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Introduction

This pack aims to provide creative teaching ideas and resources to support children in their reading of, performance of, and response to a selection of classic and modern poems. It is divided into the different primary year groups with each year group containing two poems and a separate set of comprehensive Teaching Notes made up of the following areas:

Start:

A starter idea for introducing the poem.

Read and respond:

Reading comprehension activities, including a SAT style comprehension when appropriate.

Perform:

Ideas on how to tackle a performance of the poem.

Create:

Creative ideas to encourage an artistic response to the poem e.g. through artwork, drama, or DT.

Innovate:

Creative writing ideas inspired by the poem.

Round up:

Plenary ideas to wrap up learning.

Take it further:

Ideas for taking learning further.

Each year group has its own accompanying PowerPoint containing an illustrated version of each poem to be shared with your class. These can be found [here](#).

There is also Curriculum overview map at the beginning of the pack to allow the English subject leader to see at a glance which learning objectives are covered, accompanied by a detailed Curriculum coverage and mapping grid for each year group.

Please note that, at time of publishing, all external links referenced within the pack are fully functioning, however, Teachit Primary cannot take responsibility for the maintenance of external websites.

We hope you enjoy using this pack. If you have any questions, please get in touch: email support@teachitprimary.co.uk or call us on 01225 788851. Alternatively, you might like to give some feedback for other Teachit Primary members – you can do this by adding a comment on the [Poetry for All](#) page on Teachit Primary (please log in to access this).

Year 4 Curriculum coverage and mapping

Reading – comprehension

- Develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of poetry
 - preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interests and imagination
 - recognising some different forms of poetry.
- Understand what they read, in books they can read independently, by:
 - asking questions to improve their understanding of a text
 - identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing – composition

- Plan their writing by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas.
- Draft and write by:
 - organising paragraphs around a theme
 - in non-narrative material, using simple organisational devices (for example, headings and sub-headings).

Statutory requirements covered

Curriculum coverage	Poem	<i>The Jumbies</i> by Edward Lear	<i>Extinct</i> by Mandy Coe
Listen to and discuss a wide range of poetry.			
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.			
Discuss words and phrases that capture the reader's interests and imagination.			
Recognise some different forms of poetry e.g. nonsense verse.			
Ask questions to improve their understanding of a text.			
Identify how language, structure, and presentation contribute to meaning.			
Retrieve and record information from non-fiction.			
Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say.			
Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.			
Discuss and record ideas.			
Draft and write, composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).			
Organise paragraphs around a theme.			
In non-narrative material, using simple organisational devices (for example, headings and sub-headings).			

The Jumblies by Edward Lear

Start:

- **Choose one object:** Bring in a selection of objects (including a sieve) most of which should be buoyant e.g. a cork, an apple, a paper boat, a piece of wood, etc. Challenge the children to a game of 'Odd One Out' where they have to choose one object which does not fit and explain why they have chosen it.

Now ask the children which object they would least like to sail the seas in. Share ideas and reasons for their choices. Have a bowl of water and show what happens to each object when it sets sail. If possible, attach a Lego Minifigure or similar to the object to increase enjoyment.

Read and respond:

- **It's all a load of nonsense!:** Read *The Jumblies* aloud to the children with a copy available for them to follow. Enjoy the fun of the poem and encourage the children to start joining in with the chorus as you read it! Explain that Edward Lear was a Victorian poet who loved to write nonsense verse. He is most famous for writing *The Owl* and *The Pussycat*.

Ask: *what are the nonsense parts of this poem?* Working in pairs, ask children to highlight examples of nonsense on their copy of the poem. Feed back and identify how some of the images he creates use real things (the sieve, or a crockery jar), some use real things with unreal features (the monkeys with lollipop hands) and some are completely made up e.g. the 'Chankly Bore'.

Introduce **Resource 1 – It's all a load of nonsense!** and model putting each item into the relevant part of the grid. Children then work in pairs to complete it. Provide further support by working with a small group.

Alternative idea: children highlight the text in different colours for each of these categories using a key i.e. real but put to a nonsense use; real but with nonsense features; and totally nonsensical.

From either analysis, ask children: *which is the most common nonsense feature?*

- **Reading comprehension:** Children work through the comprehension questions individually or in pairs. For support, you may wish to work with a small group of children to model reading comprehension skills.

Perform:

- **Group performance:** This poem lends itself perfectly to being performed as a group. After only one or two readings, the children will have memorised the chorus and will be itching to join in! Allocate the verses to different groups and allow time for them to each explore how they want to perform that verse – emphasise the need for energy and fun in their performance, possibly accompanied by actions, with expressive reading. Allow the groups time to practise and evaluate their performance to help them to improve. Once each group has polished their own verse, put all the verses together and enjoy performing it, with everyone joining in for the chorus.

Create:

- **Imagining the Jumblies:** This poem gives lots of details, yet still leaves a great deal to the imagination. Create a class collage, with the children painting a background of watercolour washes to create the sea and the hills of the Chankly Bore, onto which they can collage the different parts of the poem. This way, children will not get too bogged down on all the details, and opportunities can be given to the more confident artists to create the Jumblies while the less confident artist create the bottles, bees, rice or cranberry tarts.

Innovate:

- **The Jumblies' second voyage:** Introduce the idea of another voyage that the Jumblies make and ask: *where will they go? How will they travel?* In pairs, and using the structure of the first verse, children work on using their ideas to create their own beginning to the poem. They need to decide on a nonsense boat (hat, spoon, boot), the time of year that the Jumblies leave and how their 'boat' moves through the water.

Go on to create a list of nonsense souvenirs – referring to earlier learning that not all the ideas are completely nonsensical, just silly. Use these items to inspire the writing of the remainder of the verse.

Round up:

- **The world of the Jumblies:** List the places in the poem – what do the children imagine them to be like? Working in pairs, ask children to create their own names for these strange lands.

Take it further:

- **Mapping the Jumblies' world:** Use the places in the poem to draw an imaginary map showing the Jumblies' voyage.

The Jumblies

I

They went to sea in a Sieve, they did,
 In a Sieve they went to sea:
 In spite of all their friends could say,
 On a winter's morn, on a stormy day,
 In a Sieve they went to sea!
 And when the Sieve turned round and round,
 And every one cried, 'You'll all be drowned!'
 They called aloud, 'Our Sieve ain't big,
 But we don't care a button! we don't care a fig!
 In a Sieve we'll go to sea!'
 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

II

They sailed away in a Sieve, they did,
 In a Sieve they sailed so fast,
 With only a beautiful pea-green veil
 Tied with a ribband by way of a sail,
 To a small tobacco-pipe mast;
 And every one said, who saw them go,
 'O won't they be soon upset, you know!
 For the sky is dark, and the voyage is long,
 And happen what may, it's extremely wrong
 In a Sieve to sail so fast!'
 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

III

The water it soon came in, it did,
 The water it soon came in;
 So to keep them dry, they wrapped their feet
 In a pinky paper all folded neat,
 And they fastened it down with a pin.
 And they passed the night in a crockery-jar,
 And each of them said, 'How wise we are!
 Though the sky be dark, and the voyage be long,
 Yet we never can think we were rash or wrong,
 While round in our Sieve we spin!'
 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.



The Jumblies by Edward Lear

IV

And all night long they sailed away;
 And when the sun went down,
 They whistled and warbled a moony song
 To the echoing sound of a coppery gong,
 In the shade of the mountains brown.
 'O Timballo! How happy we are,
 When we live in a Sieve and a crockery-jar,
 And all night long in the moonlight pale,
 We sail away with a pea-green sail,
 In the shade of the mountains brown!'

 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

V

They sailed to the Western Sea, they did,
 To a land all covered with trees,
 And they bought an Owl, and a useful Cart,
 And a pound of Rice, and a Cranberry Tart,
 And a hive of silvery Bees.
 And they bought a Pig, and some green Jack-daws,
 And a lovely Monkey with lollipop paws,
 And forty bottles of Ring-Bo-Ree,
 And no end of Stilton Cheese.
 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

VI

And in twenty years they all came back,
 In twenty years or more,
 And every one said, 'How tall they've grown!'

 For they've been to the Lakes, and the Terrible Zone,
 And the hills of the Chankly Bore;
 And they drank their health, and gave them a feast
 Of dumplings made of beautiful yeast;
 And every one said, 'If we only live,
 We too will go to sea in a Sieve,—
 To the hills of the Chankly Bore!'

 Far and few, far and few,
 Are the lands where the Jumblies live;
 Their heads are green, and their hands are blue,
 And they went to sea in a Sieve.

Edward Lear

Name:

Date:

Comprehension questions

Find and retrieve

1. What was the season when the Jumblies set sail?

.....

2. How did the Jumblies keep their feet dry?

.....

3. What did the Jumblies use the tobacco-pipe for?

.....

4. How many things did they buy? Name three.

.....

5. What did the Jumblies get given on their return?

.....



Thinking more deeply

1. Find and copy out an example of what the people they left at home thought about the Jumblies when they set off on their voyage.

.....

.....

2. How did those people's attitudes change? Find and copy an example of that changed attitude.

.....

.....

3. Why do you think their attitude changed?

.....

.....

.....

4. Why do you think the Jumblies whistled and sang their song?

.....

.....

.....

5. What do you think this poem is telling us about voyages to unknown places?

.....

.....

.....



Comprehension answers

Find and retrieve

1. What was the season when the Jumblies set sail?
The Jumblies set sail in winter.
2. How did the Jumblies keep their feet dry?
The Jumblies kept their feet dry by wrapping them in a pinky paper all folded neat.
3. What did the Jumblies use the tobacco-pipe for?
The Jumblies used the tobacco-pipe as a mast.
4. How many things did they buy? Name three.
They bought ten things, answers could be: an Owl; a useful Cart; a pound of Rice; a Cranberry Tart; a hive of Silvery Bees; a Pig; some green Jack-daws; a lovely Monkey with lollipop paws; forty bottles of Ring-Bo-Ree; and no end of Stilton Cheese.
5. What did the Jumblies get given on their return?
The Jumblies were given a feast of dumplings made with beautiful yeast.

Thinking more deeply

1. Find and copy out an example of what the people they left at home thought about the Jumblies when they set off on their voyage.
Possible answers: *'You'll all be drowned!'; 'O won't they be soon upset you know!'; or '...it's extremely wrong in a Sieve to sail so fast!'*
2. How did those people's attitudes change? Find and copy an example of that changed attitude.
Possible answers include references to their positive attitudes now to the voyage or the Jumblies and examples could be, *'How tall they've grown!'; '...they drank their health and gave them a feast...'; 'We too will go to sea in a Sieve.'*
3. Why do you think their attitude changed?
Possible answers include: the people's attitude had changed because they saw what a great adventure the Jumblies had had; because of all the wonderful souvenirs the Jumblies had brought back; because the Jumblies had survived the adventure; and how because of all this the people were envious of those adventures and souvenirs.
4. Why do you think the Jumblies whistled and sang their song?
The Jumblies whistled and sang because they were happy to be where they were, and because it was so beautiful, they were having a lovely time.

5. What do you think this poem is telling us about voyages to unknown places?

Answers should make reference to how despite the perceived dangers, there weren't in fact any, and that the Jumblies had a wonderful time, returning home with wonderful souvenirs. To show an understanding of the theme that it is better to travel to unknown places than to stay in one place. Also, that voyages are fun, if not full of potential risks – you don't gain anything by never taking a risk.



Extinct by Mandy Coe

Start:

- **It's a puzzle:** Prepare enough packs of **Resource 1 – It's a puzzle** for groups of four. Each picture could be laminated or stuck on thin card and cut into simple jigsaw pieces, so that each group has got four mixed up puzzles to solve. Distribute to the groups and ask them to solve the puzzles. As an increased challenge, can the children solve the puzzles in silence, so that they can only communicate with each other by signals? Once solved, what have all the images got in common. Elicit that each creature is no longer found on earth, but was once. Ask: *what do we call this?* **Extinction.**

Read and respond:

- **Thinking grid:** Read *Extinct* with the children and then ask them to read it again in pairs, sharing a line each. Display the **Year 4 PowerPoint** which has images of all the animals from the poem and identify each one. Go on to introduce **Resource 2 – Thinking grid** and explain what each section means. Working in pairs, ask them to complete the grid and feedback findings. Allow time for discussions about the causes of animal extinctions, how the children feel about these issues and what we can do about them.
- **Reading comprehension:** Children work through the comprehension questions individually or in pairs. As many of these questions rely on using inferential skills, you may wish to work with either a small group of children or the whole class to model reading comprehension skills.

Perform:

- **Group performance:** This poem has a serious message which can be powerfully delivered by performing it as a whole class. This can be arranged in different ways and will depend on the speaking and listening skills of your class, but here are some suggestions:
 - a. divide the class up so that each group says one of the verses, but with the whole class reciting the lists of animal names
 - b. as before, divide the class up, but this time get an individual child (or pair) to say each animal name
 - c. have a smaller group read each verse, but get the whole class to say the words '*three, two, going, going, gone*'
 - d. in contrast to version c) have just one person say the words '*three, two, going, going, gone*'. Play around with different combinations, choosing the one that you and the class feel has most impact.

Create:

- **Natural History Museum exhibition:** Explain to the class that they are going to create a Natural History Museum exhibition, with drawings of the animals, exhibit labels, welcome boards and useful information. Display the PowerPoint images again and allow children to choose one or two of the creatures to draw. Show some examples of animal drawings e.g. Dürer's hare or his famous (if inaccurate) rhino, Leonardo Da Vinci's drawings of horses or cats. Encourage careful observation of the structure (see www.bbc.co.uk/education/clips/z8n34wx) and model how to look carefully rather than drawing what you think you see – sometimes copying an image upside down can help!

Display the images in frames, with museum exhibit labels which the children can write after researching details on the internet (*see Innovate below*).

Innovate:

- **Natural History Museum exhibition:** The class now need to find out key information about the creatures listed in the poem and the key reasons for their extinction. Give children **Resource 3 – Research prompts** to use as a scaffold for their research. Once children have researched the animals they can write the exhibit labels, using **Resource 4 – Exhibit label** as a template if needed.

The museum will also need a welcome board with a general introduction to the exhibition. You can also include some exhibits of endangered species and information about how we can look after our planet.

Round up:

- **Success stories:** Finish on a more optimistic note by looking at some of the success stories in wildlife conservation by visiting the WWF Success Stories webpage www.wwf.org.uk/success-stories. If it were possible to bring back one of the creatures from the poem, which would you choose and why?

Take it further:

- **Top Trumps:** Use **Resource 5 – Top Trumps** to create key information cards about the extinct creatures.
- **At what price?:** Look at some of the treasures made from animal products (e.g. historical pieces of carved ivory) and engage in a discussion about the existence of such beautiful things and the consequences for the animals.

Extinct



We live in books and photographs,
our stories all begin with 'Once',
three, two, going, going...gone.

Barbary Lion, Atitlan Grebe,
Caribbean Monk Seal, Carolina Parakeet.

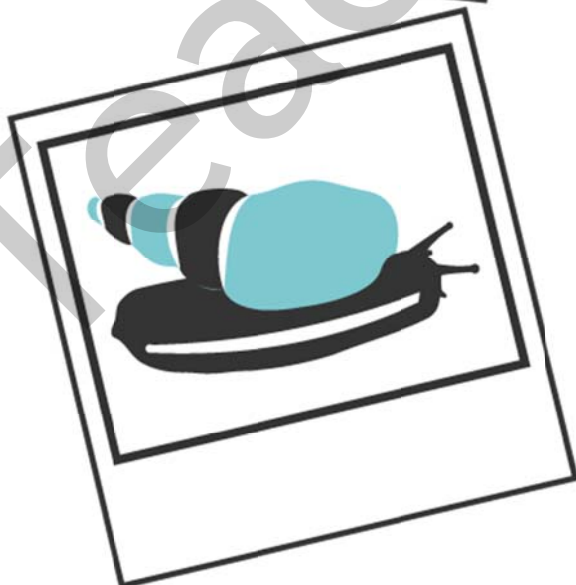


We tasted good, our forests were yours
Our horn was valuable, you wore our furs,
three, two, going, going...gone.

Laughing Owl, Passenger Pigeon,
Javan Tiger, Japanese Sea Lion.

We flew and swam beneath the sun,
nested, hunted, raised our young,
three, two, going, going...gone.

Western Black Rhinoceros, Aldabra Snail,
Pyrenean Ibex, Wake Island Rail



Shells, tails, whiskers and bone,
three, two, going, going...

Mandy Coe

Name:

Date:

Comprehension questions

1. Define the word 'extinct'.

.....

2. 'We live in books and photographs.'

Have the creatures always only existed in books and photographs? Why does the poet start with this line?

.....

.....

3. The poem gives four reasons as to why the creatures are extinct. What are they? Explain in more detail how they caused the animals' extinction.

.....

.....

.....

.....

4. What is the purpose of the commas in this line? 'Shells, tails, whiskers and bone...'

.....

5. Are these animals real? Why does the poet use the phrase 'our stories...'

.....

.....

.....

6. Why do the animals' names begin with capital letters?

.....

.....



7. Find and copy two examples of pairs of rhyming or near rhyming words.

.....

.....

8. An auctioneer uses the phrase '*going, going...gone*' when an item has been bought in an auction. Why do you think the poet used this phrase in the poem?

.....

.....

9. Why is the phrase '*going, going...gone*' repeated?

.....

10. Why do you think the last line is not fully completed?

.....

.....



Comprehension answers

1. Define the word extinct.

As a species, having died out, there being none of the species left alive on the planet.

2. *'We live in books and photographs.'*

Have the creatures always only existed in books and photographs? Why does the poet start with this line?

The creatures have not always existed only in books, but in the real world. Answers may vary as to why the poet starts with this idea but should reference an understanding that they no longer live anywhere other than in books or photos. There is an element of ambiguity in the first line that is clarified as the poem progresses and this increases its power.

3. The poem gives four reasons as to why the creatures are extinct. What are they? Explain in more detail how they caused the animals' extinction.

- 'We tasted good...'* – Humans have killed the creatures for food.
- '...our forests were yours...'* – Humans have taken the creatures habitat.
- 'Our horn was valuable...'* – Humans killed the creatures for their horns.
- '...you wore our furs,'* – Humans killed the creature to use their fur as clothing.

4. What is the purpose of the commas in this line? *'Shells, tails, whiskers and bone...'*

The commas in this line separate items in a list.

5. Are these animals real? Why does the poet use the phrase *'our stories...'*

Yes these animals are/were real. The poet uses the phrase *'our stories...'* in the sense of explaining what happened to them.

6. Why do the animals' names begin with capital letters?

The animals' names all begin with capital letters because they are proper nouns. You could use this as an opportunity to clarify why the names of animals (e.g. lion, dog, parrot etc.) are not capitalised, whereas the specific breeds are.

7. Find and copy out two examples of pairs of rhyming or near rhyming words.

young and sun nail and rail pigeon and lion

8. An auctioneer uses the phrase *'going, going...gone'* when an item has been bought in an auction. Why do you think the poet used this phrase in the poem?

Answers will vary but should reference the fact that once an item is sold at an auction, that is it, the action cannot be undone, both for the buyer and the seller. Also once sold it has gone from the original owner forever. This is just like the irremediable loss of the creatures from the world.

9. Why is the phrase repeated?

The phrase is repeated because it emphasises the loss after each list of extinct creatures. The whole tragedy repeats and repeats.

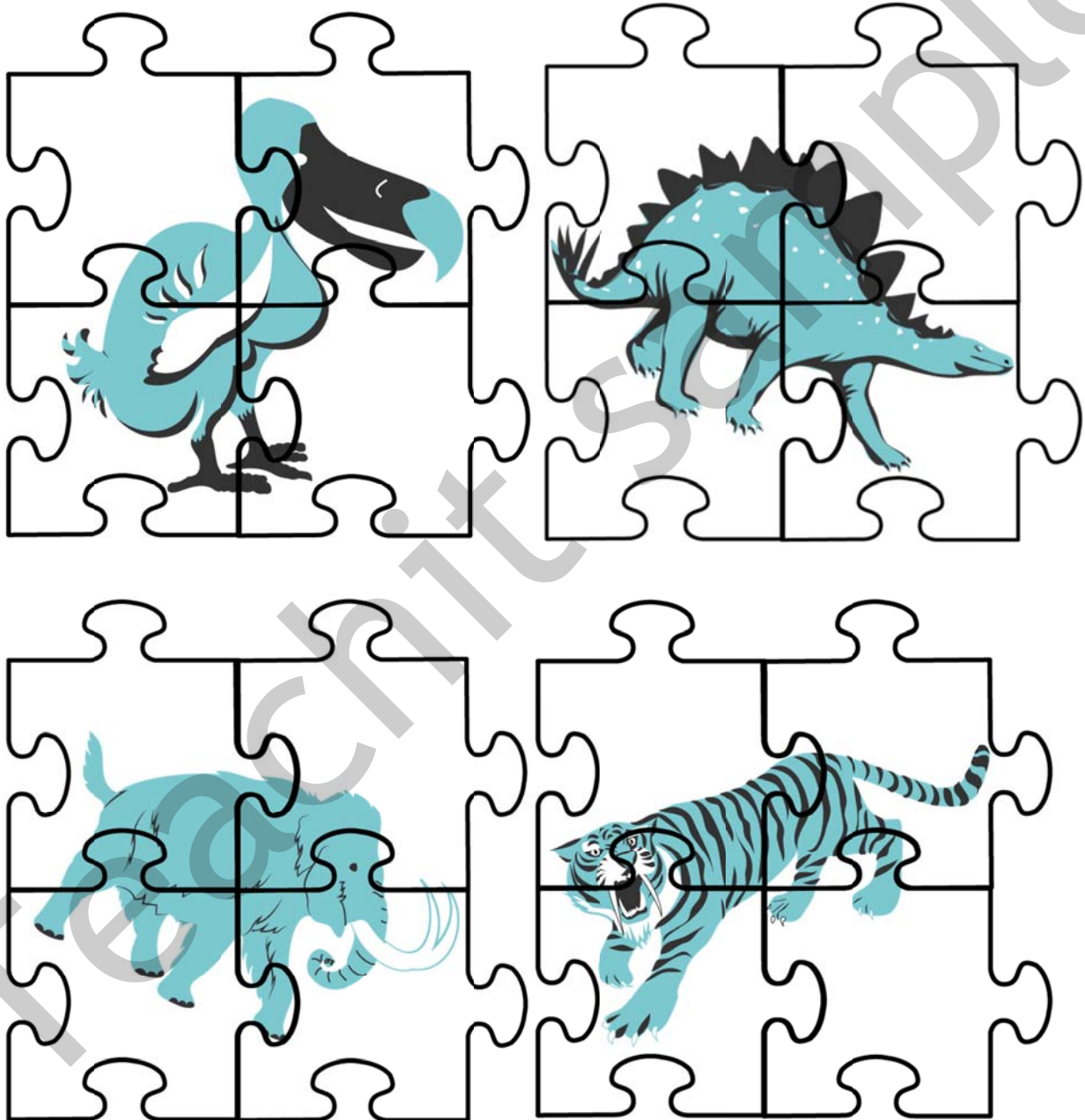
10. Why do you think the last line is not fully completed?

Answers will vary but could include the idea that the phrase is left incomplete in the last line to emphasise the dramatic and final nature of the extinction. It is almost as if the words as well as the creatures themselves have been lost.



Resource 1 – It's a puzzle

Laminate or stick the jigsaws onto thin card and cut out. Distribute to groups of four and challenge them to uncover and name the four extinct animals.



Name:

Date:

Resource 2 – Thinking grid

Extinct by Mandy Coe	
What I know	What I'd like to know or understand better
<p>How does the poem make me feel?</p>	

Name:

Date:

Resource 3 – Research prompts

Use these prompts and questions to help you research each creature.

Name

.....

Class of creature (mammal, bird, mollusc, reptile, etc.)

.....

Original habitat

.....

When did it become extinct?

.....

How did it become extinct?

.....

.....

.....

Could anything have been done to stop its extinction?

.....

.....

.....

.....

Any other interesting facts about the creature.

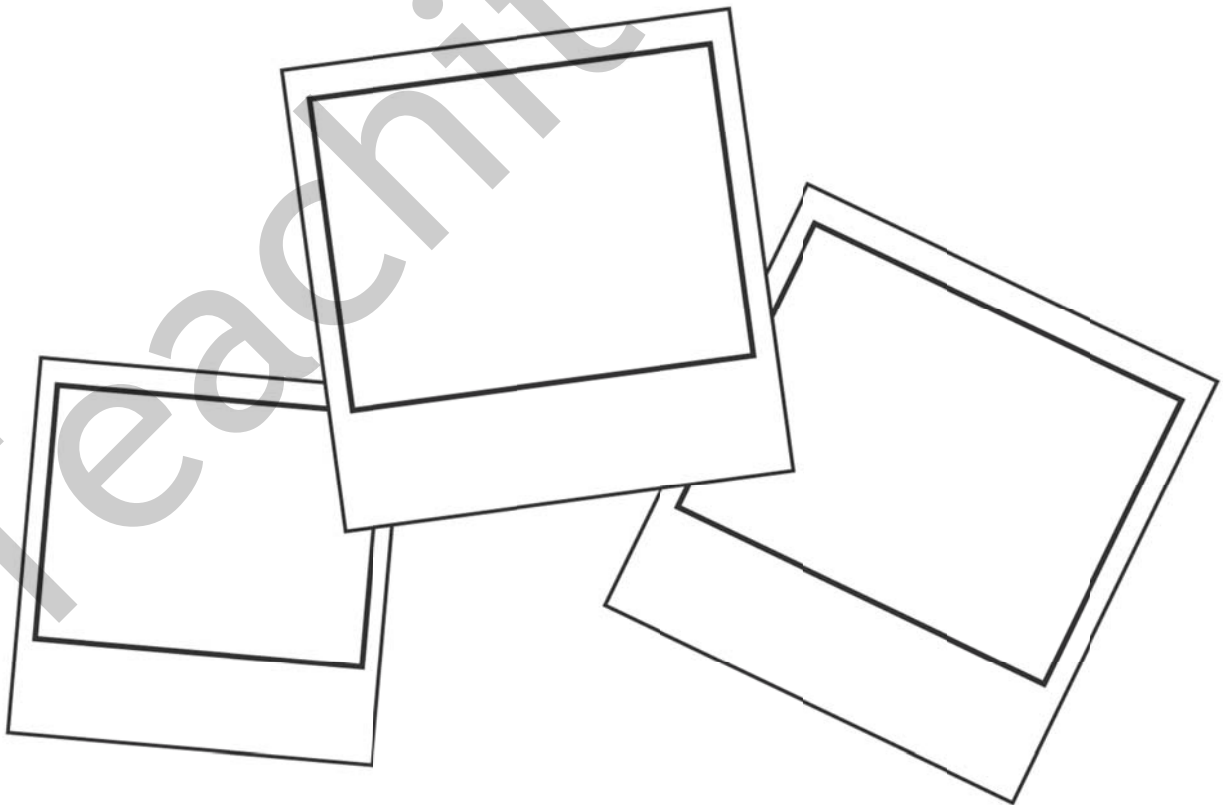
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Name:

Date:

Resource 4 – Exhibit label

Use this template to create the labels for your exhibits.

Exhibit name

Class

Continent or region located

.....

Natural habitat

.....

Date of extinction

Reason or reasons for extinction

.....

.....

.....

Did you know?

.....

.....

.....

.....

Name:

Date:

Resource 5 – Top Trumps template

Name	
Continent or region located	
Natural habitat	
Date of extinction	
Reason/s for extinction	
Years since extinction	

Year 4 PowerPoint

To download this PowerPoint, go to the following page:

www.teachitprimary.co.uk/poetry-for-all-powerpoints

