

YEAR 1 ENGLISH

TERM 6 WEEK 5

THIS WEEK

- Over the next 2 weeks we are going to focus on poetry with the theme being 'Poems About Nature'.
- Each session should take about 30-40 minutes.
- This week we will be focusing on:
- *Session 1* – I Wandered Lonely as a Cloud (Daffodils) by William Wordsworth
- *Session 2* – Out in the Dark and Daylight by Aileen Fisher
- *Session 3* – Who? by Pie Corbett
- *Session 4* – Punctuation for poetry
- *Session 5* – Performing a poem
- Please remember to send your learning to: lemurs@bratton.wilts.sch.uk

SESSION 1 – I WANDERED LONELY AS A CLOUD (DAFFODILS) BY WILLIAM WORDSWORTH

- This week we are going to learn about a range of different poems all about nature.
- The first poem we are going to learn about is called 'I Wandered Lonely as a Cloud', although it is sometimes known by the title 'Daffodils', and it was written by William Wordsworth in 1807. This was over 200 years ago!
- First we would like you to watch this animated version of the poem. We hope that this will help you to understand what the poem is about as there is some tricky language used.
<https://www.youtube.com/watch?v=e7XcZekPf98>
- Next we would like you to watch Mrs Janman's Video:
<https://www.youtube.com/watch?v=ryVQ8OfWJLY>
- There is a copy of the poem on the next page to help you with the two activities for today.
- Then we would like you to create your own actions for the first verse of the poem as you were shown by Mrs Janman.
- Lastly, we would like you to create a picture that shows how the poem makes you feel. You can use words or phrases from the poem to inspire this.

SESSION 1 – DAFFODILS BY WILLIAM WORDSWORTH

Daffodils

I wander'd lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden daffodils,
Beside the lake, beneath the trees
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretch'd in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance
Tossing their heads in sprightly dance.

The waves beside them danced, but they
Out-did the sparkling waves in glee: -
A poet could not but be gay
In such a jocund company!
I gazed - and gazed - but little thought
What wealth the show to me had brought.

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills
And dances with the daffodils.

By William Wordsworth

SESSION 2 – OUT IN THE DARK AND DAYLIGHT BY AILEEN FISHER

- We are going to read another poem about nature today. Again, this poem is about the pleasures of being outdoors.
- Please start by watching Mrs Janman's video:
<https://www.youtube.com/watch?v=4vuoBXnU0t4>
- There is a copy of the poem on page 8 to help with the following activities.
- Using 'Out in the Dark and Daylight', go through with highlighters to find all /ee/ sounds. Can you think of more words with 'ee' spelling?
- Can you remember any alternative spellings of the /ee/ sound?
- Please look on the next page for some ideas.

SESSION 2 – OUT IN THE DARK AND DAYLIGHT BY AILEEN FISHER

ee	ea	e	e_e	y	ey
deep	heap	he	delete	dizzy	key
creek	cheat	ego	these	baby	monkey
steep	beaver	evil	concrete	fancy	trolley

- Next we would like you to choose at least 3 words, each from a different category above and compose a simple sentence that includes these words. Remember: Say it – write it – check it! E.g. *'She was happy to be at the beach.'*
- After this, can you compose another couplet to add to the poem, following the same pattern? E.g. 'Out in the ---- and ---light'. (Mrs Janman's is on page 9.)
- Finally, can you still remember the first verse of 'Daffodils' from yesterday? Please practise reciting it again with your actions.

SESSION 2 – OUT IN THE DARK AND DAYLIGHT BY AILEEN FISHER

Out in the Dark and Daylight

Out in the dark and daylight,
Under a cloud or tree,

Out in the park and play light
Out where the wind blows free,

Out in the March and May light
With shadows and stars to see,

Out in the dark and daylight....
That's where I like to be.

By Aileen Fisher

SESSION 2 – OUT IN THE DARK AND DAYLIGHT BY AILEEN FISHER

Mrs Janman's extra verse:

Out in the bark and bay light,
My dog walks along with me.

The words 'bark' and 'bay' have been chosen because they are sounds a dog might make.

I chose to write about walking my dog as this is something I enjoying doing outside.

SESSION 3 – WHO? BY PIE CORBETT

- In this session we are going to read the poem ‘Who?’ by Pie Corbett.
- Please start by listening to Mrs Janman reading the poem:
https://www.youtube.com/watch?v=Z_9wUonNkZs
- What did you think the poem was about?
- What patterns did you notice in the poem?
- *Repetition of ‘Who...?’ / ‘I, said the...’*
- *Rhyming words on every other line.*
- We would now like you to listen to Mrs Janman’s video again and this time try to join in with the repeated phrases. There is a copy of the poem on page 11 to help with this.
- After this, we would like you to answer the questions on the next page about the poem.

SESSION 3 – WHO? BY PIE CORBETT

Who?

Who tasted sleep,
While the west wind blew?
I, said the son,
It was all that I knew.

Who heard the leaves
Stumble in the trees?
I, said the finch,
As they took to the breeze.

Who touched the stars,
Like pinpricks of light?
I, said the fox,
In the dark of the night.

Who smelt the frost
As it freckled the trees?
I, said the grass,
As it speckled the leaves.

Who saw the moon
Like an eye drifting by?
I, said the owl,
saw it glide way up high.

Then who saw her leave
With no word of warning?
I, said the dark,
As daylight was dawning.

By Pie Corbett

SESSION 3 – WHO? BY PIE CORBETT

- Which lines do you think paint the best picture in words?
- What does the poet compare the moon to? Or the stars?
- Who left with ‘no word of warning’?
- Which of the 5 senses has the poet written about using? For example, ‘*tasted sleep*’.
- Did you notice that these words are written in the past tense?
- Which of these words uses the past tense –ed ending?
- Which of these senses words appears twice in the poem?

- For the last part of this session, we would like you to choose one of the verses to learn by heart. Think about the way you could use your voice. Can you add sound effects using body percussion (claps, stomping, clicking fingers) or an instrument if you have one at home? *For example, you would whistle like the wind after the line ‘While the west wind blew...’ or tap your feet after the line ‘Stumble in the trees...’*

SESSIONS 4 – PUNCTUATION FOR POETRY

- Today we are going to look at the punctuation used in the poem ‘Who?’ by Pie Corbett.
- Some of the punctuation we would like you to look out for is:

Capital letters . ? ! ,

- Pie Corbett has used the question word ‘Who....?’ lots of times and so question marks have been used.
- He has also used full stops at the end of each line when a different character is talking, e.g. *“I, said the fox, in the dark of the night.”*
- He has also used commas at the end of every line that does not have a question mark or full stop. It is common in poetry to use a comma at the end of each line. If you look at ‘Out in the Dark and the Daylight’ on page 8 you will see the poet has used lots of commas.
- Finally, there are lots of capital letters used. The beginning of each line starts with a capital letter even if it the middle of a sentence! This is allowed in poetry but not in other types of writing.
- Please look on the next page to see all the punctuation highlighted.

SESSIONS 4 – PUNCTUATION FOR POETRY

Who?

Who tasted sleep,

While the west wind blew?

I, said the son,

It was all that I knew.

Who heard the leaves

Stumble in the trees?

I, said the finch,

As they took to the breeze.

Who touched the stars,

Like pinpricks of light?

I, said the fox,

In the dark of the night.

Who smelt the frost

As it freckled the trees?

I, said the grass,

As it speckled the leaves.

Who saw the moon

Like an eye drifting by?

I, said the owl,

→ saw it glide way up high.

Then who saw her leave

With no word of warning?

I, said the dark,

As daylight was dawning.

A missed capital letter.

By Pie Corbett

- Please turn to the next page for the next part of the lesson.

SESSIONS 4 – PUNCTUATION FOR POETRY

- For the next part of our lesson we are going to write a new verse for the poem ‘Who?’
- We would now like you to watch Mrs Janman’s video to help with your writing: <https://www.youtube.com/watch?v=fTwHoesdRpM>
- Please see Mrs Janman’s example verse below.
- Don’t forget to send in your finished verse to lemurs@bratton.wilts.sch.uk

Who saw the bat,
Like a shadow across the moon?
I, said the cat,
As he whistled a tune.

SESSIONS 5 – PERFORMING A POEM

- Today we would like you to perform your favourite poem from this week. You could perform the whole poem or just 1 or 2 verses if you prefer.
- We would like you to think about how you use your voice and body during the performance.
- Please start by watching this BBC video to get you thinking about different ways you can perform poetry: <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>
- Mrs Janman will be asking some of you to perform your chosen poem to the class on either Monday or Wednesday when you are next in school.
- For those of you still at home, could you ask a parent to film your performance so that we can watch you in school too?
- Have fun and we are looking forward to seeing your performances!