

# **YEAR 1 ENGLISH**

**TERM 6 WEEK 6**

# THIS WEEK

- This week we are going to continue focusing 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* – Introducing haikus
- *Session 2* – Planning a haiku
- *Session 3* – Writing a haiku
- *Session 4* – Producing an edited haiku
- *Session 5* – Performing a haiku
- Please remember to send your learning to: [lemurs@bratton.wilts.sch.uk](mailto:lemurs@bratton.wilts.sch.uk)

# SESSION 1 – INTRODUCING HAIKUS

- This week we are going to learn about haiku poems.
- All haikus follow the same pattern. Please start by watching Mrs Janman's video to find out what makes a haiku:

[https://www.youtube.com/watch?v=IS8oirZHR\\_0](https://www.youtube.com/watch?v=IS8oirZHR_0)

- After this we would like you to read the haikus on the next 2 pages.
- Please read the haikus carefully, counting the syllables in each line. Do they all follow the 5-7-5 pattern?
- Once you have read them all, we would like you to decide which one you liked the best and why. Please use this sentence stem to write down your opinion:

*'I liked this haiku best because...'*

- Lastly, please look at the jumbled up haiku on page 6. Can you re-assemble it in a way that shows the 5-7-5 pattern, and makes sense? Please write it out in the correct order.

# SESSION 1 – INTRODUCING HAIKUS

An old silent pond

A frog jumps into the pond,

Splash! Silence again.



Toward those short trees

We saw a hawk descending

On a day in spring.



# SESSION 1 – INTRODUCING HAIKUS

Thankful for the rain  
She dances in the puddle.  
Wet shoes and cold feet.



The night has fallen  
And the daylight has left us  
Shadows above us.

# SESSION 1 – INTRODUCING HAIKUS

- Can you correct the order of this jumbled haiku?

Across the trees, I see the

As the wind does blow

Buds blooming in May

Please look on the next page for the correct order.

# SESSION 1 – INTRODUCING HAIKUS

- Answer:

As the wind does blow

Across the trees, I see the

Buds blooming in May

- What is this haiku about?
- Does it follow the 5-7-5 pattern?

# SESSION 2 – PLANNING A HAIKU

- Today we are going to explore haikus further.
- Please start by reading this haiku:

*Green and speckled legs*

*Hops on logs and lily pads*

*Splash in cool water.*

- What is the creature being described?
- Is the number of syllables correct in each line? (5-7-5)
- What if we were to change the subject of the poem to a rabbit?
- How might we describe a rabbit's legs? Can you think of 2 good adjectives to replace 'green' and 'speckled'? Remember the first adjective needs to be 1 syllable and the second 2 syllables.
- Looking at line 2, what might the rabbit hop on/into/over? Remember this line needs to be 7 syllables exactly. Try clapping the syllables in each word to check.
- Now we need to think about the last line. Where does a rabbit live? How might it get in? E.g. 'Bounce into the hutch.' Remember this last line needs to be exactly 5 syllables.
- Please turn to the next page for Mrs Janman's example.



## SESSION 2 – PLANNING A HAIKU

- Mrs Janman's rabbit haiku:

*Soft and furry legs*

*Hops through swishing grass and weeds*

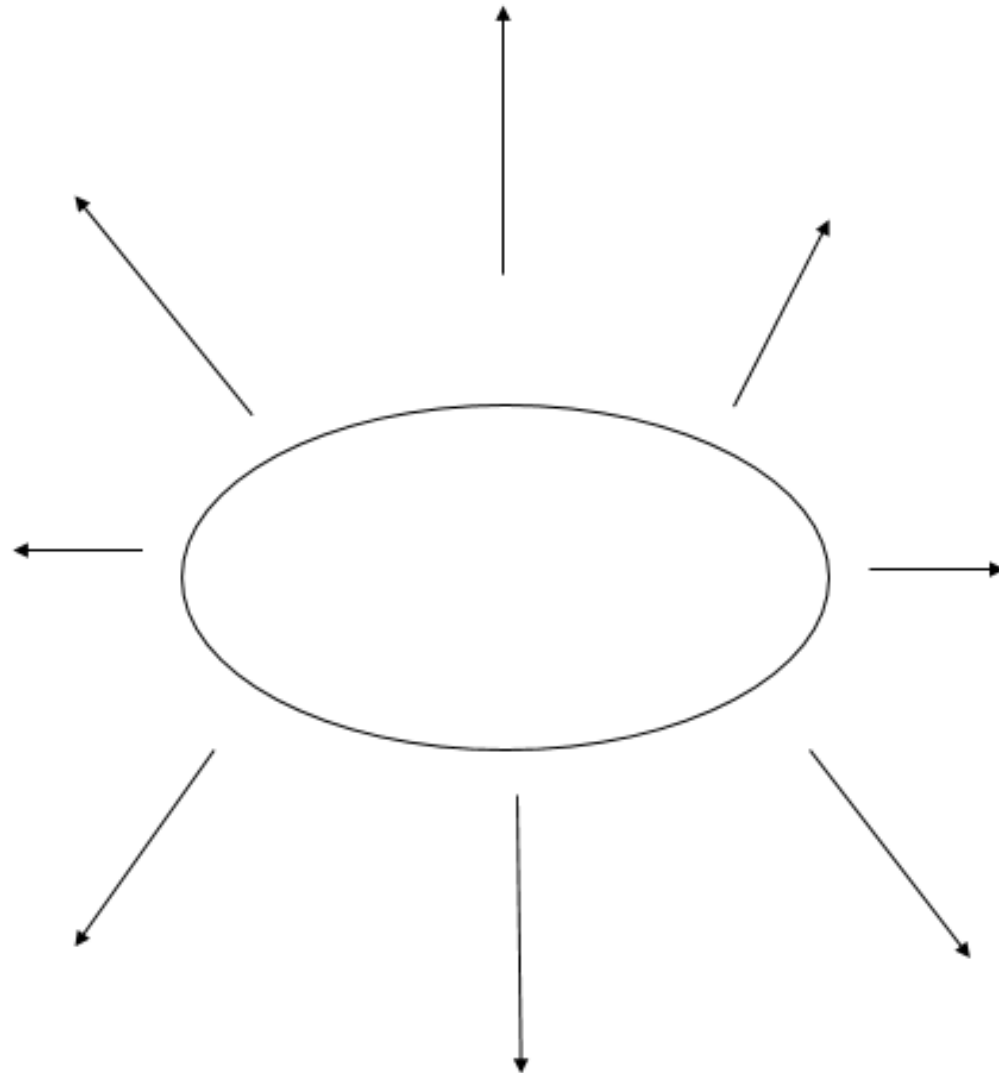
*Bounce into the hutch*

Does this follow  
the 5-7-5  
pattern?

- Lastly, we would like you to mind map possible subjects for a nature themed haiku.
- Please draw a picture and write some adjectives to describe your object. There is a template to help with this on the next page.
- Here are some ideas to get you started:



## SESSION 2 – PLANNING A HAIKU



Decide what your nature haiku will be about and draw / write this in the centre.

Then think of some good adjectives to describe it.

You can then include these words in your poem tomorrow.

# SESSION 3 – WRITING A HAIKU

- In this session we are going to write our own nature haikus.
- Please start by watching Mrs Janman's video, which has been recorded in 2 parts due to some technical difficulties, so please watch both halves of the video:
  - Part 1: <https://www.youtube.com/watch?v=JFSWRnASt0I>
  - Part 2: <https://www.youtube.com/watch?v=IU3ceIytGGk>
- We would now like you to have a go at writing your own haiku, or more than one haiku if you would like, about your chosen object / animal / plant.
- Please look on the next page for Mrs Janman's example.
- Please remember to:
  - Say each line out loud.
  - Count the syllables. Does it follow the 5-7-5 pattern?
  - Check that it makes sense.

# SESSION 3 – WRITING A HAIKU

- Mrs Janman's haiku example:

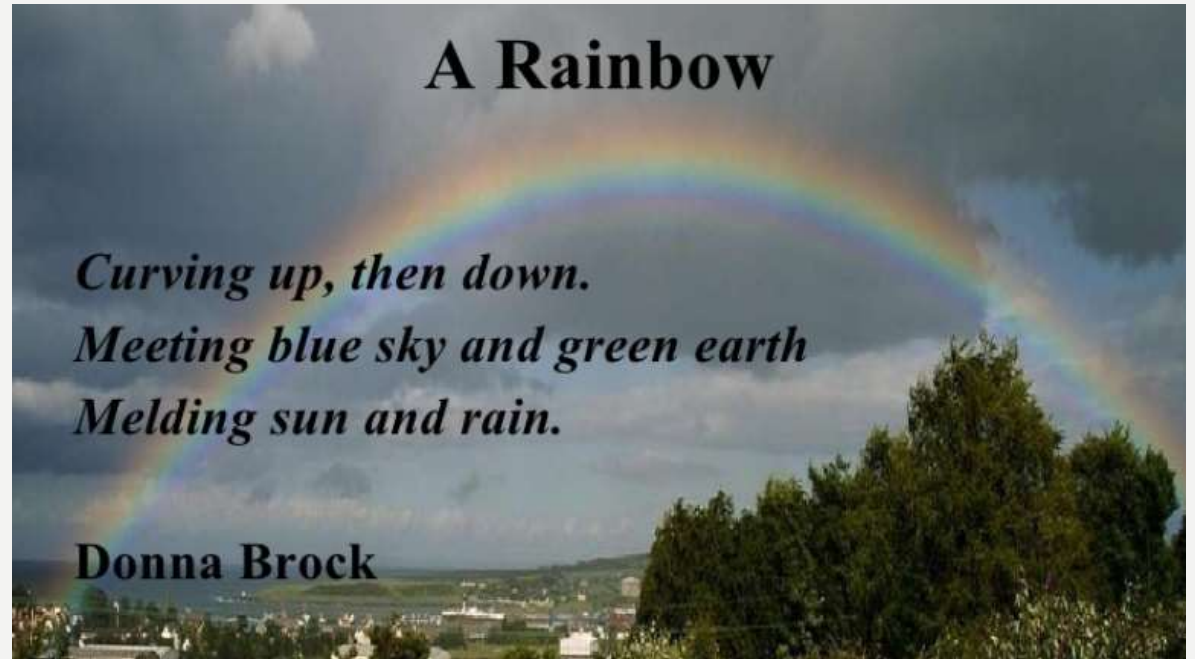
The cocoon opens  
A butterfly flutters out  
Dancing with the wind

# SESSION 4 – PRODUCING AN EDITED HAIKU

- Today we are going to edit and improve our haikus from yesterday, before producing a final copy of our poems.
- We would like you to start by re-reading your haiku from yesterday.
- Have you started each line with a capital letter? (Please edit this if you have not.)
- Does your haiku make sense?
- Is it about one animal or plant or natural thing?
- Is it easy to guess from your haiku what that is? (Would another person be able to guess?)
- Now please check your spellings. Have you used your knowledge of common words to spell these correctly? E.g. the, was, she, my (as a few examples).
- Have you sound talked more challenging words carefully?
- Once you have finished editing your poem please turn to the next page.

# SESSION 4 – PRODUCING AN EDITED HAIKU

- We would now like you to look at the haiku examples below.
- What do you like about the way each poet has presented their haiku?



- We would like you to present your haiku in an interesting way.
- When writing up your haiku please be careful to copy the changes you have made and not the original draft.
- Remember to send a picture of your finished haiku to [lemurs@bratton.wilts.sch.uk](mailto:lemurs@bratton.wilts.sch.uk)

# SESSIONS 5 – PERFORMING A POEM

- Today we would like you to perform your haiku.
- We would like you to think about how you use your voice and body during the performance.
- If you feel it would be helpful, then you could start by re-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>
- Have fun and we are looking forward to seeing your performances!