

Heard on a Saltmarsh – Opening Doors



Rationale

'Visitors' have arrived from another dimension in order to remind the children about the values of friendship, respect, nurture and trust. Through immersing the children in language rich poetry and encouraging them to observe the wider world around them, the children will produce and perform their own unique performance poetry which reflect their thoughts, feelings and emotions.

Hook

The children discover a hidden doorway into a new world of discovery. Within this magical room, images of nymphs and fairies look down upon them and the room is rich with language and sounds.

Outcome

An exhibition of the the children's writing. Performance and associated artwork to be celebrated by parents and the wider community.

Emotional Intelligence

Talk about a wider range of feelings and be able to explain why they feel this way.
Make appropriate responses to a range of emotions, conveying and understanding of how others feel.

Thinking

Process a variety of information using a range of organising tools.
Pose and follow lines of enquiry through raising relevant questions and planning actions to undertake research and find solutions.

English

Main writing tasks

Learn a poem ' Heard on a Saltmarsh' for performance developing intonation, tone, volume and action.
Use a thesaurus to generate and refine vocabulary, building on known devices.
Describe a nymph or a goblin using rich vocabulary.

Other writing tasks

Listen to a poetry performance (Goldfish – Harold Monro). Use a bubble thinking tool to allow the children to react to the poem. The diagram should include how they feel about the poem, what emotions does it evoke?
What images do they see in the poem?
Ask questions to deduce and infer meaning of poems.

Write a conversation between a nymph and a goblin using direct speech, including the use of the comma before the reporting clause.

Art

Observe and learn about a range of sculptors, particularly those focusing on form and space. e.g. Andy Goldsworthy
To use sculpture to develop and create their ideas, experiences and imagination
To improve and further master their art and design techniques through a controlled approach to using wire to create 3D fish sculptures.
Make links between their own work and those of recognised contemporary artists.

Science

Describe the movement of the Earth and the other planets, relative to the Sun in the solar system.
Describe the movement of the Moon relative to the Earth.
Describe the Sun, Earth and Moon as approximately spherical bodies.

Innovate own version of the poem:
Heard on a Salt Marsh.

Writing skills to cover

Organisational features/language/structure of poetry
Poetry devices
e.g. rhyme, rhythm, simile, personification, metaphor alliteration, couplets etc

Spelling, Punctuation and Grammar

Common exception words 3 and 4
Revise homophones
Prefix 're'
Prefix 'anti'
Suffix 'ion'
Write using a rich and varied vocabulary appropriate to purpose and form.
Sentences demarcated mainly correctly using capital letters, full stops, question marks and exclamation.
Express time, place and cause using:
•conjunctions (when, before, after, while, so, because etc.)
•adverbs (then, next, soon, therefore, finally)
Prepositions (before, after during, in, because of)

Talk 4 Writing strategies

OPENING DOORS
White Space Thinking
Imitate, innovate, invent
Text mapping
Tool Kit

Application Subject - Music

To compose a piece of background music that will accompany the poetry performance.

Application Subject - Geography

To understand the formation of a Salt Marsh

Home Learning

Create and illustrate an original poem to be presented as part of a "living" anthology. Practise performing your poem. Prepare to read aloud or perform your poem. Think about intonation, volume and action.