

English planning and resources

Planning and Resources

School -

Year group (s) – 2

Teacher –

Text – Fantastic first poems

Term – Summer 2

Overview – original

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
	Monday	Tuesday	Wednesday	Thursday	Friday	Text Used	Writing Outcome
Su7	POR 1 performing	POR 2 focus alliteration and onomatopoeia	POR 3 comprehension	POR 4 shared writing planning new food poem	POR 5 partner writing of food poem	The Puffin Book of Fantastic First Poems, edited by June Crebbin Planning for poetry in 3 parts – only using parts 1 and 2	Food poem Days out poem – a busy day and sea focus
Su8	POR 1 & 2 focus prepositions	POR 1 & 2 continue lesson with performance focus	POR 3 pt. 2 ideas generation in groups	POR 3 & 2 continue with independent writing of poem about busy day	POR 4 & 2 comprehension and response		
Su9	POR 4 & 2 continue with poems from the sea examples	POR 5 & 2 generating ideas – expanded noun phrases	POR 5 dance response to descriptive phrases	Write own sea-based poem (hot task)	Edit, improve, perform		
Su10	Model an opening to a story with a focus on setting a scene	Tadpoles - word classes – expanded noun phrases / prepositions - onomatopoeia	Give pictures of different settings for groups to brainstorm descriptive phrases	Shared writing – innovate a description from model	Independent writing of a setting to open a story		Setting description linked to days out poem
Su11	Model text of biography to learn based on poet – response – listen to poems from poet	Box up and tadpole – chronology / time conjunctions / expanded noun phrases	Comprehension – retrieval questions based on model text and authors life – what else would they want to know?	Shared writing – innovate model text – watch videos of a different poet's life and model making notes – then ordering them	Shared writing – innovate first two paragraphs of model text biography using notes from previous lesson		Poet biography – Michael Rosen
Su12	Shared writing – innovate last 2 paragraphs of model text biography with info from notes	Research chosen poet – asking key questions and putting into chronological order - plans	write own biography – 1 st 2 paragraphs (hot task)	write own biograph – next two paragraphs (hot task)	Edit, improve and perform / share		

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

Writing outcomes and SPAG focus

Writing outcomes

- * Food poem
- * Setting description
- * Poet biography

SPAG focus

- * Alliteration and onomatopoeia
- * Prepositions
- * Expanded noun phrases
- * Time conjunctions

Genre objectives and NC objectives

National Curriculum Writing Expectations Y2

Spell some words that sound the same, but are spelled differently.

Use an apostrophe to show that something belongs to somebody.

Use commas to show items in a list.

Spell words that end with ment, ness, full, less and ly.

Write letters in the correct size and joined.

Write capital letters and numbers in the correct size.

Leave finger space between words.

Write in sentences with expanded noun phrases.

Plan my work on paper.

Check my work for spelling, grammar and punctuation mistakes.

Check my work to make sure it makes sense.

Use statements, questions, exclamations and commands.

Join sentences with different words (and / or / but / because / when / if).

Use the past and present tense correctly.

Genre objectives

Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance

Poetry Expectations Year 2

Talk about own views, the subject matter and possible meanings

Comment on which words have most effect, noticing alliteration

Discuss simple poetry patterns

Perform individually or together

Speak clearly and audibly

Use actions and sound effects to add to the poem's meaning

Experiment with alliteration to create humorous and surprising combinations

Make adventurous word choices to describe closely observed experiences

Create a pattern or shape on the page; use simple repeating phrases or lines as models

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 recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/The%20Puffin%20Book%20of%20Fantastic%20First%20TS.pdf>

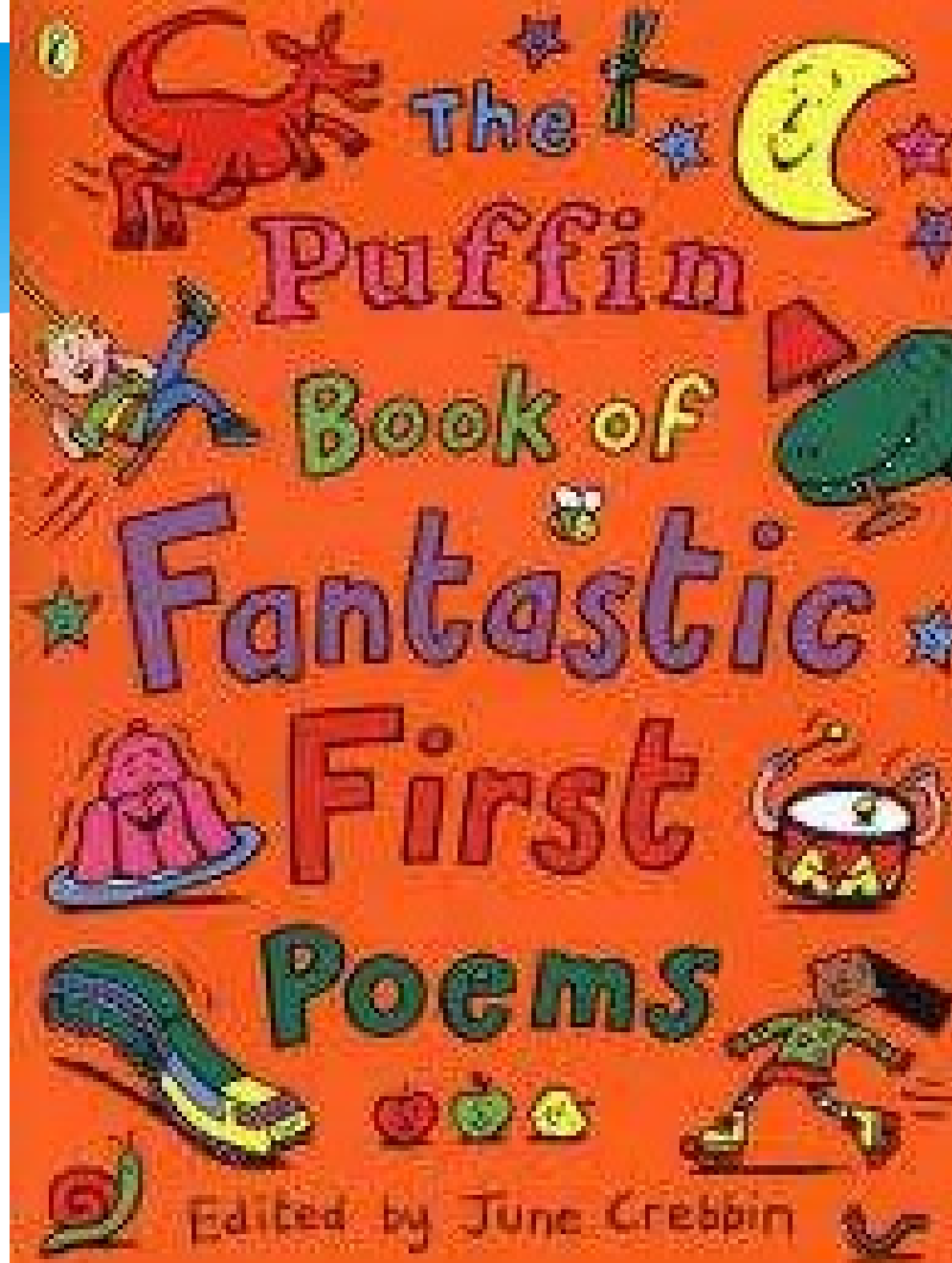
Links to other texts and resources

* **Texts with linked themes and subject matter:**

- * 'Poems to Perform' ed. Julia Donaldson
- * ? 'The Dragon with a Big Nose' by Kathy Henderson ? 'All the Best. The Selected Poems' by Roger McGough (Poetryline)
- * ? 'Dog in the Playground' read by Allan Ahlberg (Poetryline) from his 'Collected Poems'
- * ? 'Sea Interlude 1 – Dawn' by Benjamin Britten: <https://www.youtube.com/watch?v=-6esm67yWpA>
- * ? 'Sea Interlude 4 – Storm' by Benjamin Britten: <https://www.youtube.com/watch?v=2X7JDvTarqQ>
- * ? Stormy sea footage (0:13-0:50 or 3:00-4:20): <https://www.youtube.com/watch?v=8rEXi81qjx8>
- * ? Calm sea footage: <https://www.youtube.com/watch?v=A-DaNvzqUEw>
- * ? The works of William Turner: <http://www.william-turner.org/>
- * ? Ivan Aivazovsky's 'The Billowing Sea' 1889 or 'Sunset at Sea': <http://forum.xcitefun.net/ivan-aivazovsky-outstanding-sea-paintings-europe-t34892.html>
- * Katsushika Hokusai 'The Great Wave off Kanagawa' (1823-29):
https://www.google.co.uk/images?q=hokusai+wave&rls=com.microsoft:en-gb:IE-SearchBox&oe=&rlz=1I7ADRA_enGB397&gfe_rd=cr&gws_rd=ssl&hl=en&sa=X&oi=image_result_group&ei=-f_CU4i6HJDe7Aa1_4CYAg&ved=0CBQQsAQ
- * ? Ice and snow:
- * - Ice cracking under skis: <http://www.youtube.com/watch?v=zYjjNQ-UThs>
- * - Icicles melting: <http://www.youtube.com/watch?v=K0qo24Atzm0>
- * - Snow storm: <http://www.youtube.com/watch?v=oT4Bq8zYN4E>
- * ? Lace Street Art of NeSpoon <http://www.thisiscolossal.com/2014/07/urban-jewelry-lace-street-art-by-nespoon/>
- * Michael Rosen's website: <http://www.michaelrosen.co.uk/>

Before starting the unit...

- * Consider immersing the year group, in a wide range of poetry.
- * Perhaps make a prominent 'Poet Tree' display upon which members of the school community can stick their favourite poem, recommending it to others.
- * It is important for the children to see a poet perform a poem as it was intended to be read.
- * All parts of this teaching sequence relate to themes that are familiar to children so it is advisable to provide opportunities for lots of first-hand experiences that enable children to better access the language and vocabulary when performing and composing poetry.



Edited by June Crebbin

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A Dragonfly ~ Eleanor Farjeon
Ready, Steady ~ Mool ~ June Crebbin
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Don't Cry, Caterpillar ~ Grace Nichols
The Tadpole ~ Elizabeth Gould
Hopalookangaroo ~ John Agard
Snail ~ John Drinkwater
Tiger ~ Mary Ann Hoberman
Hey Diddle Diddle ~ Trad/Michael Rosen
Little Bird ~ Charlotte Zolotow
Five Little Owls ~ Anon
My Donkey ~ Ted Hughes
Whisky Frisky ~ Anon
Honey Bear ~ Elizabeth Lang
No Hickory No Dickory No Dock ~ John Agard
Granny Goat ~ Brian Moses



TEN TOM-TOMS

Illustrated by John Wallace

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Run a Little ~ James Reeves
Sometimes ~ Lillian Moore
Dragon Snake ~ Lillian Moore
Mud ~ John Smith
One, two, three, four ~ Anon
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Illustrated By Emma Chichester Clark

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Illustrated by Tony Ross

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THE TRAIN TO RICKETYWICK Illustrated by Ann Kronheimer

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 Autumn Woods ~ James S. Tippet
 Listen ~ Telcine Turner
 Holiday Memories ~ June Crebbin
 Gone ~ Eric Finney



HIGGLETY, PIGGLETY, POP Illustrated by Nick Sharratt

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 from Hiawatha's Childhood ~ Longfellow
 Ladybird! Ladybird! ~ Emily Brontë
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 from Night ~ William Blake
 Bed in Summer ~ R. L. Stevenson
 At Night ~ Aileen Fisher
 Going to Sleep ~ Ian McMillan
 Good Night, Good Night ~ Dennis Lee
 The Dark ~ Adrian Henri
 Good Night ~ Eleanor Farjeon



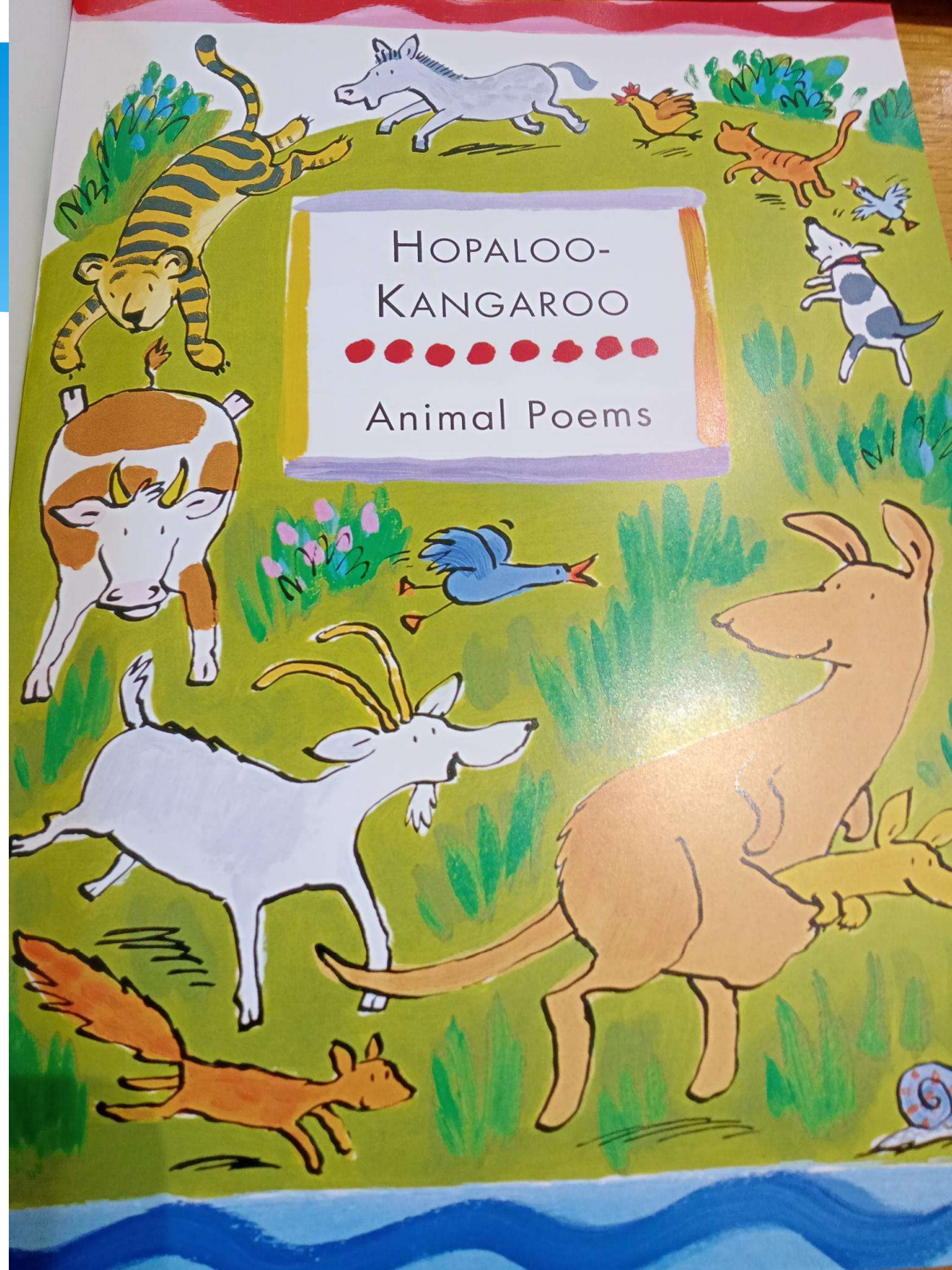
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HOPALOO KANGAROO

If you can jigalee
jigalee
I can do
the jigalee too
for I'm the jiggiest
jigalee kangaroo

jigalee all night through
jigalee all night through

If you can boogaloo
boogaloo
I can do
the boogaloo too
for I'm the booggiest
boogaloo kangaroo

boogaloo all night through
boogaloo all night through

But bet you can't hopaloo
hopaloo
like I can do
for I'm the hoppiest
hopaloo kangaroo

hopaloo all night through
hopaloo all night through



Gonna show you steps
you never knew.
And guess what, guys?
My baby in my pouch
will be dancing too.

John Agard



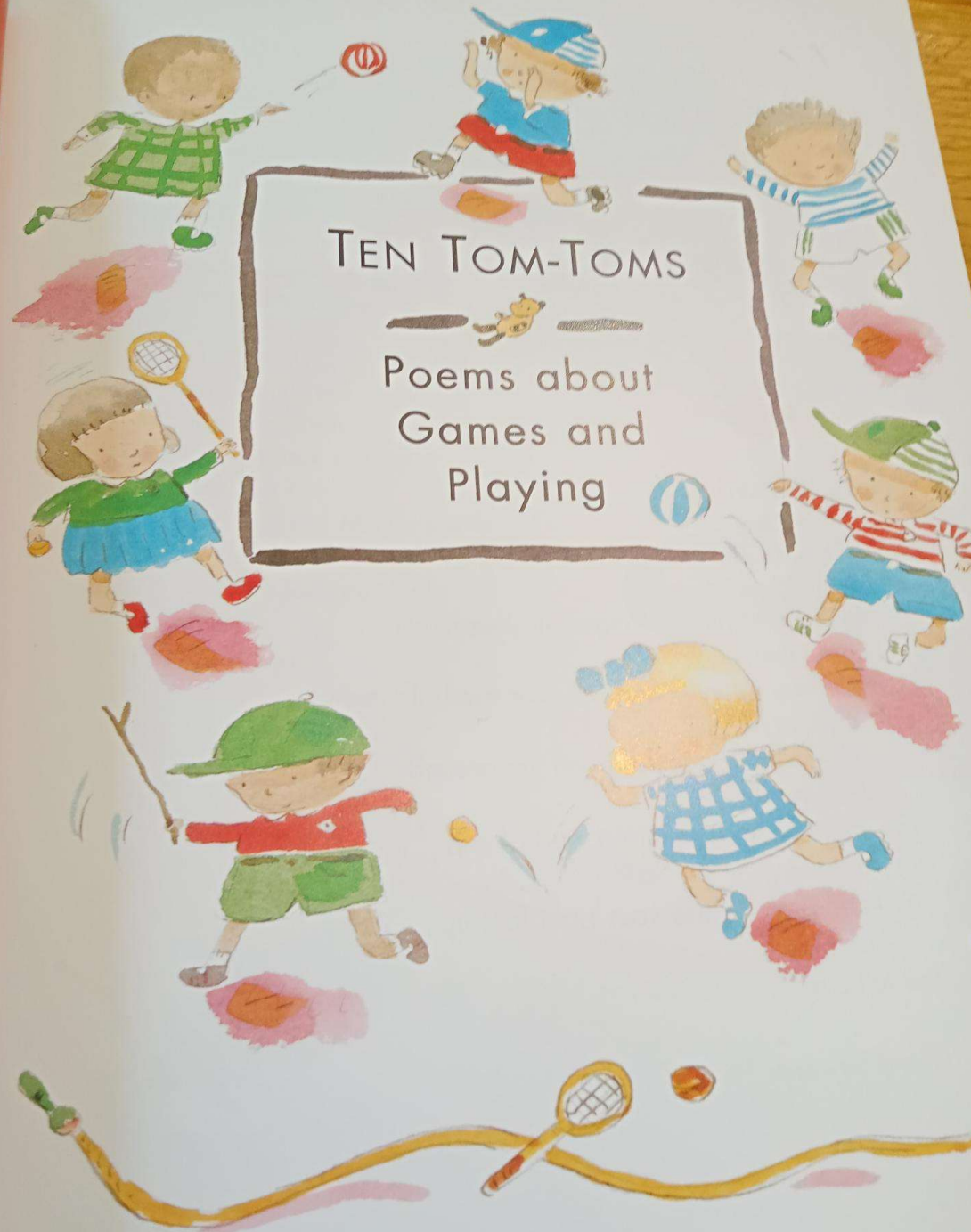
SNAIL

Snail upon the wall,
Have you got at all
Anything to tell
About your shell?



Only this, my child -
When the wind is wild,
Or when the sun is hot,
It's all I've got.

John Drinkwater



TEN TOM-TOMS



Poems about
Games and
Playing



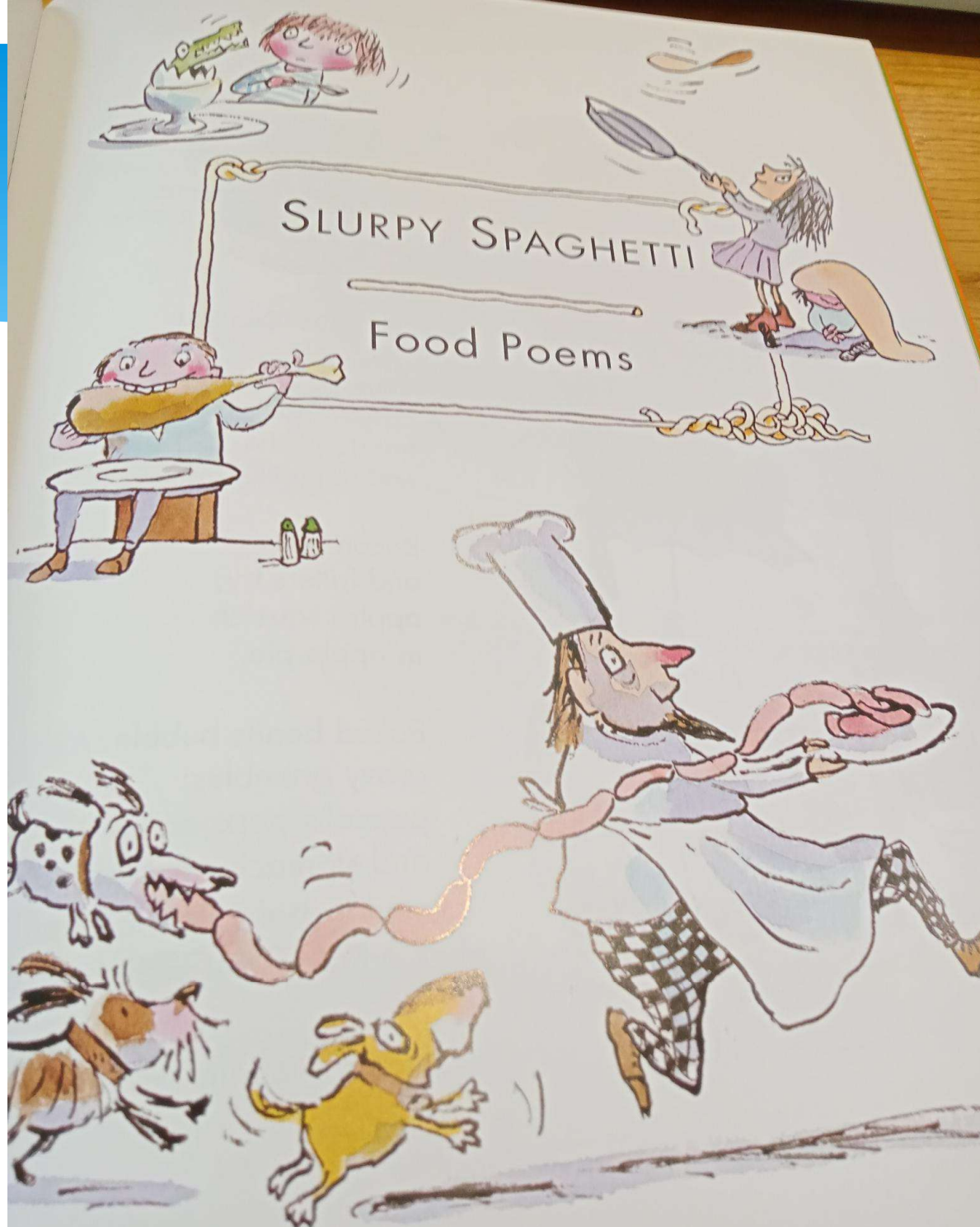


DADDY FELL INTO
THE POND



Family Poems





ON TOMATO KETCHUP

If you do not shake the bottle,
None'll come, and then a lot'll.

Anon



SOUNDS GOOD!

Sausage sizzles,
crispbreads crack;
hot dogs hiss
and flapjacks snap!

Bacon boils
and fritters fry;
apples squelch
in apple pie.

Baked beans bubble,
gravy grumbles;
popcorn pops,
and stomach rumbles . . .

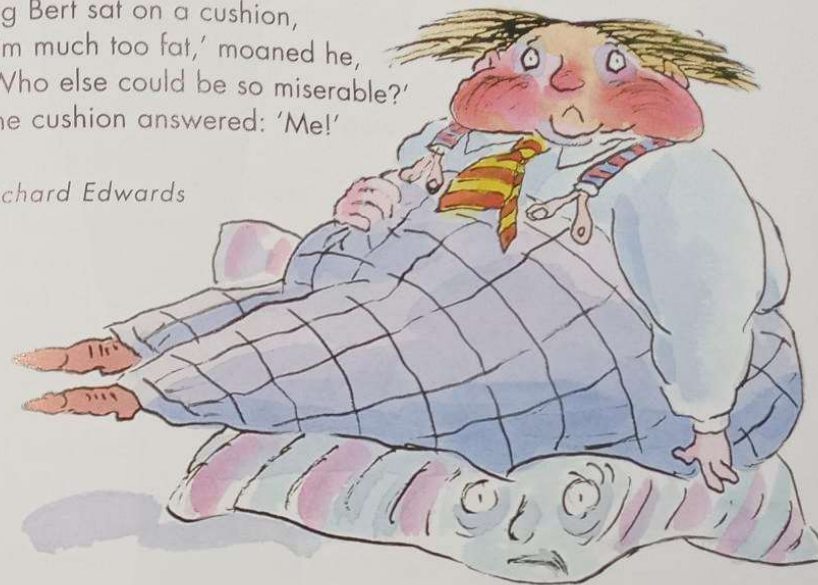
I'M HUNGRY!

Judith Nicholls

BIG BERT

Big Bert sat on a cushion,
'I'm much too fat,' moaned he,
'Who else could be so miserable?'
The cushion answered: 'Me!'

Richard Edwards



PEAS

I eat my peas with honey,
I've done it all my life,
They do taste kind of funny,
But it keeps them on the knife.

Anon



THE DINOSAUR'S DINNER

Once a mighty dinosaur
Came to dine with me,
He gobbled up the curtains
And swallowed our settee.

He didn't seem to fancy
Onion soup with crusty bread,
He much preferred the flavour
Of our furniture instead.

He ate up all our dining-chairs
And carpets from the floor,
He polished off the table, then
He looked around for more.

The television disappeared
In one almighty gulp,
Wardrobes, beds and bathroom
He crunched into a pulp.

He really loved the greenhouse,
He liked the garden shed,
He started on the chimney-pots
But then my mother said:

'Your friends are always welcome
To drop in for a bite,
But really this one seems to have
A giant appetite.'



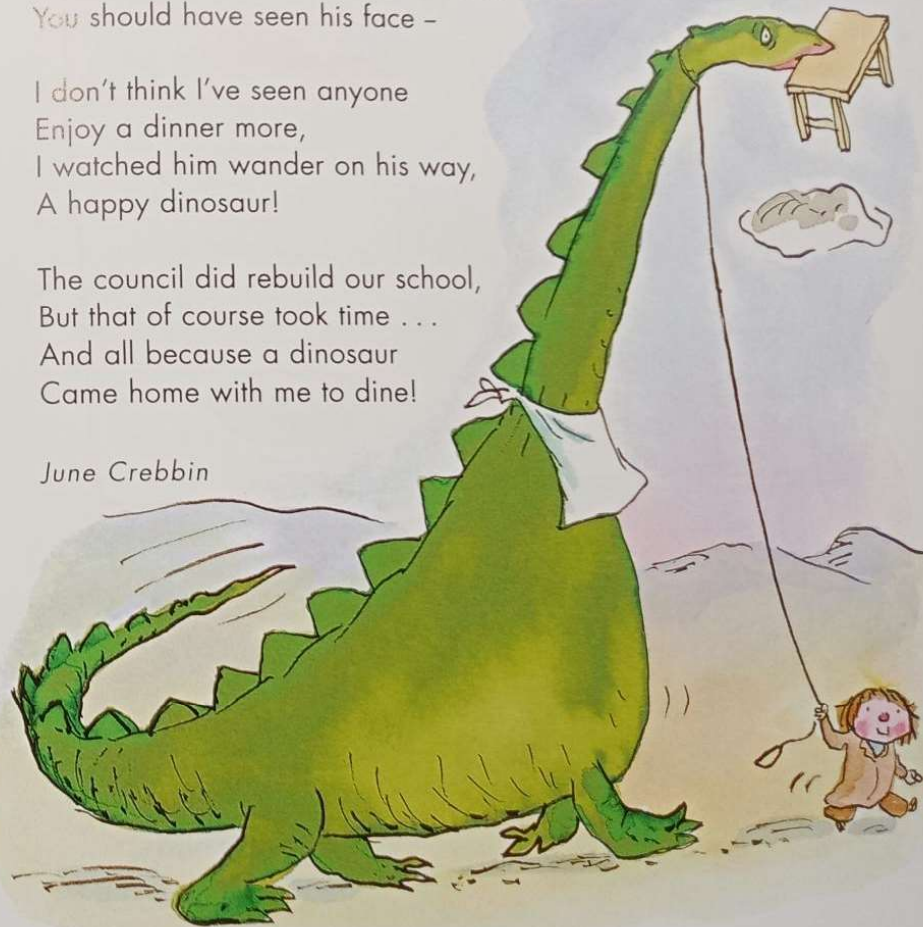
You'd better take him somewhere else,
I'm sure I don't know where,
I only know this friend of yours
Needs more than we can spare!

And suddenly I realized
I knew the very place,
And when I showed him where it was
You should have seen his face -

I don't think I've seen anyone
Enjoy a dinner more,
I watched him wander on his way,
A happy dinosaur!

The council did rebuild our school,
But that of course took time ...
And all because a dinosaur
Came home with me to dine!

June Crebbin

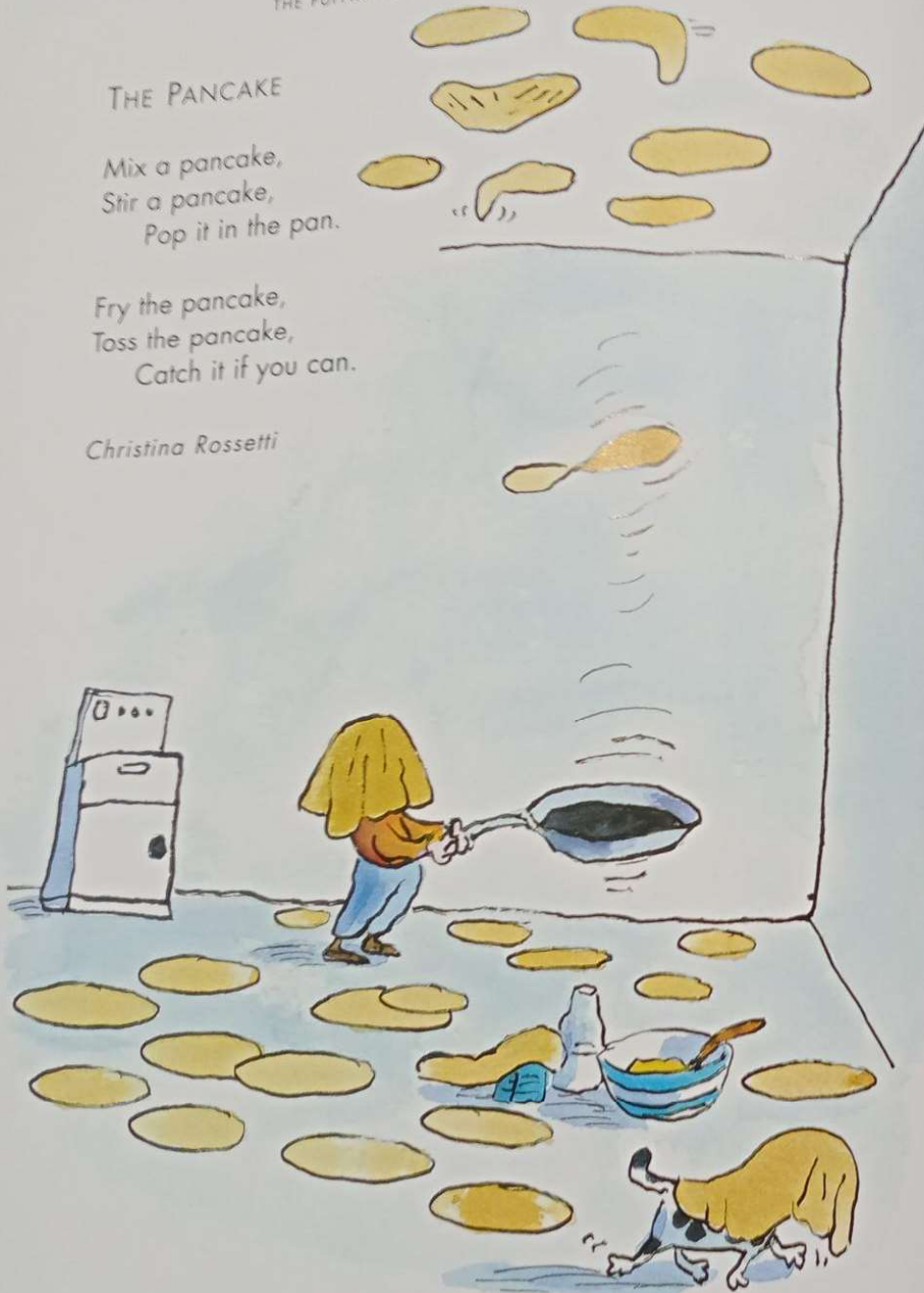


THE PANCAKE

Mix a pancake,
Stir a pancake,
Pop it in the pan.

Fry the pancake,
Toss the pancake,
Catch it if you can.

Christina Rossetti



DINNER-TIME RHYME

Can you tell me, if you please,
Who it is likes mushy peas?

Louise likes peas.

How about Sam?

Sam likes Spam.

How about Vince?

Vince likes mince.

How about Kelly?

Kelly likes jelly.

How about Trish?

Trish likes fish.

How about Pips?

Pips likes chips.

How about Pete?

Pete likes meat.

How about Sue?

Sue likes stew.

How about Greg?

Greg likes egg.

How about Pam?

Pam likes lamb.



OK, then, tell me, if you can –

How about Katerina Wilhelmina Theodora Dobson?

She goes home for dinner ...

June Crebbin



TOASTER TIME

Tick tick tick tick tick tick tick
Toast up a sandwich quick quick quick
Hamwich
Jamwich
Lick lick lick!

Tick tick tick tick tick tick — stop!
Pop!

Eve Merriam



PORRIDGE IS BUBBLING

Porridge is bubbling,
Bubbling hot,
Stir it round
And round in the pot.
The bubbles plip!
The bubbles plop!
It's ready to eat
All bubbling hot.

Anon



BREAKFAST

Good morning little earthworm
said the speckled Thrush
Where would you be going
so early in a rush
I'm off to find some breakfast
he answered with a frown
Well so am I sir said the Thrush
and quickly gulped him down.

P. H. Kilby



I'M AN APPLE

I'm a red apple.
Eat me.
Chew me and chomp me,
Sweetly.
Pick me and peel me,
But buy me, don't steal me,
For I'm a red apple,
Eat me.

I'm a green apple,
Bake me.
Into hot pies and sweet puddings
Make me.
Cut me and core me,
But please don't ignore me,
For I'm a green apple,
Bake me.

I'm a gold apple.
Leave me.
Don't pluck me, and please don't be
Greedy.
You've eaten too much,
So don't snatch and don't touch.
Let me stay in the sunlight,
Leave me.

Clive Riche

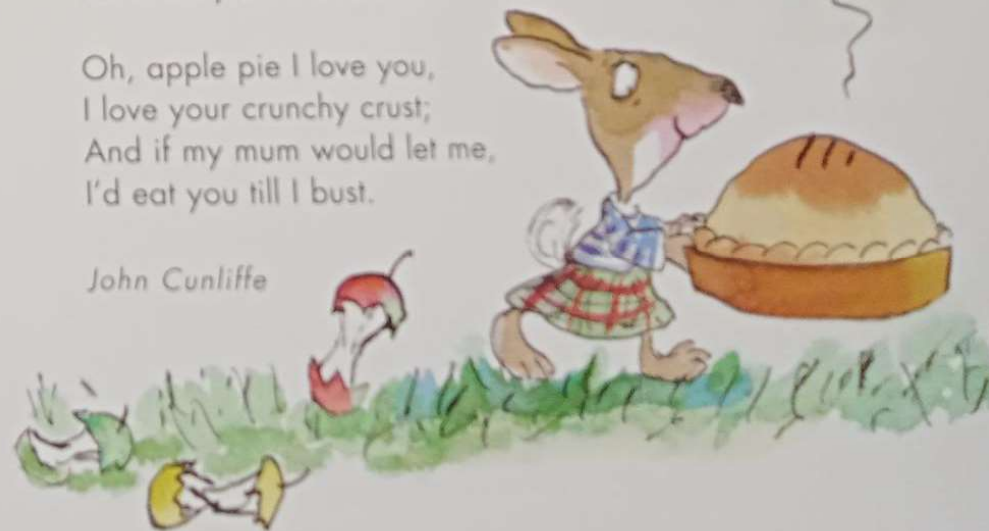


SOGGY GREENS

Oh, soggy greens I hate you,
I hate your sloppy slush;
And if my mum would let me,
I'd throw you in a bush.

Oh, apple pie I love you,
I love your crunchy crust;
And if my mum would let me,
I'd eat you till I bust.

John Cunliffe



SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

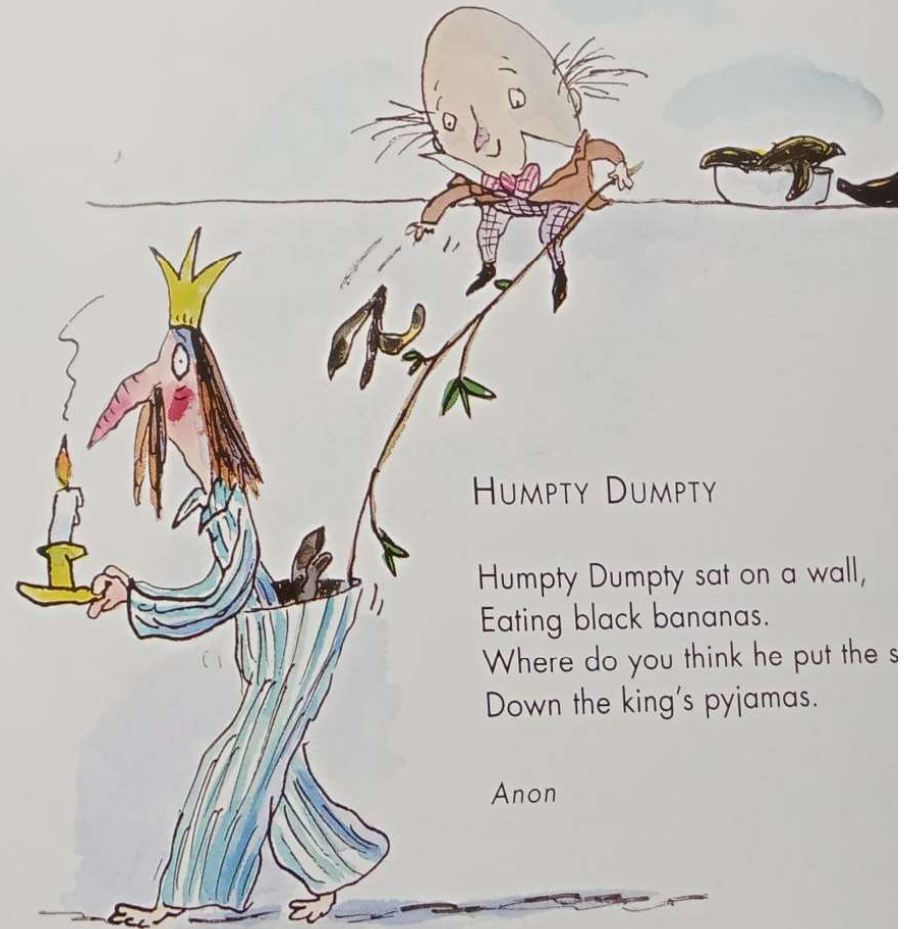
Jack Prelutsky



THE WOBBLING RACE

Two jellies had a wobbling race
To see who was the wibbliest.
Then the sun came out and melted them
And made them both the dribbliest.

Clive Riche



HUMPTY DUMPTY

Humpty Dumpty sat on a wall,
Eating black bananas.
Where do you think he put the s
Down the king's pyjamas.

Anon

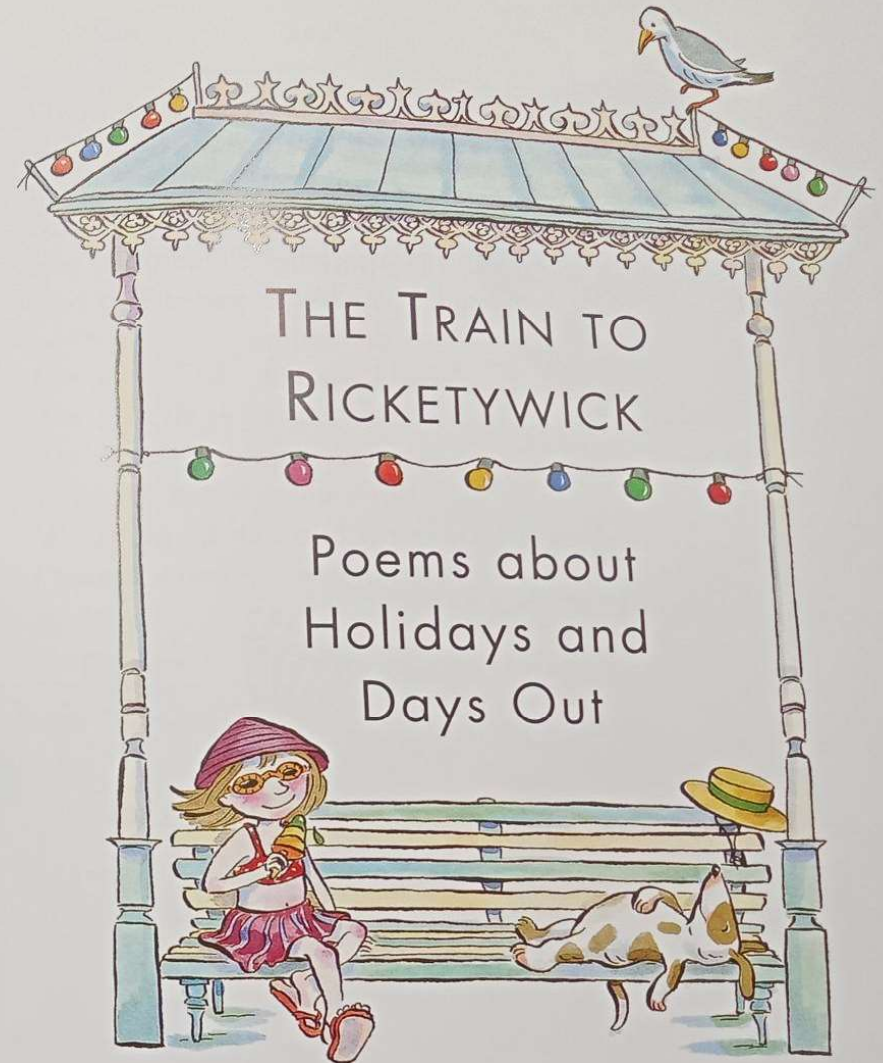
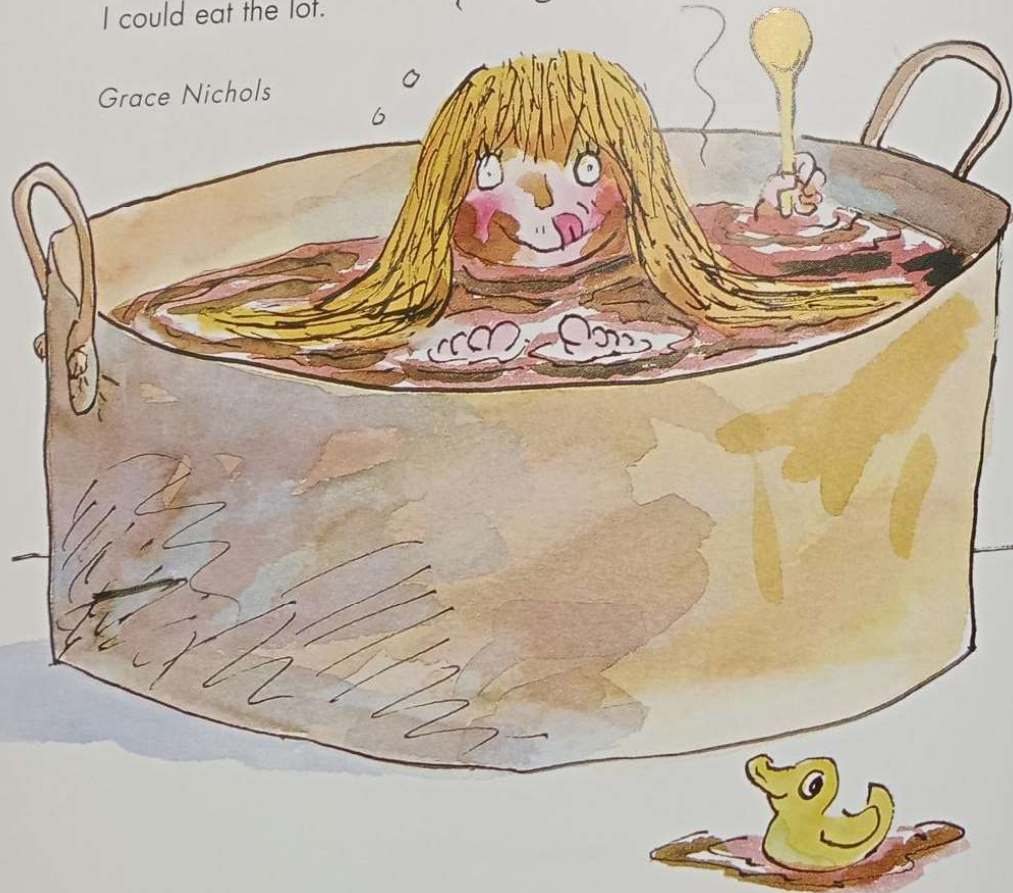
SUGARCAKE BUBBLE

Sugarcake, Sugarcake
Bubbling in a pot
Bubble, Bubble Sugarcake
Bubble thick and hot

Sugarcake, Sugarcake
Spice and coconut
Sweet and sticky
Brown and gooey

I could eat the lot.

Grace Nichols



THE PARK

I'm glad that I
Live near a park
For in the winter
After dark
The park lights shine
As bright and still
As dandelions
On a hill.

James S. Tippet



THE PASTURE

I'm going out to clean the pasture spring;
I'll only stop to rake the leaves away
(And wait to watch the water clear, I may):
I sha'n't be gone long. – You come too.

I'm going out to fetch the little calf
That's standing by the mother. It's so young
It totters when she licks it with her tongue.
I sha'n't be gone long. – You come too.

Robert Frost

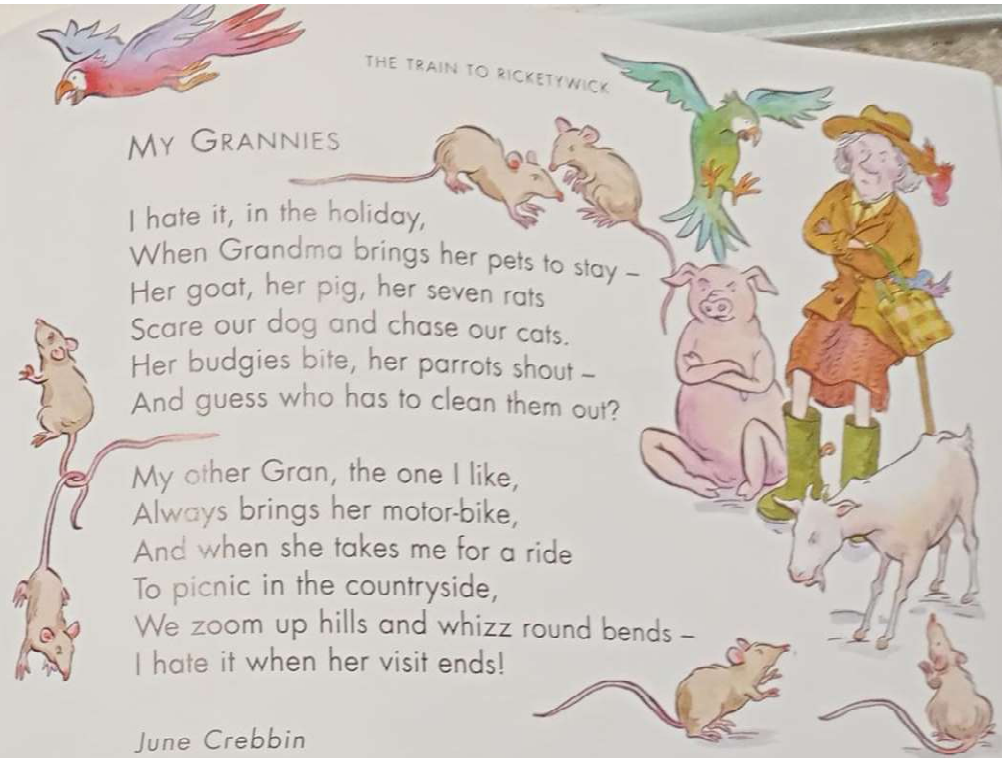


MY GRANNIES

I hate it, in the holiday,
When Grandma brings her pets to stay –
Her goat, her pig, her seven rats
Scare our dog and chase our cats.
Her budgies bite, her parrots shout –
And guess who has to clean them out?

My other Gran, the one I like,
Always brings her motor-bike,
And when she takes me for a ride
To picnic in the countryside,
We zoom up hills and whizz round bends –
I hate it when her visit ends!

June Crebbin



BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?



well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



UNTIL I SAW THE SEA

Until I saw the sea
I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

Nor
did I know before,
a sea breathes in and out
upon a shore.

Lilian Moore

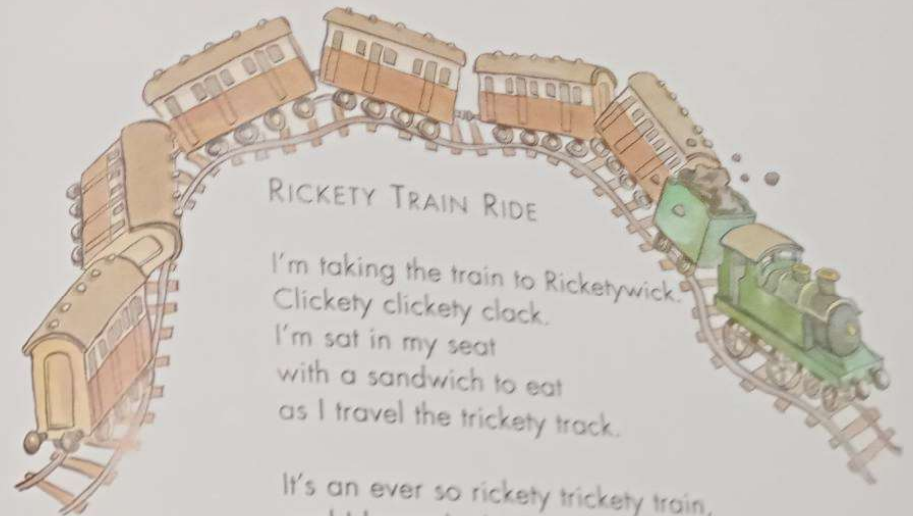




SUMMER DAYS

I'm looking for a hot spot.
A what spot?
A hot spot.
I'm looking for a hot spot.
To lie out in the sun.
I'm looking for a hot spot
To play and have some fun.
I'm looking for a hot spot
To hit a ball and run.
Oh, I'm looking for a hot spot.
A what spot?
A hot spot.
I'm looking for a hot spot
Now summer has begun.

Anne English



RICKETY TRAIN RIDE

I'm taking the train to Ricketywick.
Clickety clickety clack.
I'm sat in my seat
with a sandwich to eat
as I travel the tricky track.

It's an ever so rickety tricky train,
and I honestly thinky think
that before it arrives
at the end of the line
it will tip up my drippety drink.

Tony Milton



THE PUFFIN
IF I COULD ONLY TAKE HOME A SNOWFLAKE

Snowflakes
like tiny
insects
drifting
down.

Without a hum
they come,
Without a hum
they go.

Snowflakes
like tiny
insects
drifting
down.

If only
I could take
one
home with me
to show
my friends
in the sun,
just for fun,
just for fun.

John Agard



SUMMER SONG

By the sand between my toes,
By the waves behind my ears,
By the sunburn on my nose,
By the little salty tears
That make rainbows in the sun
When I squeeze my eyes and run,
By the way the seagulls screech,
Guess where I am? At the!
By the way the children shout
Guess what happened? School is!
By the way I sing this song
Guess if summer lasts too long:
You must answer Right or!

John Ciardi



FROM A RAILWAY CARRIAGE

Faster than fairies, faster than witches,
 Bridges and houses, hedges and ditches;
 And charging along like troops in a battle,
 All through the meadows the horses and cattle:
 All of the sights of the hill and the plain
 Fly as thick as driving rain;
 And ever again, in the wink of an eye,
 Painted stations whistle by.

Here is a child who clammers and scrambles,
 All by himself and gathering brambles;
 Here is a tramp who stands and gazes;
 And there is the green for stringing the daisies!
 Here is a cart run away in the road,
 Lumping along with man and load;
 And here is a mill, and there is a river;
 Each a glimpse and gone for ever!

Robert Louis Stevenson



BIKING

Fingers grip,
 toes curl;
 head down,
 wheels whirl.

Hair streams,
 fields race;
 ears sting,
 winds chase.

Breathe deep,
 troubles gone;
 just feel
 windsong.

Judith Nicholls



COBWEB MORNING

On a Monday morning
We do spellings and Maths.
And silent reading.

But on the Monday
After the frost
We went straight outside.

Cobwebs hung in the cold air,
Everywhere.
All around the playground,
They clothed the trees,
Dressed every bush
In veils of fine white lace.

Each web,
A wheel of patient spinning.
Each spider,
Hidden,
Waiting.

Inside,
We worked all morning
To capture the outside.

Now
In our patterns and poems
We remember
The cobweb morning.



THERE ARE BIG WAVES

There are big waves and little waves,
Green waves and blue,
Waves you can jump over,
Waves you dive thro',
Waves that rise up
Like a great water wall,
Waves that swell softly
And don't break at all,
Waves that can whisper,
Waves that can roar,
And tiny waves that run at you
Running on the shore.



Eleanor Farjeon





PICNIC

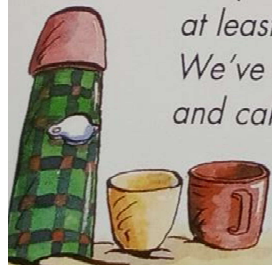
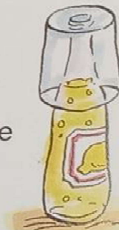
George, lend a hand
and spread that cloth,
the sand is everywhere!
Just look at that,
you'd never think
it took hours to prepare!

WAKE UP, GRAMP!
Your food's all out,
get it while you can!
Have a lemonade before
it warms in the sun.

What is it, Mum?

There's ...

ham with sand,
and Spam with sand,
there's chicken paste
and lamb with sand;
oranges, bananas,
lemonade or tea;
bread with sand
all spread with sand –
at least the sand comes free!
We've crisps with sand
and cake with sand –



it's grand with lunch or tea –
crunch it up,
enjoy it, love,
at least we're by the sea!

Judith Nicholls

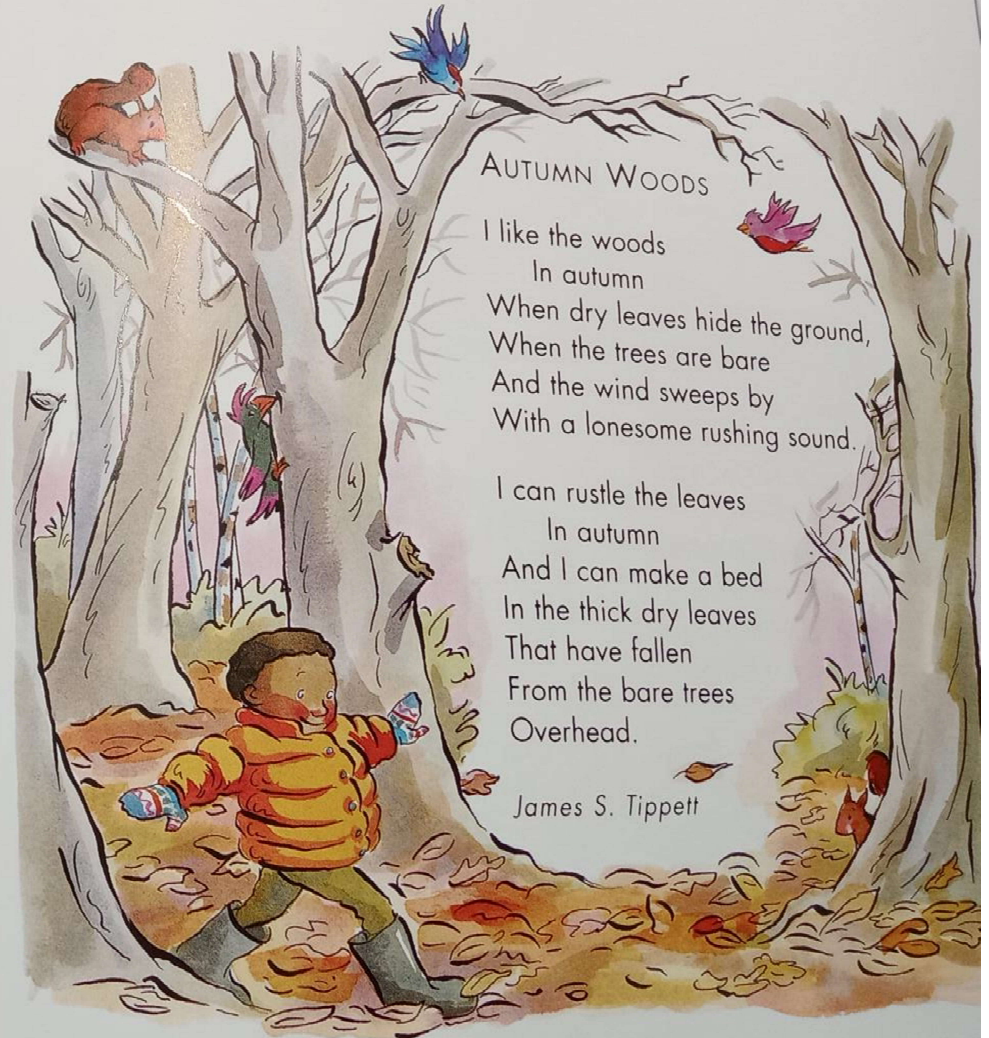


AUTUMN WOODS

I like the woods
In autumn
When dry leaves hide the ground,
When the trees are bare
And the wind sweeps by
With a lonesome rushing sound.

I can rustle the leaves
In autumn
And I can make a bed
In the thick dry leaves
That have fallen
From the bare trees
Overhead.

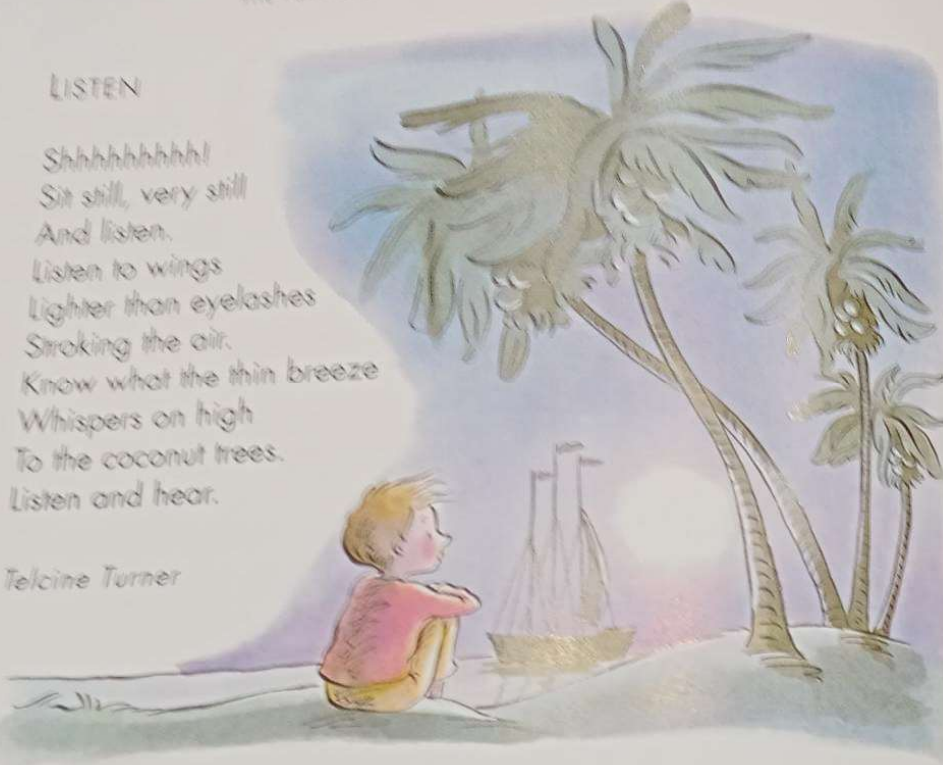
James S. Tippet



LISTEN

Shhhhhhhhhhh!
Sit still, very still
And listen.
Listen to wings
Lighter than eyelashes
Stroking the air.
Know what the thin breeze
Whispers on high
To the coconut trees.
Listen and hear.

Telcine Turner



HOLIDAY MEMORIES

When I was on holiday
I went to Timbuktu,
I wrestled with a jaguar
And boxed a kangaroo.



I journeyed into jungles,
I swam the deepest sea,
I climbed the highest mountain
And a monkey-puzzle tree.



I chatted to a seagull,
I met a big baboon,
I floated on a moonbeam
Until I reached the moon.



I visited the planets,
I lit up all the stars,
I gossiped to a parrot
Travelling to Mars.



I sailed across the ocean,
I drove a Greyhound bus,
I rode across the desert
On a hippopotamus.



I heard a mermaid singing,
I fought a killer shark,
I grappled with a Grizzly
In a wild Safari Park.



I chased a band of pirates
Completely round the bend.
And now the summer's over
And so is this - THE END.

June Crebbin



GONE

I had it today
For just an hour,
Then, tugged away
By the wind's power
It sailed off free
Above the crowd,
High as a tree,
High as a cloud,
High as the moon,
High as the sun,
My blue balloon
Has gone, gone, gone.

Eric Finney



Week 1 Monday

- * Learning Outcome / Objective
- * I can understand the word emphasise.
- * I can perform a poem with confidence and fluency.
- * I can explain which words I have emphasised and why.



Spaghetti! Spaghetti!

Italian roots



Spaghetti is the plural form of the Italian word spaghetti, which is a diminutive of spago, meaning **"thin string" or "twine"**.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
 you're wonderful stuff,
 I love you, spaghetti,
 I can't get enough.
 You're covered with sauce
 and you're sprinkled with cheese,
 spaghetti! spaghetti!
 oh, give me some please.

Spaghetti! spaghetti!
 piled high in a mound,
 you wiggle, you wriggle,
 you squiggle around.
 There's slurpy spaghetti
 all over my plate,
 spaghetti! spaghetti!
 I think you are great.

Spaghetti! spaghetti!
 I love you a lot,
 you're slishy, you're sloshy,
 delicious and hot,
 I gobble you down
 oh, I can't get enough,
 spaghetti! spaghetti!
 you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

- * https://youtu.be/aO5G_xiUj4o
- * Listen to Leon saying this aloud.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
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you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

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

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
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I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
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oh, give me some please.

Spaghetti! spaghetti!
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you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Read the poem out loud
together.

Which words were fun to
say out loud?

Why is that?

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Pick out some words that you would want to say differently to the others.

You may want your audience to remember this word.

You may want to make it sound like it is.

You may want to say it loudly.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Which words did you
choose?

How could you say these?

You have emphasised
these words by reading
them differently.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Work in groups of 3 or 4 to
rehearse performing this
poem.

Think about your actions,
facial expressions, body
language, volume and
pace.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Performance time.

Film your performances
and then watch them
back.

How effectively did you
emphasise the words you
picked out?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can recognise alliteration.
- * I can recognise onomatopoeia.
- * I can recognise rhyming words.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti!

Spaghetti!

Alliteration

- * Words that start with the same letter.

- * Slurpy spaghetti

- * You wiggle, you wriggle

- * You're slishy, you're sloshy

Onomatopoeia

- * Words that sound like the word they name.
- * Slurpy
- * Gobble
- * Sloschy

Rhyme

- * Words ending with the same sound.
- * Stuff / enough
- * Please / cheese
- * Plate / great
- * Lot / hot

Listen to these poems and see if you can spot some alliteration, onomatopoeia and rhyme.

- * Think about what effect these have on the poem.



SOUNDS GOOD!

Sausage sizzles,
crispbreads crack;
hot dogs hiss
and flapjacks snap!

Bacon boils
and fritters fry;
apples squelch
in apple pie.

Baked beans bubble,
gravy grumbles;
popcorn pops,
and stomach rumbles . . .

I'M HUNGRY!

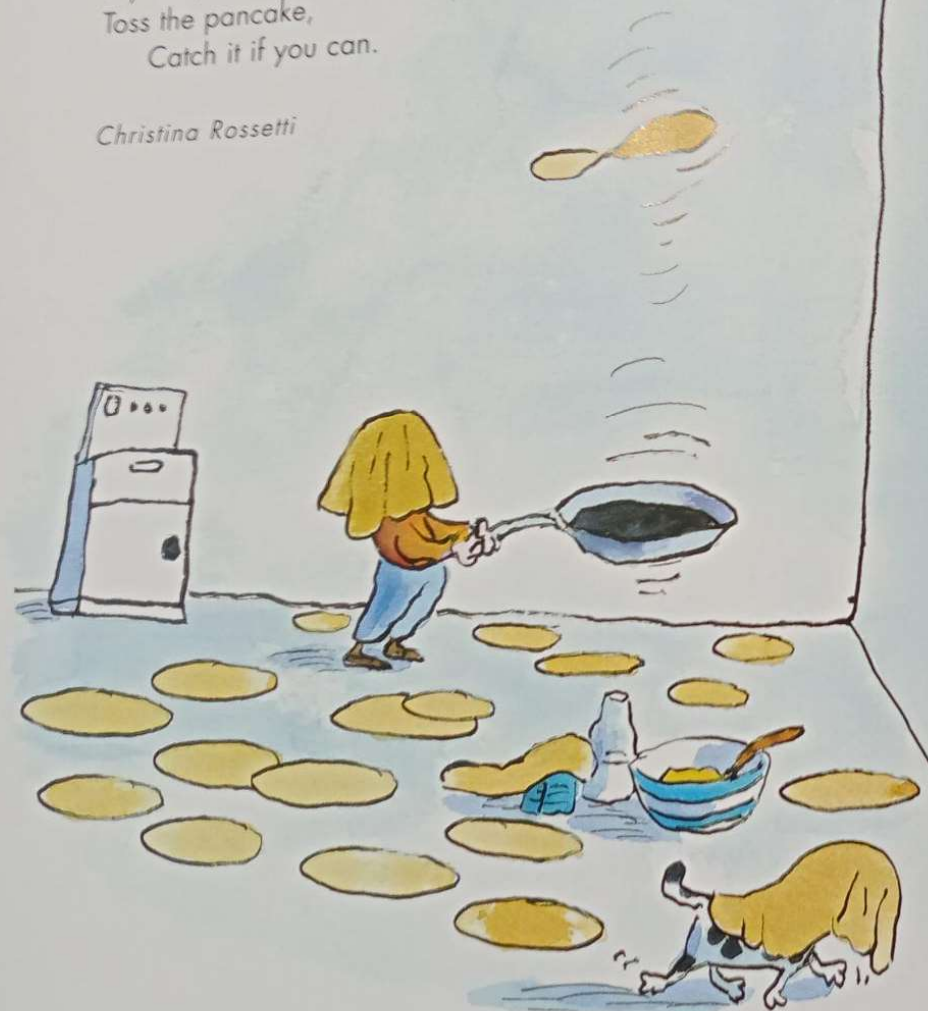
Judith Nicholls

THE PANCAKE

Mix a pancake,
Stir a pancake,
Pop it in the pan.

Fry the pancake,
Toss the pancake,
Catch it if you can.

Christina Rossetti

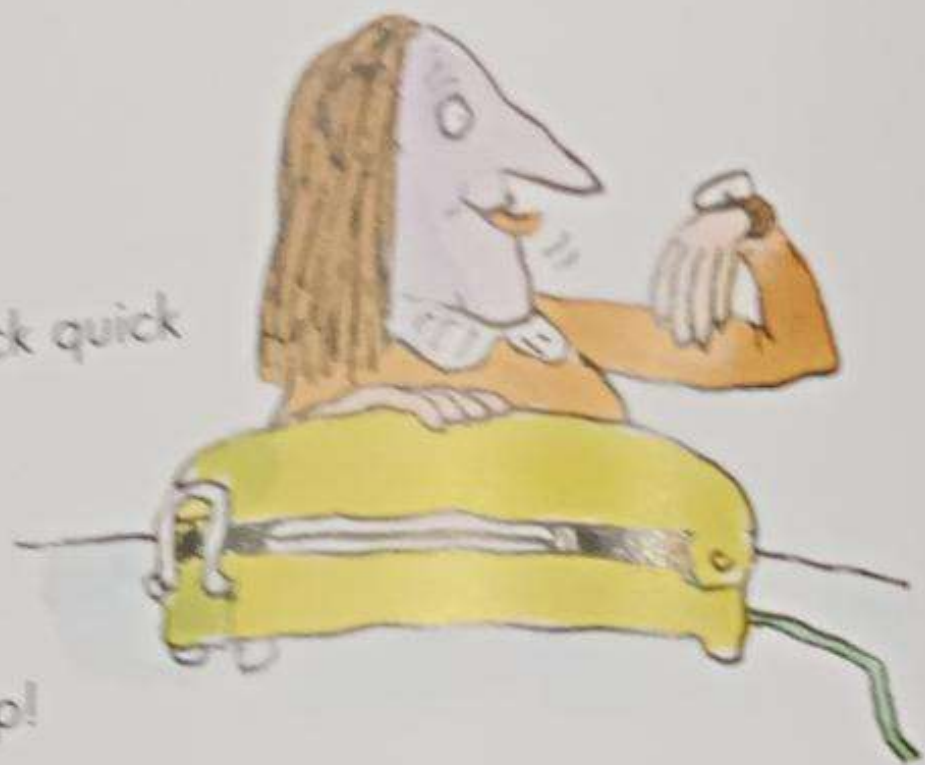


TOASTER TIME

Tick tick tick tick tick tick tick
Toast up a sandwich quick quick quick
Hamwich
Jamwich
Lick lick lick!

Tick tick tick tick tick tick — stop!
Pop!

Eve Merriam



PORRIDGE IS BUBBLING

Porridge is bubbling,
Bubbling hot,
Stir it round
And round in the pot.
The bubbles plip!
The bubbles plop!
It's ready to eat
All bubbling hot.

Anon





SOGGY GREENS

Oh, soggy greens I hate you,
I hate your sloppy slush;
And if my mum would let me,
I'd throw you in a bush.

Oh, apple pie I love you,
I love your crunchy crust;
And if my mum would let me,
I'd eat you till I bust.

John Cunliffe



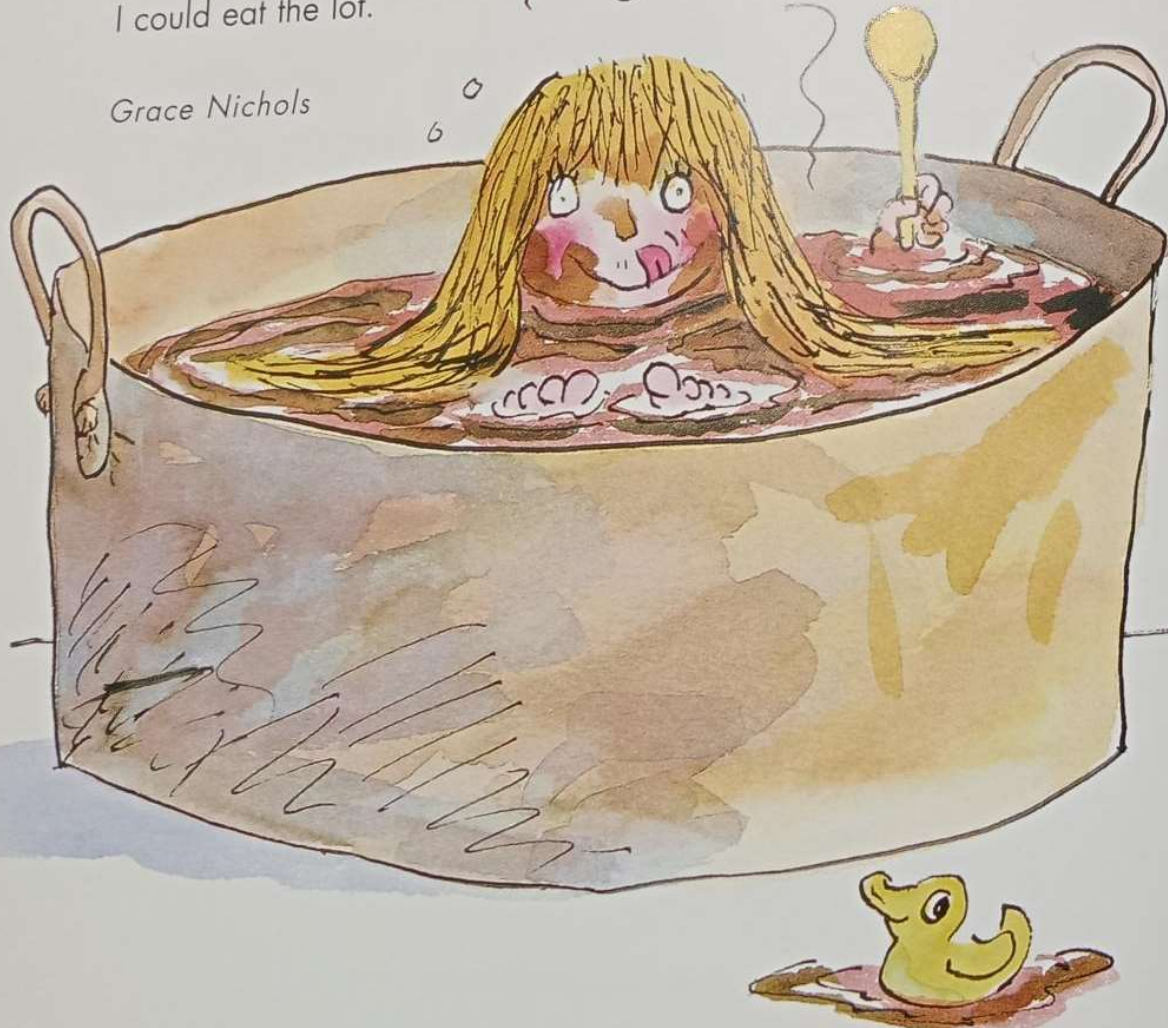
SUGARCAKE BUBBLE

Sugarcake, Sugarcake
Bubbling in a pot
Bubble, Bubble Sugarcake
Bubble thick and hot

Sugarcake, Sugarcake
Spice and coconut
Sweet and sticky
Brown and gooey

I could eat the lot.

Grace Nichols



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can justify my opinions.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti!

Spaghetti!

Tell me...

- * What do you like about this poem?
- * What do you dislike about this poem?
- * What patterns have you found?
- * What puzzles you?

THE DINOSAUR'S DINNER

Once a mighty dinosaur
Came to dine with me,
He gobbled up the curtains
And swallowed our settee.

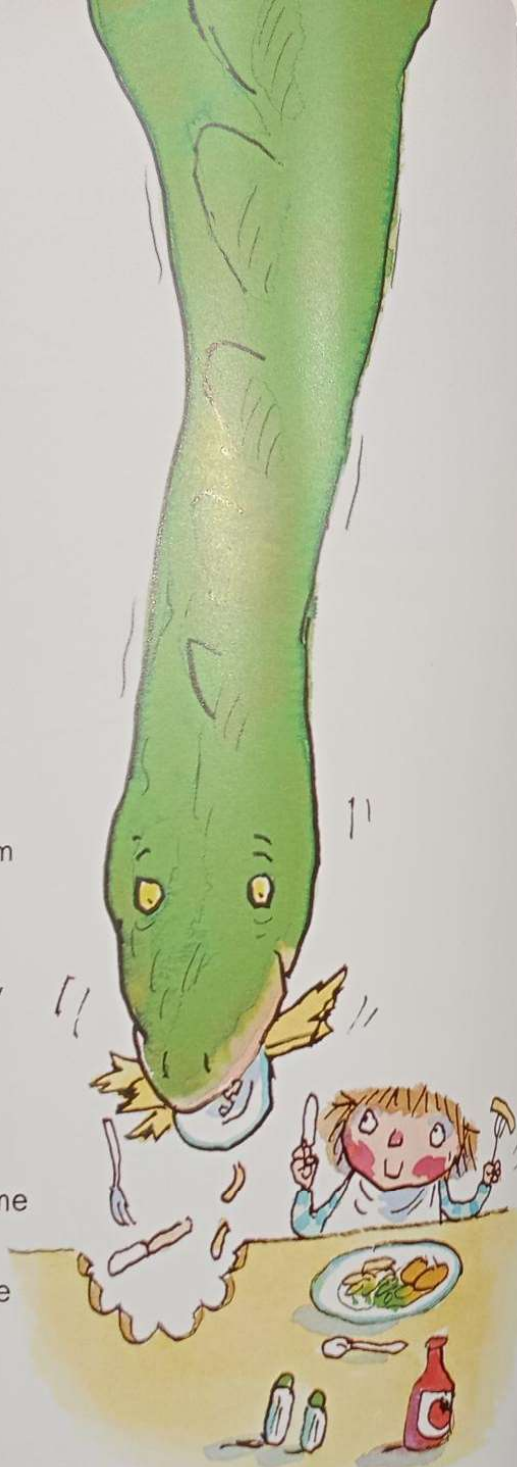
He didn't seem to fancy
Onion soup with crusty bread,
He much preferred the flavour
Of our furniture instead.

He ate up all our dining-chairs
And carpets from the floor,
He polished off the table, then
He looked around for more.

The television disappeared
In one almighty gulp,
Wardrobes, beds and bathroom
He crunched into a pulp.

He really loved the greenhouse,
He liked the garden shed,
He started on the chimney-pots
But then my mother said:

'Your friends are always welcome
To drop in for a bite,
But really this one seems to have
A giant appetite.'



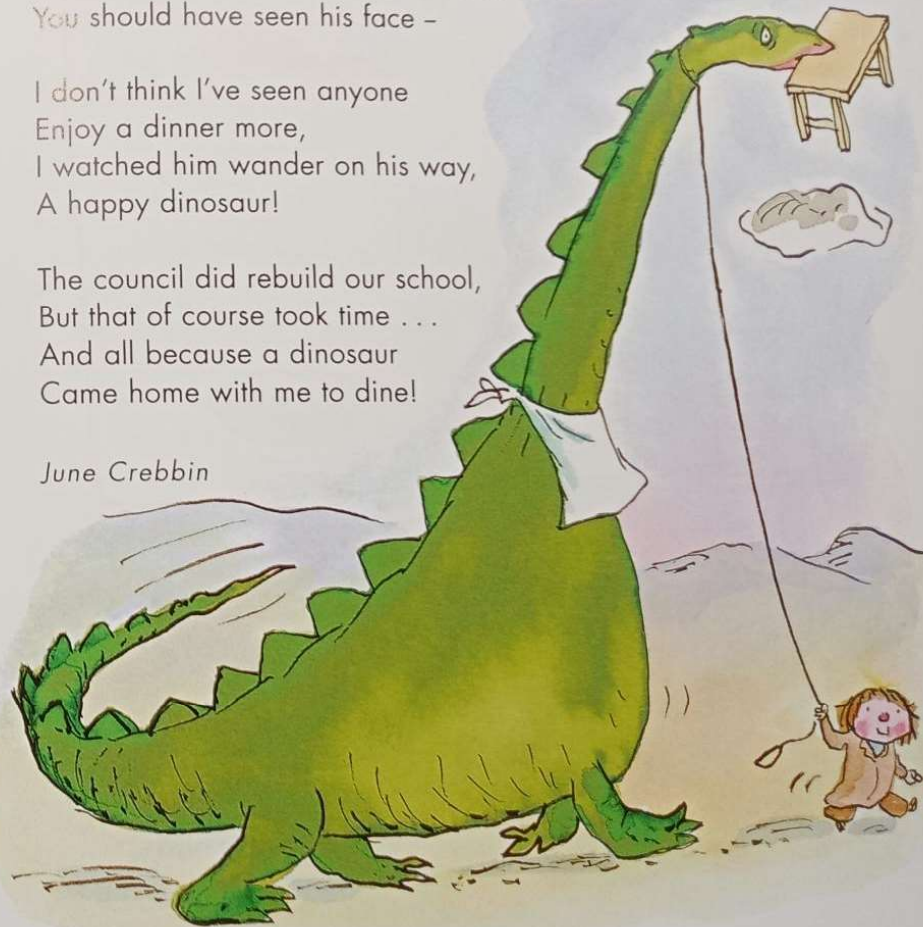
You'd better take him somewhere else,
I'm sure I don't know where,
I only know this friend of yours
Needs more than we can spare!

And suddenly I realized
I knew the very place,
And when I showed him where it was
You should have seen his face -

I don't think I've seen anyone
Enjoy a dinner more,
I watched him wander on his way,
A happy dinosaur!

The council did rebuild our school,
But that of course took time ...
And all because a dinosaur
Came home with me to dine!

June Crebbin



Tell me...

- * What do you like about this poem?
- * What do you dislike about this poem?
- * What patterns have you found?
- * What puzzles you?

Week 1 Thursday

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

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
piled high in a mound,
you wiggle, you wriggle,
you squiggle around.
There's slurpy spaghetti
all over my plate,
spaghetti! spaghetti!
I think you are great.

Spaghetti! spaghetti!
I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

What is your favourite food?

- * Don't tell your partner what it is, but describe it to them to see if they can guess.
- * Say what it looks like, tastes like and smells like.



Ice Cream

- * Covered with sprinkles
- * Melting
- * Licking
- * Chocolate flake



- * Golden cone
- * Vanilla
- * Cold and refreshing
- * Treat
- * Smooth

Ice Cream

Ice Cream, Ice Cream,
You're wonderful stuff,
Ice Cream, Ice Cream,
I can't get enough!
You're covered with sprinkles,
A super dooper treat,
Ice Cream, Ice Cream,
Don't melt in the heat!

Week 1 Friday

- * Learning Outcome / Objective
- * I can work collaboratively.
- * I can write a poem about food.

SPAGHETTI! SPAGHETTI!

Spaghetti! spaghetti!
you're wonderful stuff,
I love you, spaghetti,
I can't get enough.
You're covered with sauce
and you're sprinkled with cheese,
spaghetti! spaghetti!
oh, give me some please.

Spaghetti! spaghetti!
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I love you a lot,
you're slishy, you're sloshy,
delicious and hot,
I gobble you down
oh, I can't get enough,
spaghetti! spaghetti!
you're wonderful stuff.

Jack Prelutsky



Spaghetti! Spaghetti!

Pick your food...

- * Draw it in the middle of your paper.
- * With your partner, brainstorm lots of words around your picture.
- * Think about the structure of our food poem.

Week 2 Monday

- * Learning Outcome / Objective
- * I can recognise prepositions.

Rosie's walk

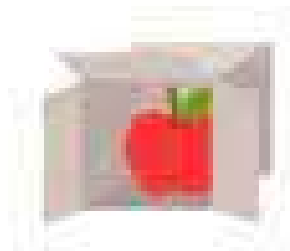


- * Rosie went for a walk across the yard.
- * Rosie went for a walk around the pond.
- * Rosie went for a walk over the haycock.
- * Rosie went for a walk past the mill.
- * Rosie went for a walk through the fence.
- * Rosie went for a walk under the beehives.
- * Rosie went for a walk and got back in time for dinner.

Prepositions tell us where something is happening.



on



in



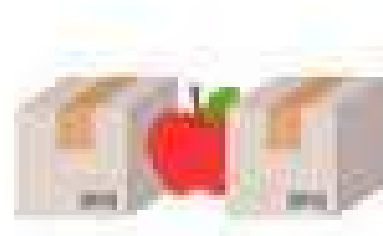
next to (beside)



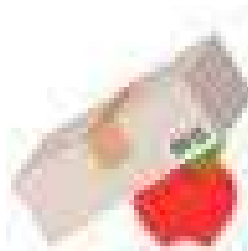
in front of



behind



between



under



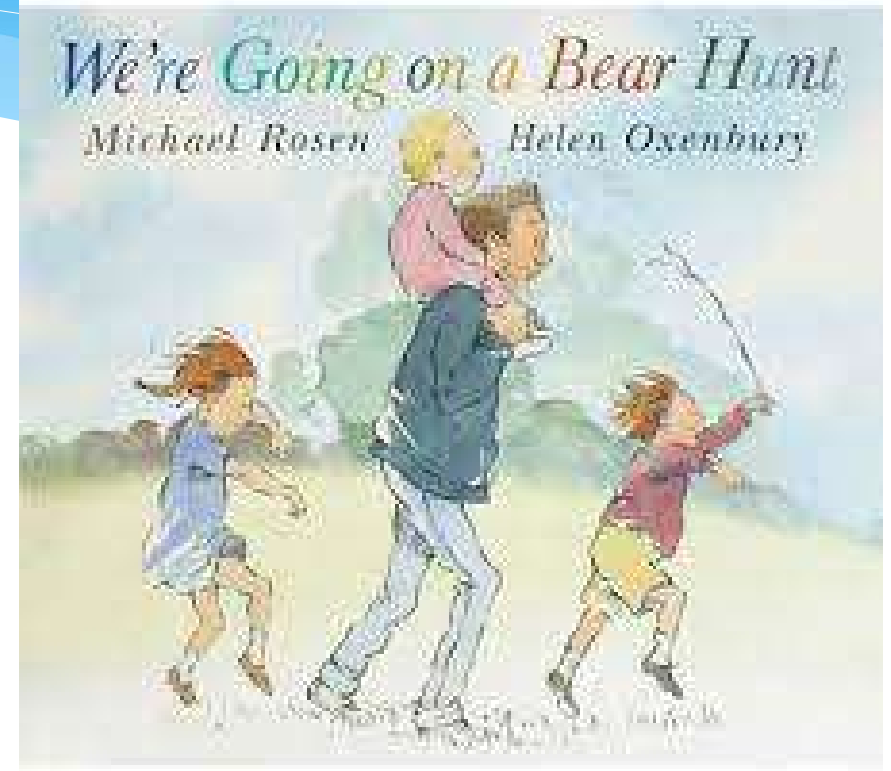
through



around

Michael Rosen

- * 'We're going on a Bear Hunt'.
- * <https://youtu.be/0gyl6ykDwds>
- * Can you hear the prepositions?
- * Can you hear the onomatopoeia?



BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?



well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



Busy Day

- * Work with a partner to practise a performance of this poem.
- * On your copy of the poem, mark on the prepositions.
- * Think about how you might emphasis the prepositions like Michael Rosen did in his performance.

Week 2 Tuesday

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

BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
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got to pop?

pop where?
pop what?



well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



Can you remember a busy day like this?

- * *What happens on a particularly busy weekend?*
- * *What about a busy school day?*
- * *Who do you know who always seems to be rushing about?*
- * *Do members of your family always seem busy?*
- * *Why?*
- * *What do they do?*

Planning


- * Writing on the board
- * Playground duty
- * Drinking coffee
- * Talking to the headteacher



- * Photocopying
- * Putting up displays
- * Marking books
- * Marching up and down the corridor

Shared writing

- * *'Pop in*
- * *pop out*
- * *pop* _____
- * *pop* _____
- * *pop* _____
- * *pop* _____
- * *can't stop*
- * *got to pop*
- * *got to pop?*
- * *pop where?*
- * *pop what?'*

- 
- * *'Pop in*
 - * *pop out*
 - * *pop in the office*
 - * *pop to the photocopier*
 - * *pop to a meeting*
 - * *pop to the playground...'*
 - * *etc.*

In groups, have a go at writing your own busy day poem about your teacher.

- * Use the class plan ideas created.
- * Think about how you will perform the poem.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can plan my own Busy Day poem.

BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

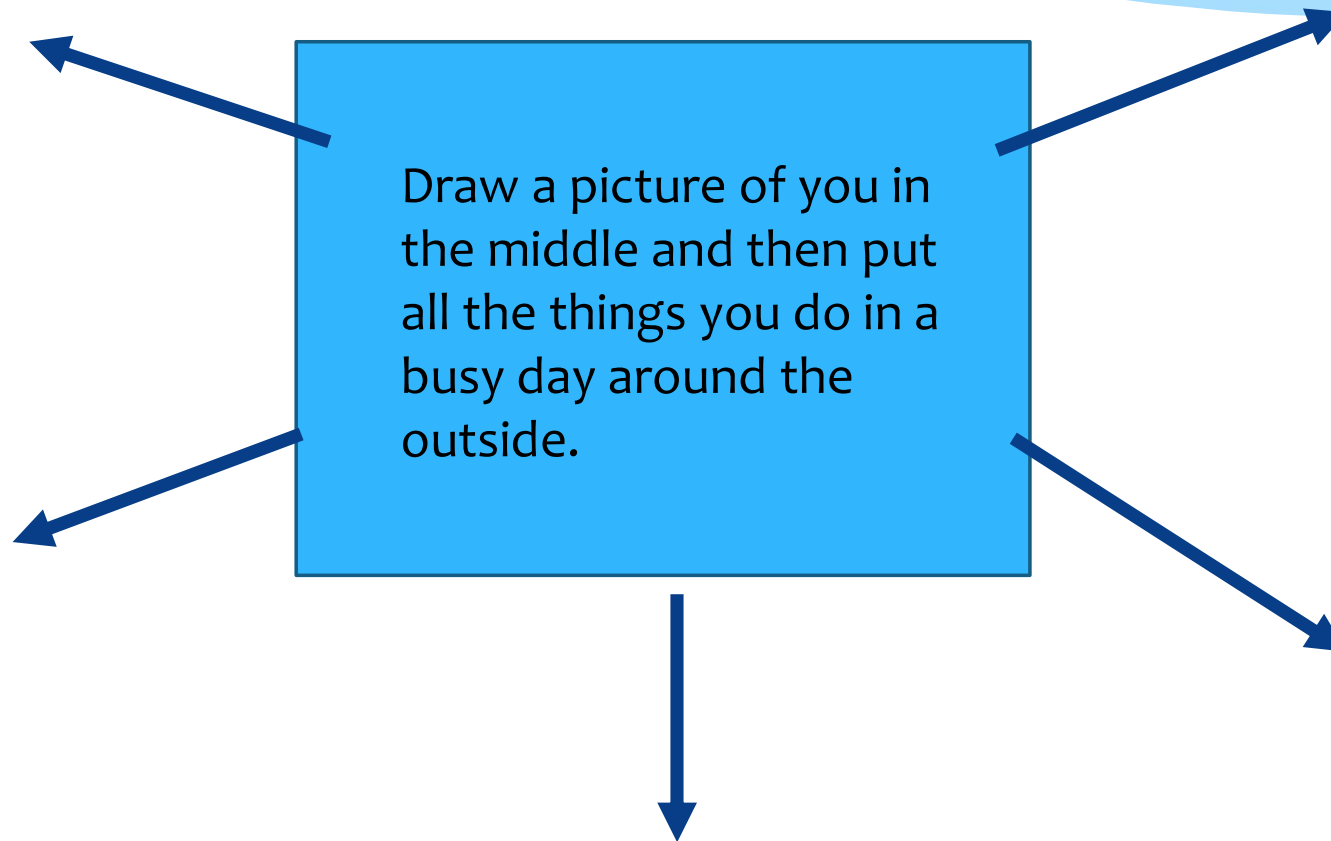


well
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pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



Think about your own busy day.



Week 2 Thursday

- * Learning Outcome / Objective
- * I can write my own Busy Day poem.

BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?



well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



Write your ideas in the style of Busy Day.

'Pop in
pop out
pop _____
pop _____
pop _____
pop _____
can't stop
got to pop
got to pop?
pop where?
pop what?'

Friday Week 2

- * Learning Outcome / Objective
- * I can perform my own poem.
- * I can publish my poem.
- * I can evaluate the performance of others.

BUSY DAY

Pop in
pop out
pop over the road
pop out for a walk
pop in for a talk
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?

well
I've got to
pop round
pop up
pop in to town
pop out and see
pop in for tea
pop down to the shop
can't stop
got to pop

got to pop?

pop where?
pop what?



well
I've got to
pop in
pop out
pop over the road
pop out for a walk
pop in for a talk ...

Michael Rosen



Week 3 Monday

- * Learning Outcome / Objective
- * I can recognise imagery within poetry.

UNTIL I SAW THE SEA

Until I saw the sea
I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

Nor
did I know before,
a sea breathes in and out
upon a shore.

Lilian Moore



Tell me...

What do you like about this poem?

What do you dislike about this poem?

What patterns can you find?

What puzzles you?

Does the sea really breathe in and out like a person?

Why did the poet make the sea seem alive?

Why are these phrases so powerful?

- * ‘...that wind could wrinkle water so.’
- * ‘...that sun could splinter a whole sea of blue.’
- * ‘...sea breathes in and out upon a shore.’

Can you blow like the wind does when it wrinkles the sea?

- * Show me on a clear tray of water.
- * Take turns gently blowing and seeing the consequent wrinkling affect on the surface.



How can the sun splinter the sea?



Draw this verse...

Until I saw the sea
I did not know
that wind
could wrinkle water so.

Draw this verse...

I never knew
that sun
could splinter a whole sea of blue.

Draw this verse...

Nor
did I know before,
a sea breathes in and out
upon a shore.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can respond to music and poetry through creating pictures.
- * I can discuss my interpretations.

UNTIL I SAW THE SEA

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I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

Nor
did I know before,
a sea breathes in and out
upon a shore.

Lilian Moore



Listen and draw what you feel.

Think about your colour choices and strokes.

- * *Sea Interlude 1 – Dawn* by Benjamin Britten:
<https://www.youtube.com/watch?v=-6esm67yWpA>
- * – ‘*Sea Interlude 4 – Storm*’ by Benjamin Britten:
<https://www.youtube.com/watch?v=2X7JDvTarqQ>

Gallery walk.

- * Move around the class to view the different images created.
- * Can you tell which one is from which piece of music?
- * Use postit notes to leave feedback on some of the pieces of art.

What about the comparison between these?

- * Stormy sea footage (0:13-0:50 or 3:00-4:20):
<https://www.youtube.com/watch?v=8rEXi81qjx8>
- * – Calm sea footage: <https://www.youtube.com/watch?v=A-DaNvzqUEw>

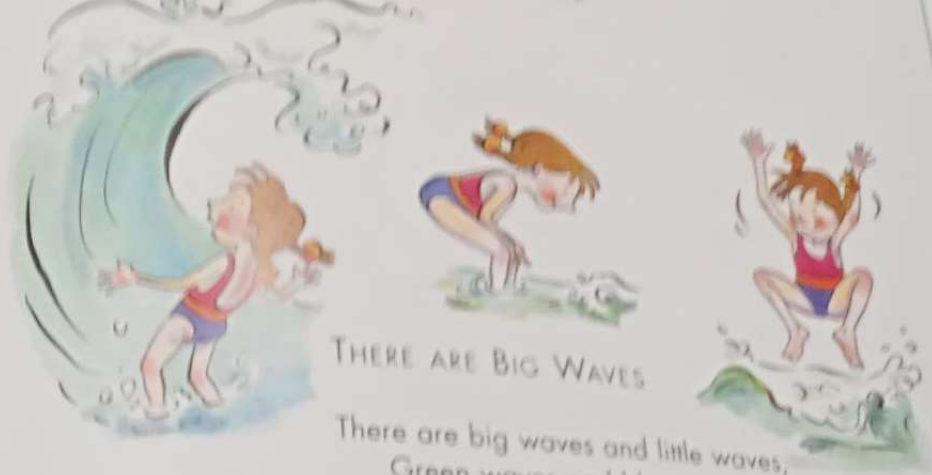
Tell me...

What do you like about this poem?

What do you dislike about this poem?

What patterns can you find?

What puzzles you?



THERE ARE BIG WAVES

There are big waves and little waves,
Green waves and blue,
Waves you can jump over,
Waves you dive thro',
Waves that rise up
Like a great water wall,
Waves that swell softly
And don't break at all,
Waves that can whisper,
Waves that can roar,
And tiny waves that run at you
Running on the shore.



Eleanor Farjeon



Why do you think so many poets, artists and composers use the sea as inspiration?

- * Could it be its ability to lull and calm, but also to wreck and devastate.



Week 3 Wednesday

- * Learning Outcome / Objective
- * I can justify my response to a poem.
- * I can use inference to compare poems.

UNTIL I SAW THE SEA

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that wind
could wrinkle water so.

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upon a shore.

Lilian Moore



Compare and contrast

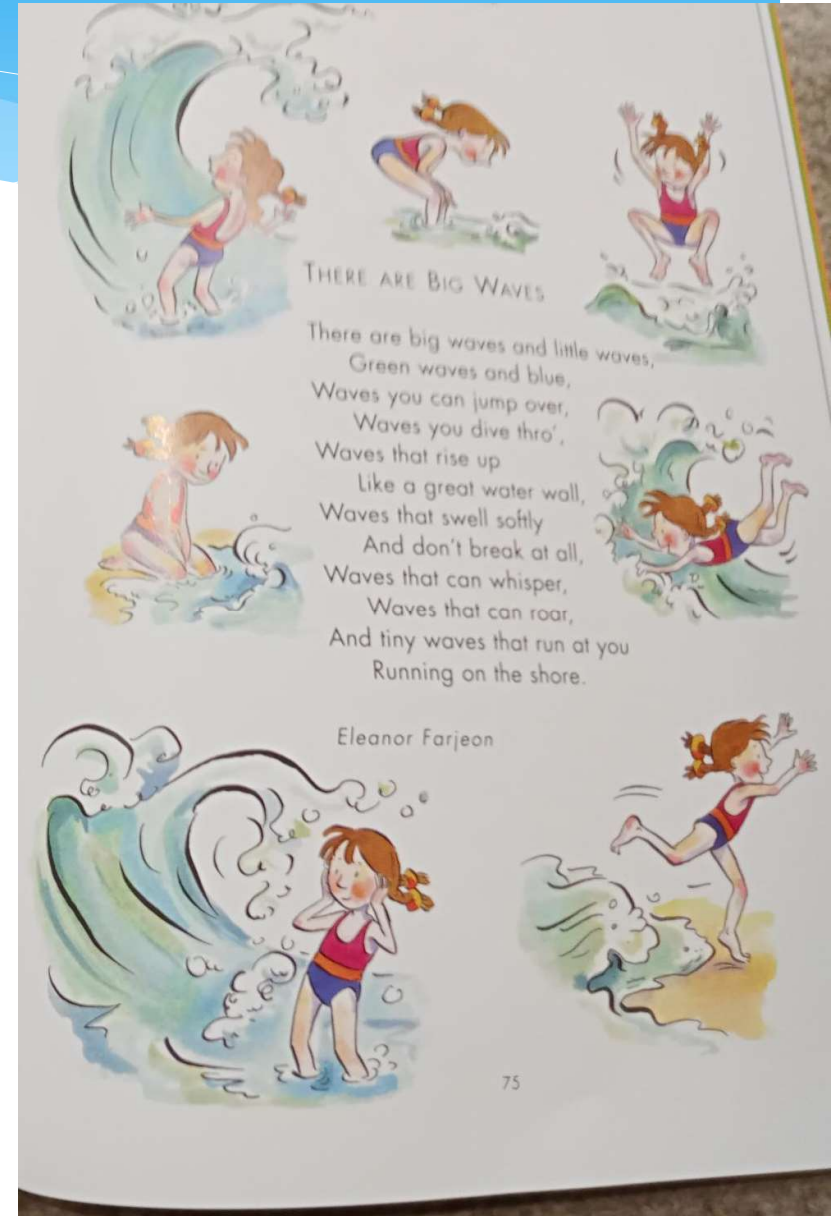
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Running on the shore.

Eleanor Farjeon

Similarities...

- * Mood

- * Style

Differences...

- * Mood

- * Style

Week 3 Thursday

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

UNTIL I SAW THE SEA

Until I saw the sea
I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

Nor
did I know before,
a sea breathes in and out
upon a shore.

Lilian Moore



Sea poem plan



Sea poem plan





The sea waits patiently,
Breathing in and out on the shoreline,
Reflecting the clear blue sky,
Protecting its world beneath the surface.

The sea is angry,
Raging, huffing and puffing,
Threatening the land,
Pounds against the rocks.

Week 3 Friday

- * Learning Outcome / Objective
- * I can perform my poem.
- * I can evaluate poems.

UNTIL I SAW THE SEA

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I did not know
that wind
could wrinkle water so.

I never knew
that sun
could splinter a whole sea of blue.

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a sea breathes in and out
upon a shore.

Lilian Moore



Performance time...

Week 4 Monday

- * Learning Outcome / Objective
- * I can recognise how openings can describe a scene to create a mood for a story.

Underwater descriptive setting opening...

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderous delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

Tell me...

- * What did you like about the opening?
- * What did you dislike about the opening?
- * What patterns did you spot?
- * What puzzles you?

What type of story do you predict this will be?

- * What makes you think that?
- * What could this story be called?
- * Why?

Draw the scene created...

- * Label the key elements on your drawing.

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can recognise expanded noun phrases.
- * I can recognise prepositions.
- * I can recognise alliteration.

Underwater descriptive setting opening...

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Can you spot some of the expanded noun phrases?

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderous delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

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Can you spot some of the prepositions?

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderous delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

Can you spot some of the prepositions?

I dived **below** the everchanging tides of enchantment and discovered a treasure-trove of wonderful delights. Stingrays glided gracefully **along** the seabed, electric eels had hidden themselves **among** the vibrant corals and a school of rainbow fish danced **along** the water current. I spotted a clownfish swimming **between** the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

Can you spot some alliteration?

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderous delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

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On your copy of the text, colour code the
alliteration, prepositions
and expanded noun phrases.

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderous delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can use alliteration.
- * I can use prepositions.
- * I can use expanded noun phrases.

Underwater descriptive setting opening...

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Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



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Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Let's pick a story setting for our class opening.



Shared write

Heat rising
from the
steep sand
dunes

Soft sand
underfoot

Barren land
for miles
around



Dreaming of
an oasis

Parched for
water

Not a cloud in
sight to
protect from
the fierce rays
of the sun

Shared write

I stepped deep into the soft sand and looked around at the miles and miles of dry dessert. Snakes slithered over the sand, vulture circled high in the cloudless sky and scarab beetles followed each other in a path leading to nowhere in particular. I spotted an oasis of trees in the distance, but then blinked and it disappeared. The heat was unbearable rising in waves from the ground. My backpack was full on my shoulders and I knew I had to keep moving or I could die.

Your turn...

- * In partners or groups, write your own opening from the class plan.
- * Share your openings and discuss how expanded noun phrases, prepositions and alliteration have helped to create the image in the mind of your readers.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can plan my descriptive setting opening.

Underwater descriptive setting opening...

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Choose a setting for your story opening.



Put your picture in the middle of your page.

- * Write your ideas around the picture.
- * Think about using alliteration, preposition and expanded noun phrases.

Week 4 Friday

- * Learning Outcome / Objective
- * I can write a descriptive setting opening.

Underwater descriptive setting opening...

I dived below the everchanging tides of enchantment and discovered a treasure-trove of wonderful delights. Stingrays glided gracefully along the seabed, electric eels had hidden themselves among the vibrant corals and a school of rainbow fish danced along the water current. I spotted a clownfish swimming between the tangled seaweeds and a lone reef shark circling nearby. Out of the corner of my eye, there was a glimpse of what could have been a mermaid, but it was gone so quickly I could not be sure. My scuba gear showed that I still had lots of air, so I used my flippers to head towards the glimpse at the quickest pace I could manage.

Discuss your plan and ideas with a partner.

- * Give feedback on ideas heard.
- * Think about creating a picture in the mind of your reader.

Week 5 Monday

- * Learning Outcome / Objective
- * I can recognise features of a biography.



Michael Rosen

Introduction

Michael Rosen is an English children's author. He has written picture books, nonfiction works and collections of poetry. He served as the United Kingdom's Children's Laureate from 2007 to 2009.

Early Life

Michael Rosen was born on May 7, 1946, in Harrow, Middlesex, England. Both of his parents were teachers. He began to read and write poetry at a young age. He was also part of an acting club, where he learned how to act and direct plays. Rosen went to medical school for a short time. However, he decided he would rather earn an English degree, so he transferred to the University of Oxford. He wrote his first play, *Backbone*, while at Oxford. It was performed at the Royal Court Theatre in London in 1969.

His Writing Career

After he graduated, Michael Rosen started working at the British Broadcasting Corporation (BBC). At the BBC he wrote scripts for children's shows. One was called *Sam on Boff's Island*, which helped young children learn to read.

His Famous Work

Michael Rosen's first children's book, *Mind Your Own Business* (1974), was a collection of poems. It included drawings by Quentin Blake, who also illustrated Roald Dahl's books. Some of his other poetry collections are *You Wait Till I'm Older Than You* (1996) and *Bananas in My Ears* (2011). Many of his poems are about his life between the ages of 2 and 12. *We're Going On A Bear Hunt* is his most known performance for children.

Conclusion

Michael Rosen has written some books for an older audience. One is called *This Is Not My Nose* (2004). He is a popular speaker and often performs parts of his books in schools and on radio and television.

Michael Rosen



Michael Rosen writes picture books and poems for children.

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Conclusion

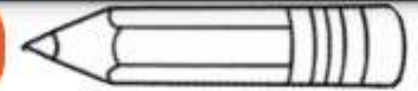
Michael Rosen has written some books for an older audience. One is called *This Is Not My Nose* (2004). He is a popular speaker and often performs parts of his books in schools and on radio and television.

Tell me...

- * What did you like about the biography?
- * What did you dislike about the biography?
- * What patterns did you find?
- * What puzzles you?

Knowledge Organiser

Biographies



Word Bank

life
lived
grew up
liked
knew
remember
enjoyed
decided
wanted
felt
different
parents
celebrate

Did I write...?

a title?
key events or people in a person's life?
what they are famous for?
what they are/were like?
how they are remembered?
write a conclusion?

Expanded Noun Phrases

...his new video game...
...**her tired, old shoes...**
...his clever mind...
...**her science homework...**
...his musical talent...
...**her scientific mind...**

a title

Ben Stokes

Ben Stokes is a talented international cricketer who has had a very successful career.

key events

His Early Life

Ben Stokes was born in Christchurch, New Zealand on 4th June 1991. His family moved to Cumbria, England when he was 12 years old where he joined a local cricket team. He was chosen to play at the Oval cricket ground in London when he was 18 years old. **He scored one hundred runs against India in the Under-19 World Cup only a year later.** One hundred runs is also called a century.

why they are famous

what they are like

how people remember them

Playing Cricket for England

Ben Stokes has been playing cricket for England since 2011. **Many people say he is the best all-rounder in the world today** because **he can keep cool under pressure.** Stokes got a lucky break because another player became ill at the Ashes series in Australia in 2013. He was selected to play instead and showed everyone his skills.

Don't Forget!

Aa

capital letters

I and she

finger spaces

?!

punctuation

Use the planning grid on the next slide to write down what you have learnt about Michael Rosen.

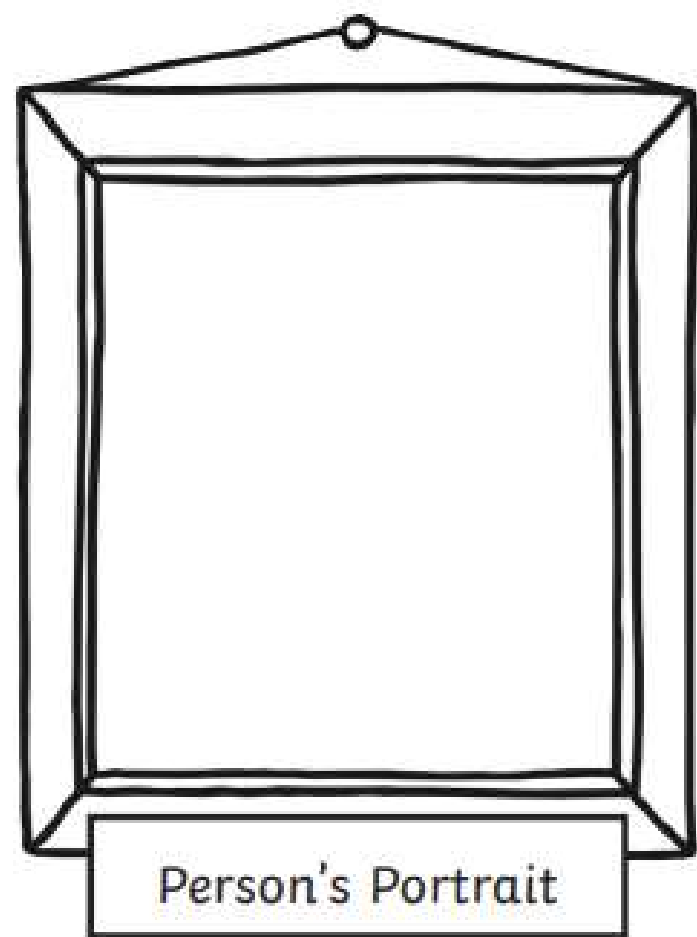
- * Think about how you know this information.

Researcher: _____

Person's Name:

Lived from: _____ to _____
year year

Most Known for:



Research

Five Facts

1

2

3

4

5

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can recognise key features of a biography.



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Week 5 Wednesday

- * Learning Outcome / Objective
- * I can use retrieval.
- * I can recognise a variety of question styles.



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Conclusion

Michael Rosen has written some books for an older audience. One is called This Is Not My Nose (2004). He is a popular speaker and often performs parts of his books in schools and on radio and television.

These questions are about 'Michael Rosen'

1

Where was Michael born?

2

What is Michael Rosen famous for?

Tick **two**

Playing football.

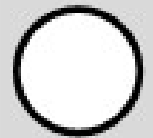
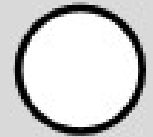
Writing stories.

☐

Writing poetry.

☐

Starting fires.

☐☐

3

Name **two** books he has written.

a) _____

b) _____

4

Find and **copy one** word that tells you Michael moved to a different university.

5

"Sam on Boff's Island".

Why did Michael write this book?

These questions are about 'Michael Rosen'

6

Number the sentences below from 1 to 4 to show the order which they happen in.

He went to medical school.

Michael was born.

He performs stories for schools.

He wrote "Sam on Boff's Island".



7

Put a tick in the table below to show which sentences are **true** and which are **false**.

The first one has been done for you.

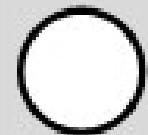
The information says that...	True	False
Michael's parents were teachers.	✓	
Quentin Blake illustrated some of his books.		
Michael wrote the book "All the King's Men".		
Michael died in 2014.		
His sister is a famous actress.		

8

Complete the table below.

Match the fact with the date stated.

Fact	Date
	1946
Children's Laureate	
Backbone performed	



9

Draw a line to match the book to its date.

Mind your own business.

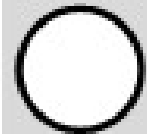
2004

Bananas in my ears.

2011

This is not my nose.

1974



Week 5 Thursday

- * Learning Outcome / Objective
- * I can research another poet's life.



Michael Rosen

Introduction

Michael Rosen is an English children's author. He has written picture books, nonfiction works and collections of poetry. He served as the United Kingdom's Children's Laureate from 2007 to 2009.

Early Life

Michael Rosen was born on May 7, 1946, in Harrow, Middlesex, England. Both of his parents were teachers. He began to read and write poetry at a young age. He was also part of an acting club, where he learned how to act and direct plays. Rosen went to medical school for a short time. However, he decided he would rather earn an English degree, so he transferred to the University of Oxford. He wrote his first play, Backbone, while at Oxford. It was performed at the Royal Court Theatre in London in 1969.

His Writing Career

After he graduated, Michael Rosen started working at the British Broadcasting Corporation (BBC). At the BBC he wrote scripts for children's shows. One was called Sam on Boff's Island, which helped young children learn to read.

His Famous Work

Michael Rosen's first children's book, Mind Your Own Business (1974), was a collection of poems. It included drawings by Quentin Blake, who also illustrated Roald Dahl's books. Some of his other poetry collections are You Wait Till I'm Older Than You (1996) and Bananas in My Ears (2011). Many of his poems are about his life between the ages of 2 and 12. We're Going On A Bear Hunt is his most known performance for children.

Conclusion

Michael Rosen has written some books for an older audience. One is called This Is Not My Nose (2004). He is a popular speaker and often performs parts of his books in schools and on radio and television.

Roald Dahl – watch video and model taking notes

- * <https://youtu.be/yQfvwoWszjk>
- * Born 1916 Wales
- * Named after an explorer
- * Spoke Norwegian
- * 3 different schools
- * Teachers said he wasn't a talented writer
- * Good at sports
- * Worked for shell and travelled the world
- * Was a pilot in WW2
- * Injured in plane crash
- * Married an actress in America
- * 5 children
- * BFG / Charlie and the chocolate factory / The enormous crocodile / Revolting Rhymes
- * Wrote for 4 hours everyday
- * 1990 died

Week 5 Friday

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



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Roald Dahl

- * Introduction

- * Roald Dahl was a famous British writer and poet for children. His work inspired others and was the inspiration for countless films.

Roald Dahl

- * Born 1916 Wales
- * Named after an explorer
- * Spoke Norwegian
- * 3 different schools
- * Teachers said he wasn't a talented writer
- * Good at sports

Roald Dahl

- * Early life
- * Roald Dahl was born in 1916 in Wales. His parents were Norwegian so he spoke this language when he was at home. He was named after a famous Norwegian explorer. His parents died when he was young so he attended three different schools. He didn't really like his schools as teachers said he wasn't a talented writer. He was seen as very good at sports and was captain of many teams.

Your turn...

- * In partners or groups, use the information from our class plan to write a paragraph about Roald Dahl.

Week 6 Monday

- * Learning Outcome / Objective
- * I can research a poet.



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Conclusion

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Model using safe google sites to find videos of different poets.

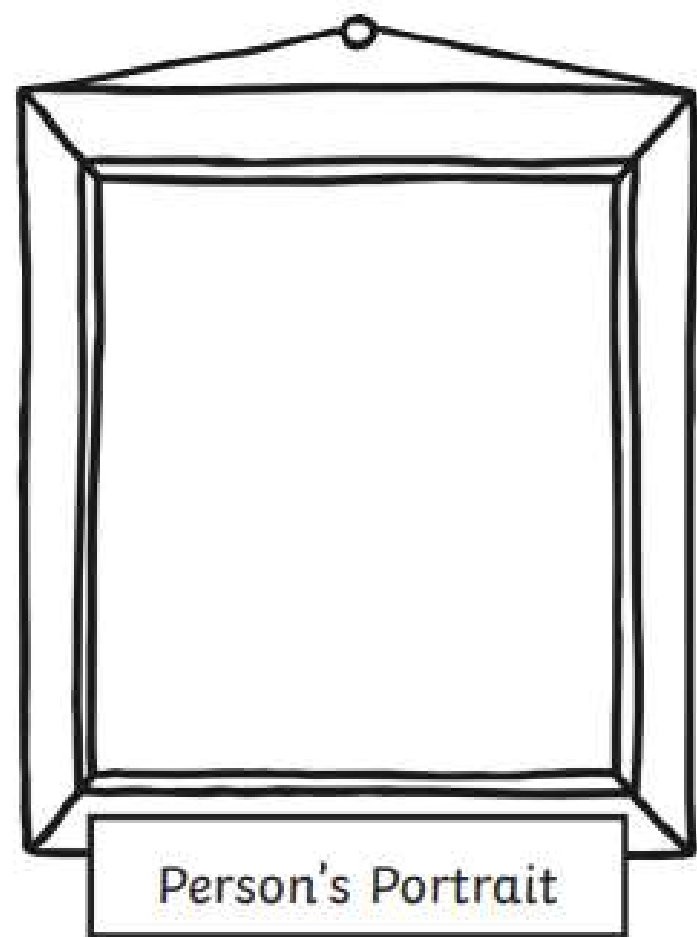
- * Children to watch videos in pairs or groups and make notes from the video.
- * Children to then group their notes into sections – paragraphs. Ask for subheadings to be created.

Researcher: _____

Person's Name:

Lived from: _____ to _____
year year

Most Known for:



Research

Five Facts

1

2

3

4

5

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can use my notes to write a biography of a poet.



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Week 6 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.



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Week 6 Thursday

- * Learning Outcome / Objective
- * I can publish my writing.

Week 6 Friday

- * Learning Outcome / Objective
- * I can evaluate my learning.

Fantastic First Poems

- * 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?

