

Year group: 4	spellings	LO and SC (learning objective and success criteria)	Main teaching activities	Independent / Group Activities				Plenary
				D	C	B	A	
Monday	<p>Key Stage 2 Keywords: <u>quarter</u> <u>question</u> <u>recent</u> <u>regular</u> <u>reign</u></p> <p>Key Stage 2 Spelling Pattern: Words with the 'k' sound spelt 'ch'- <u>scheme</u> <u>chorus</u> <u>chemist</u> <u>echo</u></p>	<p>LO: To recognise different forms of poetry</p> <ul style="list-style-type: none"> - Recognise different forms of poems poem - Recognise features of a poem - Discuss likes and dislikes about the poems <p>Challenge: Decide which poem you like the most and say why. Talk about the style and features</p>	<p>This week we will independently writing a poem to perform and entre the year 4 competition. Tis will have to include: presentation of the poem, use of features of the poem.</p> <p>This is our second week of poetry show we should be familiar with the features. recap.</p> <ul style="list-style-type: none"> • Similes and metaphors • Rhyme • Repetition • Alliteration • Powerful adjectives • Powerful verbs • Personification <p>Show the children the different types of poems and encourage discussion with them. 'Book Talk' helps a grow understanding and deepen appreciation. Triggers the discussion with an open question such as, 'what can we</p>	<p>Show 2 poems and discuss the features.</p> <p>Recognise different forms of poems</p>	<p>Recognise different forms of poems poem</p> <p>Recognise features of a poem</p>	<p>Recognise different forms of poems poem</p> <p>Recognise features of a poem</p> <p>Discuss likes and dislikes about the poems</p>	<p>Recognise different forms of poems poem</p> <p>Recognise features of a poem</p> <p>Discuss likes and dislikes about the poems</p> <p>Challenge : Decide which poem you like the most and say why. Talk about the style and features</p>	<p>Hear which poem children like and why?</p> <p>What features did you like?</p> <p>Pair up with someone who looked at a different poem and compare them. What is different? What is similar?</p>

say about this? Show the different types of poems on the PP.

Acrostic
Shape
Diamante
Rhyming
Cinquain

Photo evidence

Task: Children to write in books which poem they like (which form) and why. How will they be writing their poem? In which style?

Learning wall: different types of poems.

Similes, metaphors, adverbs,

Tuesday

Key Stage 2
Keywords:
quarter
question
recent regular
reign
Key Stage 2
Spelling
Pattern:
 Words with the
 'k' sound spelt
 'ch'-
scheme chorus
chemist echo

LO: To choose and use words that capture the readers interest in poetry

- identify different features in poetry
- include metaphors
- include personification

Challenge: Write a short stanza showing your understanding of these features.

Year 1 and 2
LO: To explore language feature in poetry
 identify different features in poetry
 Include alliteration
 Include a simile
 Challenge: write a short stanza.

Today children will explore and revisit some of the work they have done from last week.
 Recap the features in a poem. What makes a poem a poem?
 Today we are going to explore metaphors and personification further. For children who can't grasp these concepts yet, stick to similes and alliteration.

Go through power point and talk about different metaphors.

Task 1: children to match metaphors eg:
 The moon is a white balloon.
 More examples at the bottom of the plan. Children to write them up in to books.

Personification: in books match the human quality with object. Go through some as a class.

Object		Human quality
The candle flame		nodded in the wind.
The chocolate cake in the fridge		crept into the classroom.
The party		danced in the dark.
The wallflowers		sang a lonely song.
Along with the teacher, silence		was calling her name.
The wind		died as soon as he left.

Task 2:
 Children are to write a short poem using techniques we have learnt and used today.

LO: To explore language feature in poetry
 identify different features in poetry
 Include alliteration
 Include a simile
 Challenge: write a short stanza.

- identify different features in poetry
 - include metaphors

- identify different features in poetry
 - include metaphors
 - include personification

- identify different features in poetry
 - include metaphors
 - include personification

Challenge:
 Write a short stanza showing your understanding of these features.

Hear some of the children's work based. Pick from lolly sticks.

<p>Wednesday</p>	<p>Key Stage 2 Keywords: <u>quarter</u> <u>question</u> <u>recent</u> <u>regular</u> <u>reign</u> Key Stage 2 Spelling Pattern: Words with the 'k' sound spelt 'ch'- <u>scheme</u> <u>chorus</u> <u>chemist</u> <u>echo</u></p>	<p>LO: To plan a poem</p> <ul style="list-style-type: none"> - List adverbs - List a range of metaphors - List personification <p>Challenge: Include hyperbole</p> <p>Year 1 and 2</p> <p>LO: To plan a poem</p> <ul style="list-style-type: none"> - Use adjective - Use verbs - Use alliteration 	<p>Warm up: adverbs and hyperbole. Show pictures of several different fairy tales to the children eg: the three little pigs, little red riding hood, three billy goats gruff. Stimulus. LA- speak through adjectives verbs and think of some alliteration together. All children will benefit from this. Talk through the meaning of hyperbole – mainly of the HA.</p> <div style="text-align: center;"> <h3>Hyperbole</h3> <p>Hyperbole is obvious exaggeration to make a point.</p> <p>She knows everything about math!</p> <p>You are the best teacher in the entire universe.</p> <p>My hands are ice cold!</p> <p>Similes and metaphors can also be examples of hyperbole.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Nouns <small>Nouns are used to name a person, animal, place, thing or idea.</small></p> </td> <td style="padding: 5px;"> <p>Verbs <small>Verbs are 'doing' words. They usually tell us about an action.</small></p> </td> <td style="padding: 5px;"> <p>Alliteration <small>Alliteration is the repetition of sounds in a group of words.</small></p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Adjectives <small>Adjectives are describing words.</small></p> </td> <td style="padding: 5px;"> <p>Adverbs <small>Adverbs describe the way that something happens.</small></p> </td> <td style="padding: 5px;"> <p>Onomatopoeia <small>Words that sound like the thing they are describing.</small></p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Similes <small>Similes compare different things. They usually use the words 'like' or 'as'.</small></p> </td> <td style="padding: 5px;"> <p>Metaphors <small>Metaphors compare different things by suggesting that they are similar.</small></p> </td> <td style="padding: 5px;"> <p>Personification <small>Saying that non-living things have human qualities.</small></p> </td> </tr> </table> <p>Children will have split their books in to 6 (HA) and LA in to 4 (nouns , verbs, alliteration and adjectives)</p> </div>	<p>Nouns <small>Nouns are used to name a person, animal, place, thing or idea.</small></p>	<p>Verbs <small>Verbs are 'doing' words. They usually tell us about an action.</small></p>	<p>Alliteration <small>Alliteration is the repetition of sounds in a group of words.</small></p>	<p>Adjectives <small>Adjectives are describing words.</small></p>	<p>Adverbs <small>Adverbs describe the way that something happens.</small></p>	<p>Onomatopoeia <small>Words that sound like the thing they are describing.</small></p>	<p>Similes <small>Similes compare different things. They usually use the words 'like' or 'as'.</small></p>	<p>Metaphors <small>Metaphors compare different things by suggesting that they are similar.</small></p>	<p>Personification <small>Saying that non-living things have human qualities.</small></p>	<p>Use adjective Use verbs Use alliteration</p>	<p>List adverbs List a range of metaphors</p>	<p>List adverbs List a range of metaphors List personification Challenge: Include hyperbole</p>	<p>List adverbs List a range of metaphors List personification Challenge: Include hyperbole</p>	<p>Magpie others work to add to their own. Learning wall so that children can use for the rest of week.</p>
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<p>Thursday</p>	<p>Key Stage 2 Keywords: <u>quarter</u> <u>question</u> <u>recent</u> <u>regular</u> <u>reign</u></p>	<p>LO: To write a poem</p> <ul style="list-style-type: none"> - Similes - Metaphors - Stanzas <p>Challenge: Include hyperbole</p>	<p>Task : to write a poem in the style of their choice</p> <p>Children to independently work on their poems today</p>	<p>LA: to pick either an acrostic poem or rhyming poem</p>	<p>Similes Metaphors</p>	<p>Similes Metaphors Stanzas</p>	<p>Similes Metaphors Stanzas Challenge: Include hyperbole</p>	<p>Children must re-read their poems with their learning partners and edit and improve</p>									

	<p>Key Stage 2 Spelling Pattern: Words with the 'k' sound spelt 'ch'- <u>scheme</u> <u>chorus</u> <u>chemist</u> <u>echo</u></p>	<p>Year 1 and 2 LO: To write a poem</p> <ul style="list-style-type: none"> - Use adjective - Use verbs - Use alliteration 						throughout the lesson.
Friday	<p>Key Stage 2 Keywords: <u>quarter</u> <u>question</u> <u>recent</u> <u>regular</u> <u>reign</u></p> <p>Key Stage 2 Spelling Pattern: Words with the 'k' sound spelt 'ch'- <u>scheme</u> <u>chorus</u> <u>chemist</u> <u>echo</u></p>	<p>LO: To perform a poem</p> <ul style="list-style-type: none"> - Use features of a poem Use intonation and tone Use body language and facial expression <p>Challenge: Learn your poem off by heart</p>	<p>Training day Bring the poem alive with great reading and do not be afraid to use percussive instruments to provide a simple backing or to use illustration to enrich the experience. Make the poem live.</p> <p>Children will perform their poem to the class or to a peer in the classroom. those who would like to enter the competition can do so but will be for a treat at the end of the day (marbles treat)</p> <p>Observation sheet</p>	Use features of a poem	- Use features of a poem Use intonation and tone	- Use features of a poem Use intonation and tone Use body language and facial expression	- Use features of a poem Use intonation and tone Use body language and facial expression Challenge: Learn your poem off by heart	To perform poems to class and poetry competition.

Recipe to make a wolf

Take

the rushing of a storm cloud,

the growl of a dog in a corner
and the song of a whale adrift
for her voice.

Take

the shrug of drifting mist,
a bonfire's smoke swirling
and an old man's beard
for her coat.

Take,

the strength of an elephant's tusk,
the jagged tip of a rat's bite
and a slice of slate
for her teeth.

Take,

the speed of a squirrel's dash,
the softness of a dove's feathers
and the fire's fine ash
for her eyes.

Take,

the stab from a heron's beak,
the flick of a dolphin's tail

and the strength of cement

for her claws.

Lesson 2 metaphors

You had better

pull your socks up.

Jumping for

joy.

It is raining

cats and dogs.

Heart of

stone.

He has the heart of a

lion.