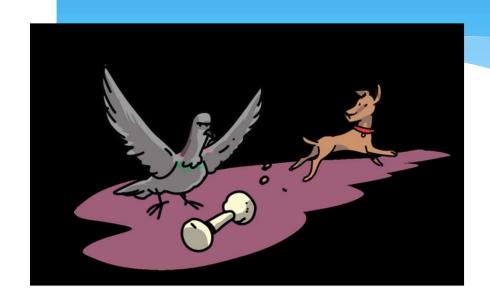
One sunny afternoon, Ewan the puppy woke up to find that his owners had vanished! Ewan decided to go and look for them.

#### Build-up



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#### Problem



Then he bumped into a terrifying sight! A ferocious, flapping pigeon was standing in his way. Ewan flung his chew toy to distract the pigeon and escaped! Ewan dashed, dodged and skidded down the pavement trying to avoid the busy people walking past.

#### Resolution



After a while, the sun was starting to set and the sky was getting darker. Ewan was worried that he'd never find his owners. Then, he heard a loud noise and heavy footsteps getting closer. He felt himself being picked up by a stranger in a uniform. He was placed in a van along with other dogs. He started to shake and whine.

## Ending



Finally, the van came to a stop. They were at the dog kennels and there were lots of other dogs playing in the large yard. Suddenly, Ewan heard a voice that he knew coming from the doorway. It was his owner! Ewan rushed over to the door, jumped into his owner's arms and licked her excitedly. Together, they happily made their way home, and Ewan resolved to never go out and about again.

# What setting is described in the story?

\* Can you find some words that help create the setting?

\* What weather is described in the setting?

#### Setting and weather

- \* sunny afternoon
- \* garden
- \* emerald grass
- \* tall hedges
- \* white garden gate
- \* busy street
- \* sun was starting to set
- \* sky was getting darker
- \* large yard

#### Adjectives – add detail to a noun

- \* sunny afternoon
- \* garden
- \* emerald grass
- tall hedges
- \* white garden gate
- \* busy street
- \* sun was starting to set
- \* sky was getting darker
- \* large yard

Can you find some adjectives in



#### Adjectives

Think about the adjectives that Shirley Hughes uses to describe things in the poem:

Dark Clouds,

Misted pane,

Wet umbrellas,

Running noses,

Damp feet.

Do these phrases make you think the wet?

# Draw some of the things described in the poem Wet and label the adjectives.

Dark Clouds,

Misted pane,

Wet umbrellas,

Running noses,

Damp feet.

### Week 5 Thursday

- \* Learning Outcome / Objective
- \* I can recognise verbs used for effect.

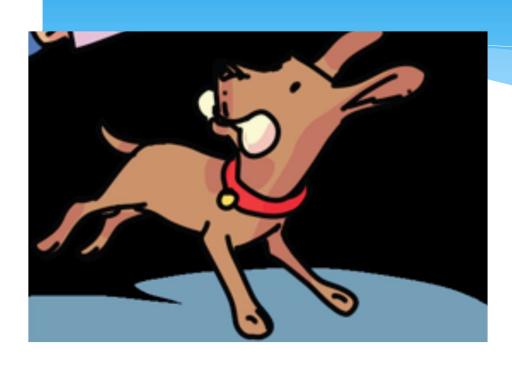
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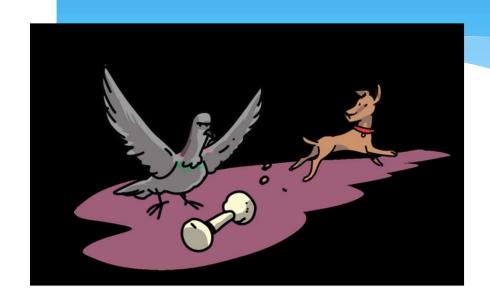
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## Can you find any doing or being words in our story that help show how a character is feeling?

Ewan pushed through the dog flap and stepped into the garden.

Ewan raced towards the white garden gate and quickly dashed out onto the busy street.

Then he bumped into a terrifying sight!

Ewan dashed, dodged and skidded down the pavement trying to avoid the busy people walking past.

He started to shake and whine.

Ewan rushed over to the door, jumped into his owner's arms and licked her excitedly.

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### Week 5 Friday

- \* Learning Outcome / Objective
- \* I can share ideas and collaborate.

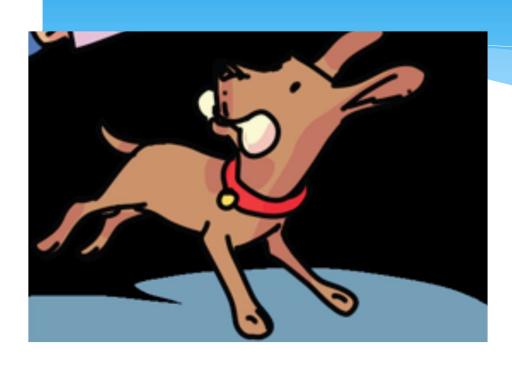
#### Model text – narrative – opening



**Ewan goes out and about** 

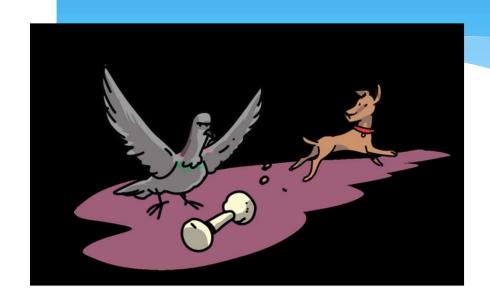
One sunny afternoon, Ewan the puppy woke up to find that his owners had vanished! Ewan decided to go and look for them.

#### Build-up



Carefully, Ewan pushed through the dog flap and stepped into the garden. In front of him, the emerald grass waved in the wind and the tall hedges towered over him. Ewan raced towards the white garden gate and quickly dashed out onto the busy street.

#### Problem



Then he bumped into a terrifying sight! A ferocious, flapping pigeon was standing in his way. Ewan flung his chew toy to distract the pigeon and escaped! Ewan dashed, dodged and skidded down the pavement trying to avoid the busy people walking past.

#### Resolution



After a while, the sun was starting to set and the sky was getting darker. Ewan was worried that he'd never find his owners. Then, he heard a loud noise and heavy footsteps getting closer. He felt himself being picked up by a stranger in a uniform. He was placed in a van along with other dogs. He started to shake and whine.

### Ending



Finally, the van came to a stop. They were at the dog kennels and there were lots of other dogs playing in the large yard. Suddenly, Ewan heard a voice that he knew coming from the doorway. It was his owner! Ewan rushed over to the door, jumped into his owner's arms and licked her excitedly. Together, they happily made their way home, and Ewan resolved to never go out and about again.



### Opening

#### goes out and about

Pick a pet animal that goes out and about.

Give them a name.

Decide what the weather will be like when they go outside.

Percy\_\_goes out and about



Percy the parrot

Windy and rainy outside

#### Build-up



How do they get out of the house?

What is it like outside? Use your adjectives here.

Window left open

Tall, spiky branches

High brick wall

#### Problem



What do they face that is scary?

How do they get away?

Think about your verbs here.

Umbrella blowing in the wind Dodged and dived

#### Resolution



How do you show that time has passed?

How do they get home?

Moon comes out and rain stops

Hear owner calling and follows sound

### Ending



Are they happy to be home?

How can you show that?

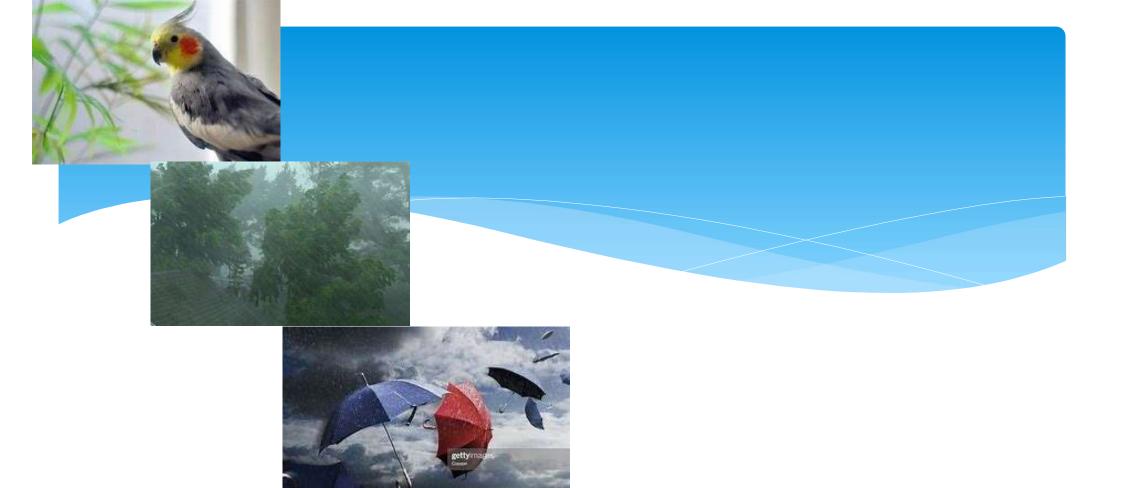
**Crying with happiness** 

Window closed firmly

### Planning

Opening	Build-up	Problem	Resolution	Ending

Model drawing pictures in each section to sequence ideas.





### Shared writing

Percy goes out and about

One windy evening, Percy the parrot saw an open window. He flew straight out of it into the rain.

The tall tree branches thrashed at Percy. He saw a high brick wall in the garden and flew as high as he could to get over it.

#### Week 6 Monday

- \* Learning Outcome / Objective
- \* I can plan my story.

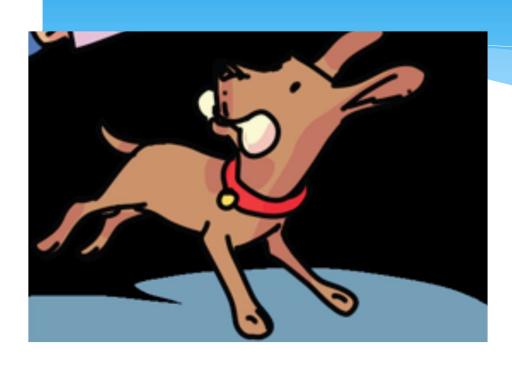
#### Model text – narrative – opening



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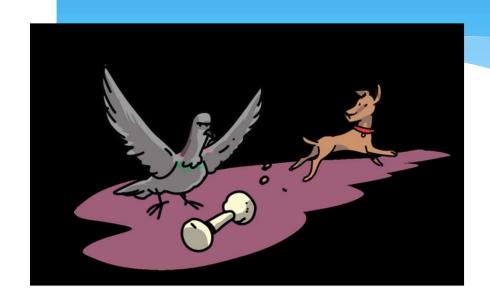
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### Ending



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### Opening

goes out and about

Pick a pet animal that goes out and about.

Give them a name.

Decide what the weather will be like when they go outside.

#### Build-up



How do they get out of the house?

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What do they face that is scary?

How do they get away?

Think about your verbs here.

#### Resolution



How do you show that time has passed?

How do they get home?

### Ending



Are they happy to be home?

How can you show that?

### Planning

Opening	Build-up	Problem	Resolution	Ending

Draw pictures in each part and add some words to help you tell your story. Talk through your plan with your partner to get some feedback.

#### Week 6 Tuesday

- \* Learning Outcome / Objective
- \* I can write a narrative.
- \* I can edit and improve my writing.

#### Week 6 Wednesday

- \* Learning Outcome / Objective
- \* I can write a narrative.
- \* I can edit and improve my writing.

#### Week 6 Thursday

- \* Learning Outcome / Objective
- \* I can publish my work.
- \* I can illustrate my work to help people understand the story.

### Week 6 Friday

- \* Learning Outcome / Objective
- \* I can reflect on my learning.

#### Out and About

- \* What have you achieved?
- \* What have you enjoyed?
- \* What have been your strengths?
- \* What have you improved?
- \* What are you going to keep working on?

