



St Alban's CofE Primary School

Poetry LTP



	Poetry Unit 1 Autumn 1		Poetry Unit 2 Autumn 2		Poetry Unit 3 Summer Term	
EYFS	A Bundle of Rhymes Traditional nursery rhymes are focused on each day to enhance aspects of Phase 1: body percussion, rhythm and rhyme and voice sounds. Outcome: Pupils recite rhymes and use them to build a narrative for their peers.	Poems <ul style="list-style-type: none"> • <i>Mother Goose</i> • <i>Jack be Nimble</i> • <i>Hey Diddle Diddle</i> • <i>Hickory Dickory Dock</i> • <i>Little Miss Muffet</i> 	Creepy Crawly and Busy Bugs The poems are recited with actions to explore rhyme and vocabulary. Outcome: Pupils' drawings are labelled with marks appropriate to their development stage. They also contribute to a class poem.	Poems <ul style="list-style-type: none"> • <i>Creepy Crawly Anon. & Hey Little Bug</i> by J Carter • <i>Busy Bugs</i> p.10, <i>Poems from pages 18-24</i> • <i>Mad About Minibeasts</i> by G Andreae and D Wojtowycz • <i>Teacher choice on poems used from this book</i> 	Eat Your Peas Louise Poetry linked to fruit and vegetables is used to teach rhyming strings and phonic knowledge as well as an appreciation of humour. Outcome: Pupils contribute phrases, captions and lines as appropriate to a class poem.	Poems <ul style="list-style-type: none"> • <i>Eat Your Peas Louise</i> by Pegeen Snow • <i>Dinner Time Rhyme</i> by June Crebbin in <i>The Puffin Book of Fantastic First Poems</i> ed. June Crebbin
Y1	Sea Songs Music and song on a sea theme are used to investigate feelings and growing up. Outcome: Pupils add a verse to a song and make a list poem about the sea in a zig-zag book.	Poems <ul style="list-style-type: none"> • <i>When I Was One – The Pirate Song</i> (Trad.) • <i>A Sailor Went to Sea</i> (Trad.) • <i>Pirate Pete</i> by James Carter in <i>'Hey, Little Bug! Poems for Little Creatures'</i> 	There Are No Such Things as Monsters The poem is learned by heart throughout the unit. With a focus on reading and making a list of words, exploring rhyme. Outcome: Pupils create and describe new monsters to add to the model poem.	Poems <ul style="list-style-type: none"> • <i>There Are No Such Things as Monsters</i> by Roger Stevens • <i>Off by Heart</i> by Roger Stevens 	Poetry Fruit Salad Senses vocabulary is explored throughout the poems, with a focus on wordplay, rhyming strings Outcome: To write poem about fruit using senses vocabulary in a shape and join with others.	Poems <ul style="list-style-type: none"> • <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters • <i>Plum</i> by Tony Mitton p258 • <i>Apples</i> by John Siddique p241 • <i>If I Were An Apple</i> Anon. p264
Y2	Zebra Question Develops thinking about our own unique qualities and characteristics with a focus on vocabulary and repetitive patterns. Outcome: A portrait-style riddle and a list poem about themselves.	Poems <ul style="list-style-type: none"> • <i>Zebra Question</i> by Shel Silverstein • <i>Ten Things Found in a Shipwrecked Sailor's Pocket</i> by Ian McMillan • <i>A Menagerie of Animals</i> by A. F. Harrold 	The Owl and the Pussycat This unit explores the popular rhyme using animation, drawing and nonsense words. Outcome: To write the first two verses of a new poem based on <i>The Owl and the Pussycat</i>	Poems <i>The Owl and the Pussycat</i> by E. Lear (readily available online)	Fox! Issues of acceptance, tolerance and respect for the environment are explored through wildlife poetry. Outcome: To write a descriptive wildlife poem of their own.	Poems <ul style="list-style-type: none"> • <i>Fox</i> by Kathy Henderson p269 in <i>I Am the Seed That Grew the Tree</i> ed. • <i>Fiona Waters & Badgers</i> by Richard Edwards p119, • <i>Midnight Visitors</i> by Irene Rawsley p263
Y3	The Shell Texture, art and music are explored in this unit of work, comparing poems about the sea. Outcome: Pupils write their own illustrated, descriptive senses poem about the sea.	Poems <ul style="list-style-type: none"> • <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters • <i>The Shell</i> by John Foster • <i>Squishy Words</i> by Alistair Reid • <i>Sea Shell</i> by Amy Lowell 	Dance with Me, Autumn This 5-couplet poem is supplemented by other seasonal verse to develop descriptive language. Outcome: To write and perform a five-couplet poem about winter.	Poems <ul style="list-style-type: none"> • <i>Dance with Me, Autumn</i> • <i>Online poems:</i> • <i>The Garden Year</i> by S Coleridge • <i>Autumn's Begun</i> by A J Roma • <i>Frost</i> by V Bloom 	Apes to Zebras Throughout the unit, the features of various concrete poems linked to animals are investigated. Outcome: Pupils write a concrete poem about a giraffe, refining and editing with a partner.	Poems <ul style="list-style-type: none"> • <i>Apes to Zebras An A-Z of Shape Poems</i> by Liz Brownlee, S Hardy Dawson and R Stevens • <i>The Shape I'm In</i> by James Carter in <i>The Works Vol 1</i> by Paul Cookson

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Y4	Family Album With a focus on the development of language, in particular, verbs and the use of hyperbole. Art and drama are used to encourage pupils to explore ideas about their own family sayings. Outcome: Pupils write a free-verse narrative poem to add to an class album.	Poems <ul style="list-style-type: none"> • <i>Me and My Brother</i> by Michael Rosen • <i>Tricks in Quick, Let's Get Out of Here</i> by Michael Rosen 	The Lost Lost-Property Office List poems based on lost things by Roger McGough and Michael Rosen are used as models. The unit focuses on effective use of language and experimenting with simple forms. Outcome: To write and perform a group list poem based on <i>The Lost Lost-Property Office</i> .	Poems <ul style="list-style-type: none"> • <i>Poetry Pie</i> by R McGough • <i>The Lost Lost-Property Office</i> Roger McGough • <i>Words Are Ours</i> by Michael Rosen 	Look Closely Various examples of Haiku are explored and written. The focus is on experimenting with poetic forms and using effective and precise language. Outcome: To write a Haiku based on the natural world and link with others to make a series.	Poems <ul style="list-style-type: none"> • <i>I Am the Seed That Grew the Tree</i> ed. Fiona Waters • <i>Examples of Haiku</i> from pgs. 164, 140, 177, 125 • <i>Icy Morning Haiku</i> by James Carter p43 • <i>Acorn Haiku</i> by Kit Wright p234
Y5	The Song of Hiawatha This unit has a focus on reciting sections of the classic, narrative poem by Henry Wadsworth Longfellow. Written in 1855, this epic poem describes the life of Native American character Hiawatha. Outcome: Pupils write a section of a narrative poem about water.	Poems <ul style="list-style-type: none"> • <i>Extracts from The Song of Hiawatha</i> from online sources 	The Moon The unit contrasts several poems written about the moon as a female character. These are used as models to create their own poem describing the moon's appearance, movement and setting. Outcome: To write their own poem about the moon using the techniques studied.	Poems <ul style="list-style-type: none"> • <i>I Am the Seed that Grew the Tree</i> ed. Fiona Waters • <i>Is the Moon Tired?</i> by Christina Rossetti • <i>The Moon at Knowle Hill</i> by Jackie Kay • <i>Silver</i> by Walter de la Mare • <i>She Walks in Beauty</i> by Lord Byron 	Animals of Africa Word play and puns are explored through a variety of engaging animal poetry. Pupils research their own animals, creating nonsense words of their own. Outcome: To write a poem about an African animal which is fun to read aloud.	Poems <ul style="list-style-type: none"> • <i>Good Morning Mr Croco-Doco-Dile</i> by Charles Causley in <i>The Works Anthology</i> (Red) by Paul Cookson • <i>The Rum Tum Tugger</i> by T S Eliot in <i>Poems to Perform</i> by Julia Donaldson • <i>Jellicle Cats</i> by T S Eliot (available online)
Y6	Blitz! Pupils explore the sights, sounds, smells and emotions of World War II. They focus on experimenting with personification to create strong imagery and make effective language choices. Outcome: A narrative poem exploring the experience of the Blitz from the viewpoint of a child.	Poems <ul style="list-style-type: none"> • <i>Blitz</i> by Mary Desirée Anderson • <i>Autumn Blitz</i> by Frances Cornford • <i>Bombed Church</i> by Elizabeth Berridge • <i>The Black-out</i> by Mary Desiree Anderson & • <i>Black-out</i> by Valentine Ackland. • <i>My Friend the Enemy</i> by Dan Smith 	A Tiger in the Zoo Endangered animals are the focus for this poetry unit. A range of poetry is looked at including William Blake's <i>Tyger, Tyger</i> and there is a focus on making effective language and authorial choices, giving opinions and considering viewpoint. Outcome: To write a poem in a chosen form about an endangered mammal	Poems <ul style="list-style-type: none"> • <i>The Works KS2</i> chosen by P Corbett • <i>Tyger, Tyger</i> by M Morgan • <i>All the Wild Wonders of Our Earth</i> by W Cooling • <i>Tell Me Tiger</i> by C Bevan • <i>Captivating Creature and Captive Creature</i> both by Gina Douthwaite 	Sonnets: The View from a Hot Air Balloon In this unit, pupils experiment with personification and explore the effective language used in a variety of Sonnets and other poems. Through performance, graffiti art and film clips, they develop language and ideas for their own poetic journey. Outcome: To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon.	Poems <ul style="list-style-type: none"> • <i>Sonnet Written at the Close of Spring</i> by Charlotte Smith • <i>& Sonnet 33</i> by William Shakespeare (available online) • <i>A Hymn to the Evening</i> by Phillis Wheatley p.30, <i>Rainfall</i> by Emily Pauline Johnson p.126, <i>Readjustment</i> by Susan Coolidge p.192, <i>Solitude</i> by Archibald Lampman p.206 in <i>Poems from a Green and Blue Planet</i> ed. Sabrina Mahfouz

