

Why I Play

KS2 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 optional lessons to explore other poems, and to organise a Poetry Slam competition.

n.b. The second part of this lesson involves children experiencing and reflecting on 'play'. You may choose to wear P.E. kits for this purpose, and have play equipment ready. 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 - 25 mins)

Using the **IWB**, show the extract from the first poem, **Gymnastics**. 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 Gymnastics by first asking them for their immediate response to it.

Then, using the appropriate page of **L1 worksheets** (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 techniques or vocabulary 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 appropriate page of **L1 worksheet** per table for them to jot down their ideas. Again, carousel around tables to share.

(Part 2 - 25 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 the focus is regularly stopping children to think about how they feel both physically and emotionally. Encourage them to take notes on whiteboards or paper. Alternatively, use sticky notes ready for sharing in the plenary.

Plenary (5 mins)

Use the IWB or have a flip chart/space on a working wall/large piece of paper, split into two sections: PHYSICAL and IMAGINATIVE. Give each child two sticky notes, one to jot down how they feel about physical play, and one to note down feelings about imaginative play. 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 in the correct section 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.