

## Writing: Year 4 – Summer 2 Week 4

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
<b>Writing</b>	<p>Last week you looked at three nature-inspired poems by Joseph Coelho. Today you are going to <b>plan and write your own nature-inspired poem</b>.</p> <p>You can choose a natural object, like in 'Conquer' (conkers) and 'Halloween's Crumble' (blackberries and brambles), or a natural place, like 'The Satyr's Head' (a garden). See Resource 1A for inspiration.</p> <p><b>Plan</b> your ideas using Resource 1B.</p> <p>Today, you can choose any <a href="#">poetry form</a> to <b>write</b> your poem:</p> <ul style="list-style-type: none"> <li>- free-verse</li> <li>- rhyming</li> <li>- haiku</li> <li>- sonnet</li> <li>- limerick</li> </ul> <p>or... borrow a structure from one of Joseph Coelho's poems you have studied.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- <a href="#">create an image</a> using descriptive and figurative language (simile and metaphor)</li> </ul>	<p>For the poetry slam, you can perform any one of the poems you have written in this unit, inspired by Joseph Coelho.</p> <p><b>Choose your favourite poem</b> you have written, read through it to see if you would like to edit/revise it any further. You can use this time to add more verses or change parts.</p> <p>Practice performing your poem.</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Speak clearly and confidently</li> <li>- Use actions</li> <li>- Vary your tone and tempo</li> <li>- Emphasise important words/phrases</li> </ul> <p>Challenge – Memorise your poem</p> <p><b>Record your poetry performance.</b></p> <p>You can do this by video or voice recording. <b>Upload the recording to Seesaw by 3:30pm on Tuesday 23<sup>rd</sup> June.</b> Unfortunately, if your recording is late, it will not be shared with your classmates.</p>	<p>Today you are going to be listening to/watching the poetry performances from all the children in your class.</p> <p>As you listen, make notes on what you liked about each performance as you will need to decide on your favourite.</p> <p>The checklists in Resource 3A will help you to assess the poem and the performance.</p> <p>Once you have chosen your favourite poem (that is not your own), message your class teacher on Seesaw the name of the child <b>by 3:30pm on Wednesday 24<sup>th</sup> June.</b> This is your vote. If your vote is late, it will not be counted.</p> <p>The poem with the most votes will be shared with the other children in Q1E Trust.</p>	<p>Today you are going to be listening to the winning poetry performances from across the Q1E trust.</p> <p>Similarly to yesterday, as you listen, make notes on what you liked about each performance as you will need to decide on your favourite. This will help to determine a Q1E Trust Poetry Slam winner!</p> <p>The checklists in Resource 3A will help you to assess the poem and the performance.</p> <p>Once you have chosen your favourite poem (that is not your own), message your class teacher on Seesaw the school and class name of the poet. This is your vote. Please make sure your vote is submitted <b>by 3:30pm on Thursday 25<sup>th</sup> June.</b></p> <p>The Q1E Trust Poetry Slam winner will be announced on Seesaw on Friday!</p>	<p><b>Write a review</b> of your favourite performance. This can either be your favourite from your class or your favourite from the Q1E trust.</p> <p>Read the example review of Joseph Coelho's poem, 'Miss Flotsam'. (5A)</p> <p>Remember to:</p> <ul style="list-style-type: none"> <li>- Consider the audience and purpose</li> <li>- Summarise what the poem was like and the themes of the poem</li> <li>- Identify different poetic devices used (rhyme, repetition, personification, simile, metaphor, verses etc)</li> <li>- Identify the poem's form (free-verse, rhyming, haiku, sonnet etc)</li> <li>- Explain your likes and dislikes about the poem and the performance</li> </ul>
<b>Resources</b>	<p><a href="#">Video about Poetry Formats</a>  <a href="#">Video about Descriptive and Figurative Language</a>            Resource 1A            Resource 1B</p>	<p><a href="#">Video about Performing Poems</a></p>	<p>Resource 3A</p>		<p>Resource 5A            Resource 5B – Support</p>



**Reading: Year 4 – Summer 2 Week 4**

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
<b>Reading</b>	Whole class	<a href="#">There's a Viking in My Bed and Other Stories – Chapter 1 – Crash Landing</a>	<a href="#">There's a Viking in My Bed and Other Stories – Chapter 2 – Double Booking</a>	<a href="#">There's a Viking in My Bed and Other Stories – Chapter 3 and 4 – Lunch and Viking Style</a>	<a href="#">There's a Viking in My Bed and Other Stories – Chapter 5 – Great Changes</a>	<a href="#">There's a Viking in My Bed and Other Stories – Chapter 6 – A Present From Thor</a>	
	Independent	*	<a href="#">A Different Pond</a>	<a href="#">A Visit to the Vet</a>	<a href="#">Building Bridges 1 - 14</a>	<a href="#">Building Bridges 15 - 27</a>	<a href="#">How Computers Work</a>
	**	<a href="#">A Superhero Cookbook</a>	<a href="#">Ocean Divers</a>	<a href="#">Disaster Relief</a>	<a href="#">When Penny met POTUS</a>	<a href="#">Canyon Hunters</a>	
	***	<a href="#">Back on the Beam 1 - 15</a>	<a href="#">Back on the Beam 16 - 30</a>	<a href="#">Search and Rescue Dogs</a>	<a href="#">Rocks and the People who Love Them 1 - 17</a>	<a href="#">Rocks and the People who Love Them 18 - 27</a>	
<b>Spelling</b>		<p>Words to learn – antibiotic, automatic, autograph, redistribute, supermarket, superman, display, discomfort</p> <p>This week you are revising some of the prefixes you have learned to use this year. Identify the prefix(es) in each word and consider what the prefix means and how it changes the meaning of the root word.</p> <p>Practise spelling these using the school strategies.</p> <p>Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>					



## Resource 1A – Nature



## Resource 1B

These Joseph Coelho videos will help you to decide on a form and help to develop your descriptions.

- [Video about Poetry Formats](#)

- [Video about Descriptive and Figurative Language](#)

### Plan

Chosen Natural Place/Object:	
Title of Poem:	
Below, in note form, write descriptions of your place/object. You can include: <b>adjectives, expanded noun phrases, similes and metaphors</b>	
How it looks:	
How it feels to the touch:	
How it smells:	
Sounds it makes:	
How it tastes:	
How it moves:	
How it makes you feel:	



## Resource 3A – Checklists

### Poem checklist

The poem is:		
	Yes	No
Original		
Engaging and interesting		
Descriptive		
Funny		

### Performance checklist

The performer:		
	Yes	No
Speaks clearly and confidently		
Uses actions		
Varies his/her tone and tempo		
Emphasises specific words or phrases		
Has memorised their poem		

## **Resource 5A**

**Audience:** Someone who wants to/is going to read the poem

**Purpose:** To inform, summarise and describe and to share opinions

### **Review of Miss Flotsam by Joseph Coelho**

'*Miss Flotsam*' is a free-verse poem written by acclaimed poet, Joseph Coelho. It was published in Joseph Coelho's 2014 collection 'Werewolf Club Rules' and can also be found being performed by Coelho online.

The poem, like much of Joseph Coelho's work, was inspired by his time in school and his teachers. When first listening to the poem, the reader learns about a wonderful, kind, adventurous reception teacher called Miss Flotsam. However, upon digging deeper, it becomes clear that 'Miss Flotsam' was not one teacher, but actually a carefully chosen name given to the many memorable adults he met at school. In this poem, we also learn more about Coelho's childhood, like how his mother was often late to pick him up, how he was bullied for the colour of his skin and that he used to fall asleep at school.

Although Coelho often uses poetic devices such as rhyme, repetition, nonsense and humour in his poems, this poem was written in free-verse, so it does not take on a specific form or structure. It is a narrative poem that tells a story.

I feel the most successful parts of the poem is when the poet uses figurative language such as metaphors to create imagery such as: '*placed sandbags around my lies*' and '*glared at him with an eye that could turn fists into begging bowls*'.

In Joseph Coelho's performance of '*Miss Flotsam*', he speaks with great confidence and clarity. He reads slowly and carefully so that each word is heard. He uses a range facial expression to show different emotions. Coelho changes his pace and tempo by slowing down to emphasize important or sad parts of the poem. He uses a few actions but the performance could be improved by using more actions to bring the poem to life.

## Resource 5B – Support

**Audience:** Someone who wants to/is going to read the poem

**Purpose:** To inform, summarise and describe and to share opinions

### Review of \_\_\_\_\_

<p><b>Introduction</b> Who wrote it? What is the title?</p>	<hr/> <hr/> <hr/>
<p><b>Paragraph 1</b> What is the poem about? What are the themes of the poem? What inspired the poem?</p>	<hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>Paragraph 2</b> What poetic devices did the poet use? What type of poem is it?</p>	<hr/> <hr/> <hr/>
<p><b>Paragraph 3</b> What did you like about it?</p>	<hr/> <hr/> <hr/>
<p><b>Paragraph 4</b> What was good about the performance?</p>	<hr/> <hr/> <hr/>

