

KS1 Lesson 1

Welcome to this poetry unit, 'Why I Play'. During the project, you will be exploring two styles of poetry and using children's individually-written poems to produce a collaborative, filmed final poem. There are also options to organise a Poetry Slam competition and study other poetry types.

You may choose to wear P.E. kits for this lesson, and have play equipment ready. n.b. always log in to your account before starting teaching to ensure you have access to the videos.

Introduction (5 mins)

Talk about the first slide on IWB 01: *What does play mean to you?* Watch the **L1 Project Introduction video** which explains the project.

Tweet us and Michael Rosen to let us know your class is doing the project: [click to tweet!](#)

Main (50 mins)

(Part 1 - 35 mins)

Using **Lesson 01 IWB**, show the text of the first poem, **Arrows**. Allow the children a few moments to explore and read the poem and get to know it by reading it in their heads, before showing the **video** of Michael Rosen performing it.

Discuss the children's responses to **Arrows** by first asking them for their immediate response to it.

Then, using **L1 worksheet** (blown up to A3), ask each table to work as a group to jot down what the poem makes them think, feel, any questions it might raise and any words that stand out for them.

Allow a few minutes for children to carousel around other tables to read their ideas.

Using **Lesson 01 IWB**, show the text of the second poem, **Block City** by Robert Louis Stevenson. Allow the children a few moments to explore the poem and get to know it by reading it in their heads, before showing the **video** of Michael Rosen performing it.

Repeat the activities above by discussing the children's first responses to Block City. Use the second page of **L1 worksheet** per table for them to jot down their ideas. Again, carousel around tables to share.

(Part 2 - 15 mins)

Time to experience play with your class. Organise a mix of physical play and more imaginative play such as creating, constructing or drawing. Allow time for the children to properly experience it, and maybe get a little out of breath with the physical side, but regularly stop children to think about how they feel both physically and emotionally. Encourage them to take notes on whiteboards.

Plenary (5 mins)

Use the IWB or have a flip chart/space on a working wall/large piece of paper. Give each child two sticky notes, to note down two separate ideas about how they feel about physical play. These might be emotions or physical feelings, e.g. *"Running makes me feel free" or "I sweat when I play football" or "I lose track of time when I am drawing."*

Children stick their ideas on the sheet and the teacher chooses some ideas to share as a class.

Throughout the week, it is really helpful if all of the large sheets/shared vocabulary, etc can form a working wall for the children to work from and absorb. This really impacts on their final work.