An Emotional Menagerie : English : Poetry : Year 6

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To explore poems about emotions and identify different emotions.	In this first lesson, children will share their ideas about what an emotion is, and how similar emotions could be grouped together, or compared. Children will then spend some time becoming familiar with the poems in *An Emotional Menagerie*, before exploring and expanding their emotional vocabulary in their independent activities.	• Can children name some simple emotions? • Can children name some more complex emotions and how they feel? • Can children give synonyms for emotions and describe how the synonym may change the meaning?	• Slides • Copies of poems from *An Emotional Menagerie* (by The School of Life) • Quote Cards • Vocabulary Cards • Example Scenarios Sheet • Worksheet 1A/1B/1C • Dictionaries/thesauruses • Scale Card (FSD? activity only) • Synonym Cards and Blank Synonym Cards (FSD? activity only)
Lesson 2	To explore what physical and mental reactions we have to emotions.	Children will explore how our bodies and minds can react to a range of different emotions. They will then be challenged to match some of the described reactions from the poems in *An Emotional Menagerie* to the correct emotion, or write a similar verse for a chosen emotion themselves. Alternatively, children work in groups to label body outlines with mental and physical reactions for a range of different emotions.	• Can children name a physical reaction someone might have to an emotion? • Can children name a mental reaction someone might have to an emotion? • Can children gather ideas to describe all the reactions one may have to an emotion?	• Slides • Verse Cards 2A/2B • Emotion Labels 2A • Worksheet 2A • Dictionaries/Thesauruses • Body Outline 2A (FSD? activity only)
Lesson 3	To explore ways we can regulate our emotions and express them safely and appropriately.	Children will look at how emotions can be expressed and regulated. They will discuss the advice given in some of the poems about how to deal with different feelings, and then explore a variety of strategies for regulating their emotions.	• Do children understand what emotion regulation is? • Can children identify some 'healthy' and 'unhealthy' ways of dealing with emotions? • Can children suggest strategies for dealing with a range of different emotions?	• Slides • Calming Techniques Cards 3A • Calming Techniques Challenge Card • Situation Cards 3A • Meditation Sheet 3A (FSD? activity only)
Lesson 4	To write a short personification poem about an emotion.	Children will focus in on the first couple of verses of the menagerie poems where the emotions are compared to different animals. They will then decide on their own animals to compare new emotions to and write these comparisons into short poems, mimicking the first verses of the poems studied.	• Can children generate vocabulary to describe an emotion? • Are children able to make comments about a poem's structure? • Can children write a short poem to describe an emotion?	• Slides • Emotion Mind Map 4A • Writing Frame 4A • Emotion Card 4A • Worksheet 4A (FSD? activity only)
Lesson 5	To explore the structure of the poems in 'An Emotional Menagerie'.	Children will take part in discussions about the more technical side of the poems. They will comment on the structure of the poems as well as poetic features/devices used in the individual poems. This will feed into further discussions about the moods created in each of the poem and the choices that the poet made to create these moods. Children are either challenged to answer comprehension questions on the poems or to sort and annotate them based on the mood created in each.	• Can children name and identify some structural features within a set of poems? • Can children name and identify some poetic features within a set of poems? • Can children reflect on the mood created in a poem and identify ways that this mood has been created?	• Slides • Copies of the poems in *An Emotional Menagerie* (in particular 'Anger' and 'Worry'). • Worksheet 5A/5B/5C • Terminology Card 5A • Challenge Card 5A/5B (FSD? activity only)

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Lesson 6	To plan and prepare for writing a menagerie poem.	This lesson requires the children to take all the discussions and learning from the previous lessons and compile a plan for their own poem to fit into the menagerie of poems.	• Are children able to identify important features that will keep the same theme within the collection of poems? • Can children generate relevant vocabulary and ideas for a poem about emotions? • Are children able to share and evaluate their choices when generating vocabulary and ideas for a poem?	• Slides • Worksheet 6A/6B • Emotion Word Bank 6A • Thesauruses • Copies of chosen poems
Lesson 7	To write a poem for tour own emotional menagerie.	In this final lesson the children will draft their final piece of this unit: an emotion poem to fit into the menagerie. Children will collaborate and share ideas as they write. The lesson plan gives you ideas on how the children can present their final draft of their poem, including creating your own class emotional menagerie.	• Can children highlight the common themes and patterns in a collection of poetry? • Are children able to mimic and include common features to allow their writing to fit to a theme? • Can children write an effective comparison poem about an emotion?	• Slides • Verse Cards 7A • Reminder Card 7A • Copies of the poems from *An Emotional Menagerie* • Tracing paper • A3 paper (FSD? activity only) • Illustration materials (FSD? activity only)

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

Reading - comprehension

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Writing - transcription HANDWRITING

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing - transcription SPELLING

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Writing - composition

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proof-read for spelling and punctuation errors

Writing - spelling, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 2 by:
  - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
  - using passive verbs to affect the presentation of information in a sentence
  - using the perfect form of verbs to mark relationships of time and cause
  - using expanded noun phrases to convey complicated information concisely
  - using modal verbs or adverbs to indicate degrees of possibility
  - using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
  - learning the grammar for years 5 and 6 in English Appendix 2
- indicate grammatical and other features by:
  - using commas to clarify meaning or avoid ambiguity in writing
  - using hyphens to avoid ambiguity
  - using brackets, dashes or commas to indicate parenthesis
  - using semi-colons, colons or dashes to mark boundaries between independent clauses
  - using a colon to introduce a list
  - punctuating bullet points consistently
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading

English Appendix 2

WORD
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]
- How words are related by meaning as synonyms and antonyms [for example, big, large, little].

SENTENCE	TEXT
- Use of the **passive** to affect the presentation of information in a **sentence** [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. - The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of **subjunctive** forms such as If I were or Were they to come in some very formal writing and speech]	- Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a word or phrase, grammatical connections [for example, the use of **adverbials** such as on the other hand, in contrast, or as a consequence], and **ellipsis** - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to
PUNCTUATION - Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists - **Punctuation** of bullet points to list information - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover	**TERMINOLOGY FOR PUPILS** subject, object active, passive, synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points