**Class 1 & 2**                    **Literacy Poetry Medium Term Plan – Summer Term 2**                    **Miss Endersby & Mr Jackson**

# Poetry Unit 1.3 *Growing Up*

**About this unit:**
In this unit, the children explore poems with themes that are engaging and relevant to their own lives and experiences. They enjoy reading a range of poetry and listening to a poem being read by the poet. They respond to the situations described in the poems and consider what they would do and how they might feel. They compare poems, identifying similarities and differences in points of view and feelings. They learn poems by heart, experimenting with sound and movement as they recite and perform their poems. They create a class poem based on a model.

**Stimulus synopsis:**
The poetry for Year 1 includes that by some of our best-loved children's poets such as A. A. Milne and Irene Yates. 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 1.3.1 Spelling List: Growing Up

**Recommended grammar activities:**
Select from 'further activities' bank according to the needs of your class.

**Other sessions available in the Lesson Bank:**

**Comprehension 2:** *My Brother's Teddy* **(Marian Swinger)**
- Make inferences

**Depth focus 1:** *The End* **(A. A. Milne)**
- Focus on pairs of rhyming words

**Depth focus 2:** *The End* **(A. A. Milne)**
- Perform a poem

**Depth focus 3:** *My Brother's Teddy* **(Marian Swinger)**
- Use descriptive language

**Short composition 2:** *My Brother's Teddy* **(Marian Swinger)**
- Write a label for a toy using a simple sentence

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| | Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|---|---|---|---|---|---|
| | **Comprehension 1:** *The End* **(A. A. Milne)**<br><br>*Introduce the theme of growing up* | **Short composition 1:** *The End* **(A. A. Milne)**<br><br>*Create their own 'growing up' poem*<br><br>*Write simple sentences* | **Comprehension 3:** *Don't Tell!* **(Irene Yates)**<br><br>*Use own experiences to understand a poem* | **Comprehension 4:** *Peasy!* **(Brian Moses)**<br><br>*Use own experiences to understand a poem*<br><br>*Make predictions* | **Depth focus 4:**<br>*Don't Tell!* **(Irene Yates) and** *Peasy!* **(Brian Moses)**<br><br>*Explore patterns in a poem*<br><br>*Compare two poems* |
| | **Objective** | | | | |
| **Week 1** | Listen to and discuss a wide range of text types; Be encouraged to link what they read or hear read to their own experiences; Explain clearly their understanding of what is read to them | 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 | 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; Explain clearly their understanding of what is read to them | Draw on what they already know/background information/vocabulary provided by teacher; Make inferences; Explain clearly their understanding of what is read to them; Make predictions | Recognise and join in with predictable phrases; Learn to appreciate rhymes and poems; recite some by heart; Participate in discussions and listen to others |
| | **Spoken Language** | | | | |
| | Participate actively in conversations; Articulate and justify answers | Participate actively in conversations | Speculate, hypothesise, imagine and explore ideas; Articulate and justify answers | Build their vocabulary | Participate actively in conversations; Consider and evaluate different viewpoints |
| | **Success Criteria** | | | | |
| | I can introduce the theme of growing up | I can create my own 'growing up' poem<br><br>I can write simple sentences | I can use my own experiences to understand a poem | I can use my own experiences to understand a poem<br><br>I can make predictions | I can explore rhyme<br><br>I can explore patterns in a poem<br><br>I can compare two poems |

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| | **Day 6** | **Day 7** | **Day 8** | **Day 9** | **Day 10** |
|---|---|---|---|---|---|
| **Week 2** | **Short composition 3** *Don't Tell!* **(Irene Yates) and** *Peasy!* **(Brian Moses)** *Use 'because' to link two simple sentences* | **Comprehension 5:** *If I Were a Hawk* **(Clare Bevan)** *Look for patterns in a poem* | **Comprehension 6:** *If I Were a Hawk* **(Clare Bevan)** *Make inferences* *Explore verbs* *Explore movement and sound effects* | **Depth focus 5:** *If I Were a Hawk* **(Clare Bevan)** *Develop ideas using imagination* | **Short composition 4:** *If I Were a Hawk* **(Clare Bevan)** *Create a class poem based on a model* |
| | **Objective** | | | | |
| | Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Sequence sentences to form short narratives; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be | Learn to appreciate rhymes and poems; recite some by heart; Make inferences; Explain clearly their understanding of what is read to them | Draw on what they already know/background information/vocabulary provided by teacher; Make inferences | Be encouraged to link what they read or hear read to their own experiences; Participate in discussions and listen to others | Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Sequence sentences to form short narratives; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard |
| | **Spoken Language** | | | | |
| | Articulate and justify answers | Participate actively in conversations | Participate actively in conversations; Build their vocabulary | Speculate, hypothesise, imagine and explore ideas; Build their vocabulary | Speculate, hypothesise, imagine and explore ideas; Build their vocabulary |
| | **Success Criteria** | | | | |
| | I can use 'because' to link two simple sentences | I can look for patterns in a poem | I can make inferences  I can explore verbs  I can explore movement and sound effects | I can develop ideas using imagination | I can create a class poem based on a model |