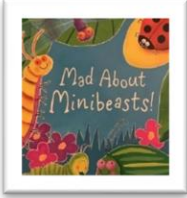

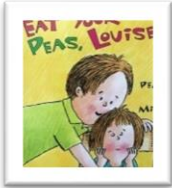




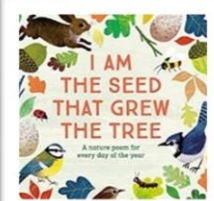



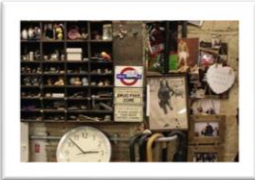
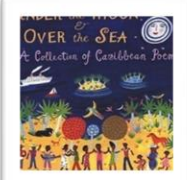
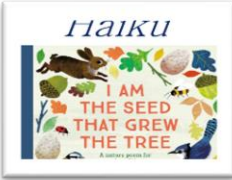
The Curriculum Overview: Poetry




Poetry at Corpus Christi Catholic Primary

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Through the Jungle 	The Farmyard 	Eat Your Peas, Louise 			
Poems to Learn	Daily nursery rhyme singing - Miss Polly had a Dolly, Twinkle Twinkle Little Star, 1,2 3, 4,5, Incy Wincy Spider, Dingle Dangle Scarecrow	Spanish nursery rhymes Old McDonald Had a Farm Hey Diddle, Diddle, Mary had a Little Lamb, Hickory Dickory Dock	Peas Pudding Hot, Old Mother Hubbard, Five Little Speckled Frogs			
	<p>Communication and language:</p> <ul style="list-style-type: none"> • Understand humour, e.g. nonsense rhymes, jokes • Extend vocabulary, by grouping and naming, exploring the meaning and sounds of new words (S) • Link statements and stick to a main theme or intention (S) • Respond to instructions involving a two-part sequence (U) <p>Reading:</p> <ul style="list-style-type: none"> • Continue a rhyming string • Use vocabulary and form speech that is increasingly influenced by experiences of books • Know that information can be retrieved from books and computers 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Develop narratives and explanations by connecting ideas or events • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future <p>Reading:</p> <ul style="list-style-type: none"> • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Demonstrate understanding about what has been read to them 	<p>Communication & Language:</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Answer how and why questions in response to stories • Develop narratives and explanations by connecting ideas or events <p>Reading:</p> <ul style="list-style-type: none"> • Read and understand simple sentences • Read some common irregular words • Demonstrate understanding when talking with others about what they have read 			

Year 1 Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	There are no such things as monsters 	At the Zoo 	Poetry Fruit Salad 			
Poems to Learn	Now we are six By AA Milne	Fruit Picking By Jack Ousbey	I Opened a Book By Julia Donaldson	There was an old lady who swallowed a fly	Buckingham Palace By AA Milne	Tippy Tappy By Michael Rosen
	<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Speak audibly and fluently • Maintain attention and participate actively in collaborative conversations <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Participate in discussion about what has been read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Read aloud their writing clearly enough to be heard by their peers and the teacher 		<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Speak audibly and fluently • Select and use appropriate registers for effective communication <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of poems at a level beyond that which can be read independently • Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart <p>Writing composition:</p> <ul style="list-style-type: none"> • Say out loud what is going to be written about • Compose a sentence orally before writing it • Re-read what they have written to check it makes sense • Discuss what has been written with the teacher or other pupils 		<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Articulate and justify answers • Use spoken language: Imagining and exploring ideas • Build vocabulary • Speak audibly and fluently <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range (of poems) at a level beyond that which can be read independently • Link what is read or heard to own experiences • Learn to appreciate rhymes and poems • Recite some rhymes and poems by heart • Explain clearly understanding of what is read to them <p>Writing composition:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Re-read what they have written to check it makes sense • Discuss what has been written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	

Year 2/3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	The Owl and the Pussycat 		Night Sounds 		Fox 	
Poems to Learn	The Rhyme of Life By Michael Rosen	Fireworks By Gervai's Phinn	On The Ning Nang Nong By Spike Milligan	Time for Spring By Brenda Williams	Nature Trail By Benjamin Zephaniah	See Me Walking By Clive Webster
	<p>Spoken language:</p> <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use spoken language: speculating, hypothesising, imagining and exploring ideas <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart • Participate in discussion about books, poems and other work • Check that the text makes sense <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Read aloud with intonation • Write down ideas, key words, new vocabulary 		<p>Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary • Ask relevant questions • Articulate and justify answers • Speak audibly and fluently <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart • Participate in discussion about books, poems and other works • Answer and ask questions • Explain and discuss understanding of books, poems and other material <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Plan or say aloud what is going to be written about • Read aloud with intonation • Write down ideas, key words, new vocabulary 		<p>Spoken language:</p> <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations • Build vocabulary • Gain, maintain and monitor the interest of listener(s) • Speak audibly and fluently <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which can be read independently • Discuss and clarify the meaning of words • Explain and discuss understanding of books, poems and other material <p>Writing composition:</p> <ul style="list-style-type: none"> • Write poetry • Plan or say aloud what is going to be written about • Read aloud with intonation • Write down ideas, key words, new vocabulary • Make simple additions, revisions and corrections • Evaluate writing with the teacher and other pupils 	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Year 4	The Lost Property Office 	Windrush Child 	Haiku 			
Poems to Learn	Quangle Wangles Hat	Smiling by Spike Milligan	Leap like a leopard By John Foster	Please Mrs Butler By Allan Ahlberg	Still I Rise Maya Angelou (African Link)	Words are Ours By Michael Rosen
	<p>Spoken language: • Gain, maintain and monitor the interest of the listeners • Select and use appropriate registers for effective communication</p> <p>• Build vocabulary</p> <p>Reading comprehension: • Use dictionaries to check the meaning of words</p> <p>• Prepare poems and play scripts to read aloud and perform</p> <p>• Ask questions to improve understanding of a text • Show understanding through intonation, tone, volume and action</p> <p>• Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination</p> <p>• Explain meaning of words in context</p> <p>Writing composition:</p> <p>• Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas</p> <p>• Compose and rehearse sentences orally</p> <p>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>Spoken language: • Gain, maintain and monitor the interest of the listeners • Use spoken language: imagining and exploring ideas • Build vocabulary • Select and use appropriate registers for effective communication</p> <p>Reading comprehension: • Use dictionaries to check the meaning of words • Recognise different forms of poetry • Prepare poems and playscripts to read aloud and perform • Show understanding through intonation, tone, volume and action • Ask questions to improve understanding of a text • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context</p> <p>Writing composition: • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>• Assess the effectiveness of own and others' writing • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>		<p>Spoken language: • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and Justify answers</p> <p>• Use spoken language: speculating, hypothesising, imagining and exploring ideas</p> <p>Reading comprehension: • Use dictionaries to check the meaning of words</p> <p>• Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination</p> <p>• Identify how language, structure and presentation contribute to meaning</p> <p>Writing composition: • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally</p> <p>• Assess the effectiveness of own and others' writing</p> <p>• Proof-read for spelling and punctuation errors</p> <p>• Read aloud own writing to a group or the class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Year 5/6 Year 6	Jinnie Ghost 		Finding Magic 		Animals of Africa 	
Poems to Learn	In Flander's Fields By John McCrae	The Jabberwocky By Lewis Carroll	The Highwayman By Alfred Noyes	Macavity: The Mystery Cat By T.S. Eliot.	Football Mad By Benjamin Zephaniah	Albert and the Lion By Marriott Edgar
	<p>Spoken language: • Listen and respond</p> <ul style="list-style-type: none"> • Build vocabulary • Speak audibly and fluently • Participate in performances • Perform own compositions using appropriate intonation, volume and movement <p>Reading comprehension:</p> <ul style="list-style-type: none"> • Identify themes and conventions • Make comparisons • Learn poetry by heart • Prepare poems for performance • Explore the meaning of words in context • Identify how language structure and presentation contribute to meaning <p>Writing composition: • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary</p> <ul style="list-style-type: none"> • Describe settings, characters and atmosphere • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		<p>Spoken language: • Listen and respond • Build vocabulary • Provide reasoned justifications • Speak audibly and fluently • Participate in performances</p> <ul style="list-style-type: none"> • Perform own compositions using appropriate intonation, volume and movement <p>Reading comprehension: • Identify and discuss themes and conventions</p> <ul style="list-style-type: none"> • Make comparisons • Learn poetry by heart • Prepare poems for performance • Explore the meaning of words in context • Identify how language structure and presentation contribute to meaning <p>Writing composition: • Note and develop initial ideas, drawing on reading and research • Enhance meaning through selecting appropriate grammar and vocabulary • Describe settings, characters and atmosphere</p> <ul style="list-style-type: none"> • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 		<p>Spoken language: • Listen and respond</p> <ul style="list-style-type: none"> • Build vocabulary • Speak audibly and fluently • Select and use appropriate registers for effective communication • Participate in performances • Perform own compositions using appropriate intonation, volume and movement <p>Reading comprehension: • Learn poetry by heart</p> <ul style="list-style-type: none"> • Prepare poems for performance • Explore the meaning of words in context • Evaluate authors' language choice • Identify how language structure and presentation contribute to meaning <p>Writing composition: • Note and develop initial ideas, drawing on reading and research</p> <ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	