

Poetry Unit 1.1 *Sensational Senses*

About this unit:

The children use their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They come up with new vocabulary and sound effects and use real and invented words to describe what they feel – linking it all to their own experiences. They construct sentences to describe how things feel and sound. Oral rehearsal is encouraged at each step of the planning and writing process as they create short narratives and poems. They experiment with sound and rhythm to recite a poem as a group.

Stimulus synopsis

The poetry for Year 1 includes some of our best-loved children's poets such as Judith Nicholls and John Foster. The poems can be found on the Interactive Teaching Pages (ITPs) where they are attractively illustrated and where audio versions are often available. There are opportunities for the children to respond to the poems in all sorts of ways, making up actions or sound effects, performing poems for an audience and making up new poems of their own.

Spelling list:

[P AR 1.1.1 Spelling List: Sensational Senses](#)

Recommended grammar activities:

New: [Y1_06 Introducing question marks](#)
[Y1_07 Introducing exclamation marks](#)

Other sessions available in the [Lesson Bank](#):

Comprehension 7: *When the Wind Blows; The Mud-pie Makers' Rhyme; Sounds Good!; On the Playground*

- Link what they hear read to their own experiences
- Explore senses

Short composition 3

- Reorder sentences to form a simple narrative

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<p>Comprehension 1: <i>Wind Ways</i> Link what they hear and read to their own experiences</p>	<p>Comprehension 2: <i>When the Wind Blows 1</i> Link what they hear and read to their own experiences</p>	<p>Comprehension 3: <i>When the Wind Blows 2</i> Experiment with sound effects Recognise and join in with repeated or predictable parts of a poem</p>	<p>Comprehension 5: <i>Sounds Good</i> Sound words Link what they hear read to their own experiences</p>	<p>Comprehension 6: <i>On the Playground</i> Link what they hear read to their own experiences Experiment with sound and rhythm</p>
	Objective				
	Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Draw on what they already know/background information/vocabulary provided by teacher	Listen to and discuss a wide range of text types; Draw on what they already know/background information/vocabulary provided by teacher	Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher	Listen to and discuss a wide range of text types; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher	Listen to and discuss a wide range of text types; Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher
	Spoken Language				
	Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Draw on what they already know/background information/vocabulary provided by teacher	Give well-structured descriptions, explanations and narratives; Participate actively in conversations	Participate in discussions, presentations, performances, role play, improvisations and debates; Select and use appropriate registers	Listen and respond appropriately; Articulate and justify answers	Participate in discussions, presentations, performances, role play, improvisations and debates; Gain the interest of the listener; Select and use appropriate registers
	Success Criteria				
	I can link what I hear and read to my own experiences	I can link what I hear and read to my own experiences	I can experiment with sound effects I can recognise and join in with repeated or predictable parts of a poem	I know and can use sound words I can link what I hear read to my own experiences	I can link what I hear read to my own experiences I can experiment with sound and rhythm

		Day 6	Day 7	Day 8	Day 9	Day 10	
Week 2		Short composition 2: Day 1 <i>Rehearse sentences orally before writing them down</i> Simple verbs Human sentences	Short composition 2: Day 2 <i>Write simple sentences</i> <i>Rehearse sentences orally before writing them down</i>	Comprehension 4: The Mud Pie Makers' Rhyme <i>Use real and invented words to describe things they can feel</i>	Short composition 1: Day 1 <i>Rehearse sentences orally before writing them down</i> <i>Check sentences for correct structure</i>	Short composition 1: Day 2 <i>Rehearse sentences orally before writing them down</i> <i>Check sentences for correct structure</i>	
	Objective						
		Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Recognise and join in with predictable phrases; Draw on what they already know/background information/vocabulary provided by teacher	Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Leave spaces between words; Begin to punctuate sentences; Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Say out loud what they are going to write about; Compose a sentence orally before writing it; Join words and sentences using 'and'; Begin to punctuate sentences; Use the grammatical terminology in Appendix 2 in discussing their writing	
	Spoken Language						
		Articulate & justify answers; Participate actively in conversations	Listen and respond appropriately; Consider and evaluate different viewpoints	Give well-structured descriptions, explanations and narratives; Speak audibly and fluently using Standard English	Listen and respond appropriately; Speak audibly and fluently using Standard English	Listen and respond appropriately; Give well-structured descriptions, explanations and narratives	
	Success Criteria						
		I can rehearse sentences orally before writing them down I know and can use simple verbs I can create human sentences	I can write simple sentences I can rehearse sentences orally before writing them down	I can use real and invented words to describe things I can feel	I can rehearse sentences orally before writing them down I can check sentences for correct structure	I can rehearse sentences orally before writing them down I can check sentences for correct structure	