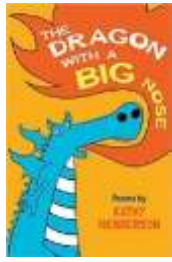


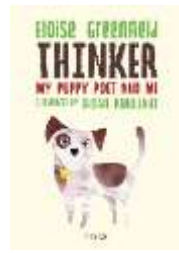
Spring 1



**The Dragon With A Big Nose**

by Emily Hughes

This teaching sequence is approximately 15 sessions.



**Thinker, My Puppy Poet and Me**

by Eloise Greenfield

This teaching sequence is approximately 15 sessions.



**Zim Zam Zoom**

by James Carter

This teaching sequence is approximately 15 sessions.

**Overall aims of this teaching sequence:**

- To explore and understand the importance of poetry as a genre
- To explore musicality, rhythm and rhyme in poetry
- To know how to listen and respond to a wide range of poems from a single poet collection
- To understand that poems are written for different reasons
- To interpret poems for performance
- To gain and maintain the interest of the listener through effective performance of poems
- To recognise how a poet uses poetry as a voice to express their own feelings and views
- To draft, compose and write poems based on personal interests, experiences and emotions using language and form with intent for effect on the reader

**Key Teaching Approaches:**

- Reading Aloud • Hearing poems performed by poets • Looking at Language • Engaging children in rhythm through music • Engaging in narrative response poetry through drama • Modelled writing • Responding to writing • Publication

**Outcomes:**

- Performance of the poet's poetry • Identifying poetic language and devices • Rhythmic movement • Evaluation of performances • Poetry Journal with ideas and inspirations for writing • Own written poems • Performances of children's own original poetry

**National Curriculum Links:**

<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• listen to, discuss and express views about a wide range of poems at a level beyond that at which they can read independently</li> <li>• link what they read or hear read to their own experiences</li> <li>• recognise and join in with predictable phrases in poems and to recite some by heart</li> <li>• to recognise simple recurring literary language in poetry</li> <li>• discuss and clarify word meanings, linked to those already known</li> <li>• discuss favourite words and phrases</li> <li>• continue to build up a repertoire of poems learnt by heart and reciting some</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing by writing poetry;</li> <li>• Draft and write by noting ideas, key phrases and vocabulary, and</li> <li>• composing and rehearsing phrases and sentences orally</li> <li>• write for different purposes</li> <li>• reread / evaluate writing to check it makes sense and make revisions</li> <li>• read writing aloud with appropriate intonation to make the meaning clear;</li> <li>• use punctuation correctly;</li> <li>• use sentences in different forms; expand noun phrases to describe and specify.</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• ask relevant questions to extend knowledge and understanding;</li> <li>• consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, performances, role play, improvisations and debate about what has been read</li> <li>• use spoken language to develop understanding through imagining and exploring ideas.</li> </ul>
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**Cross Curricular Links:**

<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Create own ideas for illustrating favourite poems</li> </ul>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Create own ideas for illustrating favourite poems</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• African American family, relationships, heritage and identity</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Poetry recitals and performances, using inter-related dimensions of music.</li> </ul> <p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Manipulate font text in order to, play with colour theory to affect the reader's responses.</li> </ul>
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**PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)**

- KPI: Listens to, discusses and expresses views about a range of contemporary and classic poetry, at a level beyond independent reading.**
- KS1: Contemporary poetry  
 KS2: Classic poetry  
 KS21: Can usually recognise simple recurring literary language in poetry

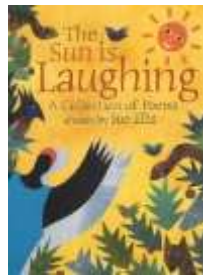
Spring 1



**A Nest Full of Stars**

by James Berry

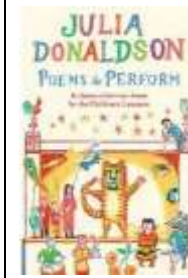
This teaching sequence is approximately 15 sessions.



**The Sun is Laughing**

by Sue Ellis

This teaching sequence is approximately 20 sessions.



**Poems to Perform**

by Julia Donaldson

This teaching sequence is approximately 20 sessions.

**Overall aims of this teaching sequence:**

- To make choices in selecting poems for anthologies
- To explore, interpret and respond to poetry
- To explore rhythm, rhyme and pattern in a range of poems
- To respond to and play with language in poetry
- To use poetry as a stimulus for art
- To compose and perform in response to poetry

**Key Teaching Approaches:**

- Reading aloud and re-reading
- Shared reading
- Word collections
- Responding to illustration
- Book talk - responding to poetry
- Visualising
- Drawing and annotating
- Performing poetry
- Shared writing

**Writing Outcomes:**

- Creating word and phrase collections and playing with words
- Deeper understanding of performance
- Understanding poetic devices and structure
- Performance and recital
- Class anthologies

**National Curriculum Links:**

<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding</li> <li>• listen to, discuss and express views about a wide range of poems</li> <li>• link what they read or hear read to their own experiences</li> <li>• recognise / join in with predictable phrases in poems and recite by heart</li> <li>• to recognise simple recurring literary language in poetry</li> <li>• discuss and clarify word meanings, linked to those already known</li> <li>• make inferences on what is said and done</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina for writing by writing poetry</li> <li>• draft and write by noting ideas, key phrases and vocabulary</li> <li>• write for different purposes including poetry reread and evaluate writing to check it makes sense and make simple revisions</li> <li>• read writing aloud with appropriate intonation to make the meaning clear</li> <li>• use new and familiar punctuation correctly</li> <li>• use sentences in different forms</li> <li>• expand noun phrases to describe and specify</li> </ul>	<p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and peers</li> <li>• ask relevant questions to extend knowledge and understanding</li> <li>• consider and evaluate viewpoints, attending to and building on the contributions of others</li> <li>• participate in discussions, performances, role play, improvisations and debate about what has been read</li> <li>• use spoken language to develop understanding through imagining and exploring ideas</li> </ul>
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**Cross Curricular Links:**

<p><b>Drama:</b></p> <ul style="list-style-type: none"> <li>• bring out the meaning of a poem through performance</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>• Identify dialect features in the poems written in a Caribbean voice. Explore Caribbean Culture</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• The Solar System</li> </ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Moods and feelings through poetry</li> </ul> <p><b>RE:</b></p> <ul style="list-style-type: none"> <li>• The afterlife across different religions</li> </ul>	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• properties of water</li> <li>• animal characteristics and habitats</li> <li>• changing seasons</li> </ul> <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Speaking chants and rhymes in reading poetry and in performing</li> </ul> <p><b>PE:</b></p> <ul style="list-style-type: none"> <li>• dance using simple movement patterns</li> </ul>
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**PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)**

**KPI: Listens to and discusses a wide range of poetry**

- KS1: Enjoys listening to, and reading a wide range of books (Inc. Poetry)
- KS4: Can re-read, rehearse and perform to show some understanding of the meaning of different texts
- KS7: Reads, discusses and gives own views on a range of literature: Poetry
- KS13: Classifies poems by type - riddles, tongue twister, nonsense, narrative

Spring 1



**Werewolf Club Rules**  
by Joseph Coelho  
This teaching sequence is approximately 15 sessions.



**Hot Like Fire**  
by Valerie Bloom  
This teaching sequence is approximately 18 sessions.



**Big Book of Bad Things**  
by Michael Rosen  
This teaching sequence is approximately 20 sessions.

**Overall aims of this teaching sequence:**

- To use poetry as a stimulus for writing, performance
- To explore how language and structural devices are used in poetry to create powerful responses
- To explore ways in which we can use our voices, facial expressions and body language to perform poetry
- To understand that poems are written for different reasons.
- To interpret poems for performance.
- To gain and maintain the interest of the listener through effective performance of poems.
- To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.
- To recognise figurative language in poetry and interpret its effect on the reader.

**Key Teaching Approaches:**

- Reading Aloud • Responding to Illustration • Book Talk • Role on the Wall • Visualisation • Debate and Argument • Looking at Language • Shared Writing • Bookmaking and Publishing • Comparison charts • Storyboards • 'Tell me' • Role play • Reading journals • Writing in role • Visualising

**Writing Outcomes:**

- Notes • Presentation • Leaflet • Booklet • Poster • TED talk script • Poem • Clothes label • Instruction Manual • Advertising Campaigns • Instructions • Writing in role • Character descriptions • Narrative descriptions • Diary entry • Biography

**National Curriculum Links:**

**Reading:**

- Read and discuss an increasingly wide range of poetry,
- Identify and discuss themes and conventions in a wide range of writing.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and perform, showing intonation, tone and volume.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

**Writing:**

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Select appropriate grammar and vocabulary, understanding how such choices can change/enhance meaning.
- Evaluate and edit by assessing the effectiveness of their own writing.
- Evaluate and edit proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Perform their own compositions, using appropriate intonation, volume, and movement

**Speaking and Listening:**

- Participate actively in performance, discussion and debate.
- Use spoken language to develop understanding through imagining and exploring ideas in roleplay, drama and dance.
- Select and use appropriate registers for effective communication.

**Cross Curricular Links:**

**Science:**

life cycles of plants and animals.

**Geography:**

The focus on the well-travelled 'Dada' allows exploration and location of the world's countries

**Geography:**

- Geographical similarities and differences in human and physical geography

**Art and Design:**

- Through the inspiration of the poetry children will be encouraged to respond through art

**PSHE:**

- Platform for children to explore identity, family relationships, childhood and diversity
- Geography:
- comparative study of the current experience of refugees fleeing war torn countries as well as exploring attitudes towards immigration and personal identity.

**PAPs - Performance Indicator Targets and Key Skills (Attitudes to Reading)**

**KPI: Listens to and discusses a wide range of fiction, poetry, plays, non fiction and reference books or textbooks.**

KS2: Can listen attentively and participate in discussion about a wider range of poetry

KS5: Can express their views and preferences