

Where and when:

Date: Thursday, 6 October 2022

Time: 11:00

Duration: 30 minutes

Location: bbc.co.uk/livelessons

This programme is available to view from home or school, and no sign-up is required.

Simply visit the website on the day and follow the instructions on the page to watch.



Curriculum links:

KS2 English / KS1 and 2 Language and Literacy / Literacy and English second Level / Language, literacy and communication, progression step 2.

- prepare poems (including their own) to read aloud and perform, showing understanding through tone, volume and action
- listen to, respond to, discuss and learn poems and remember them by heart
- recognise different forms of poetry and use similar writing as models to create imaginative poems, experimenting with form, structure, figurative language, vocabulary, rhyme, rhythm, verse structure and word play
- express thoughts, feelings and opinions in imaginative writing.

Setup:

This Live Lesson will be broadcast live on the CBBC channel and simultaneously on the BBC Teach website at 11:00.

We will be running a live commentary page on BBC Teach during the live broadcast to share contributions from children watching from home and school.

How much space and equipment is needed?

The lesson can be viewed in a classroom or at home with a device (computer, tablet or mobile phone) linked to a reliable broadband connection, or watched on a television on the CBBC channel. We will be asking children to get involved in activities throughout the lesson and have provided downloadable [activity sheets](#) to help guide them through this.

You may wish to hand these out in advance, along with stationery such as pens and pencils. Pupils will still be able to follow the activities if they don't have printed activity sheets to hand.

Lesson content:

This programme supports writing and performing poetry and is designed to engage primary learners from ages 7 to 11. It covers learning objectives across:

- Key Stage 2 English (national curriculum, England);
- Key Stages 1 and 2 (P3 to P6), language and literacy (national curriculum, Northern Ireland);
- Literacy and English, second level/third level (Scotland curriculum for excellence);
- Language, literacy and communication, progression step 2 (curriculum for Wales).

Section 1- Introduction:

The presenters will introduce the lesson. They will explain that this year's theme for National Poetry Day is '**The Environment**'. They will introduce the location of Newstead Abbey, once home to the famous poet Lord Byron. They will then explain that their mission throughout this Live Lesson is to create an acrostic poem using the word '**NATURE**'.

As a quick challenge, children will be asked to call out the words that come to mind when they think of the environment around them, wherever they are in the UK.

Section 2 - Inspiration:

The presenters will explain how you can use your senses to explore the environment around you and use your findings to inspire your poetry.

The presenters will carry out a fun senses challenge which will introduce activity 1, giving the audience one minute to use their imagination and senses to describe the images on the sheet.

Download activity sheet 1 [here](#)

Section 3 - Poetry techniques:

This section is about poetry techniques. The presenters will explain what similes and metaphors are and give examples. A short video will be shown of a poet with a local school class in their playground practicing some of these techniques.

The presenters will introduce activity 2, giving the audience one minute to create their own similes linked to the colours of the rainbow. Children might want to continue working on this after the programme.

Download activity sheet 2 [here](#)

The presenters will recap how the acrostic poem is progressing throughout the lesson.

Section 4: Performance:

This section will start with a video of a poet as they describe the different techniques we can use to make a performance more engaging. During their performance of our practice poem, the words will be on screen as a visual aid for the children. Teachers will be encouraged to get children to read along with the poem.

Download the practice poem sheet [here](#)

The presenters will also talk about how you can add feelings to your performance of a poem and will demonstrate this using lines from the practice poem, along with a fun challenge called the 'Wheel of Feelings!'

The presenters will then link to activity 3. Pupils watching will be asked to join in using their activity sheets and will be encouraged to work together and read out the practice poem using different feelings.

Download activity sheet 3 [here](#)

Section 5: Acrostic poem reveal:

In the final part of the programme our presenters will reveal the completed acrostic poem which everyone has written together. Children and pupils watching will then recite the acrostic poem with our poet, for one final performance.

Useful links:

- This Bitesize [introduction to how to make a poem](#) guide explains what poems are
- This Bitesize video on [how to perform a poem](#)

Follow-up activities:

Try some of these suggestions to follow up on the Live Lesson and extend children's learning...

Poem Ping-Pong

Pupils work in pairs to learn a favourite poem by heart. They then try to recite the poem, taking turns to say one word at a time. Any stumbles? Points are awarded in the same way as ping-pong. The game continues until pupils reach the end of their verse. This is a fun, participative way to encourage children to learn by heart. Your class might even want to stage a poem ping-pong tournament.

Choral Colour Codes

Pupils work in groups with crayons and a photocopy of a favourite poem. Each pupil is represented by a colour. The children underline the words each person will say with their chosen colour, allowing the group to plan when to speak individually and when in chorus with others. They could practise and present their choral reading.

Fonts of feeling

Children type up a favourite poem using a word-processing package. They choose particular fonts for words and phrases they wish to give emotional impact. They could choose fonts they feel fit well with

feelings such as: joy, fear, surprise, excitement, etc. They use their finished version as a prompt for a reading or performance.

Poetry splice

Children could cut up a photocopy of a favourite poem, such as the [practice poem provided](#). The children shuffle the cut-up words and phrases and use them to construct a new poem of their own.

Acrostics and beyond

Children could make their own acrostics, following the model shown in the Live Lesson. They could explore variations on acrostics too: *mesostic* poems (invented by the composer John Cage) spell out a key word vertically in capitals through the middle of the line...

all aLone
on thE tree
one ALive
green Fflag flickers

Or pupils could play with the idea of a 'backcrostic' poem where the last letter of the line spells out a key word...

A green gianT
Rises oveR
The houses, and wE
Climb up to seE

These variations give pupils a rare opportunity to 'break the rules' by using upper-case letters in the middle or at the end of words, so this is a good learning opportunity to reinforce and rehearse the standard use of upper and lower-case letters too.