

Year 5/6  
English  
Poetry

Read the poem below.

**The Cave of Curiosity**



In the cave of curiosity,  
I created an angry ant ambling along,  
a terrified tarantula tickling a tornado  
and a curious computer calling cautiously to the King.

In the cave of curiosity,  
I created the sound of silence closing its lips,  
a humming bird's wings flickering,  
as the sea silently scrapes the pebbles  
and ten tired lorries trundle by.

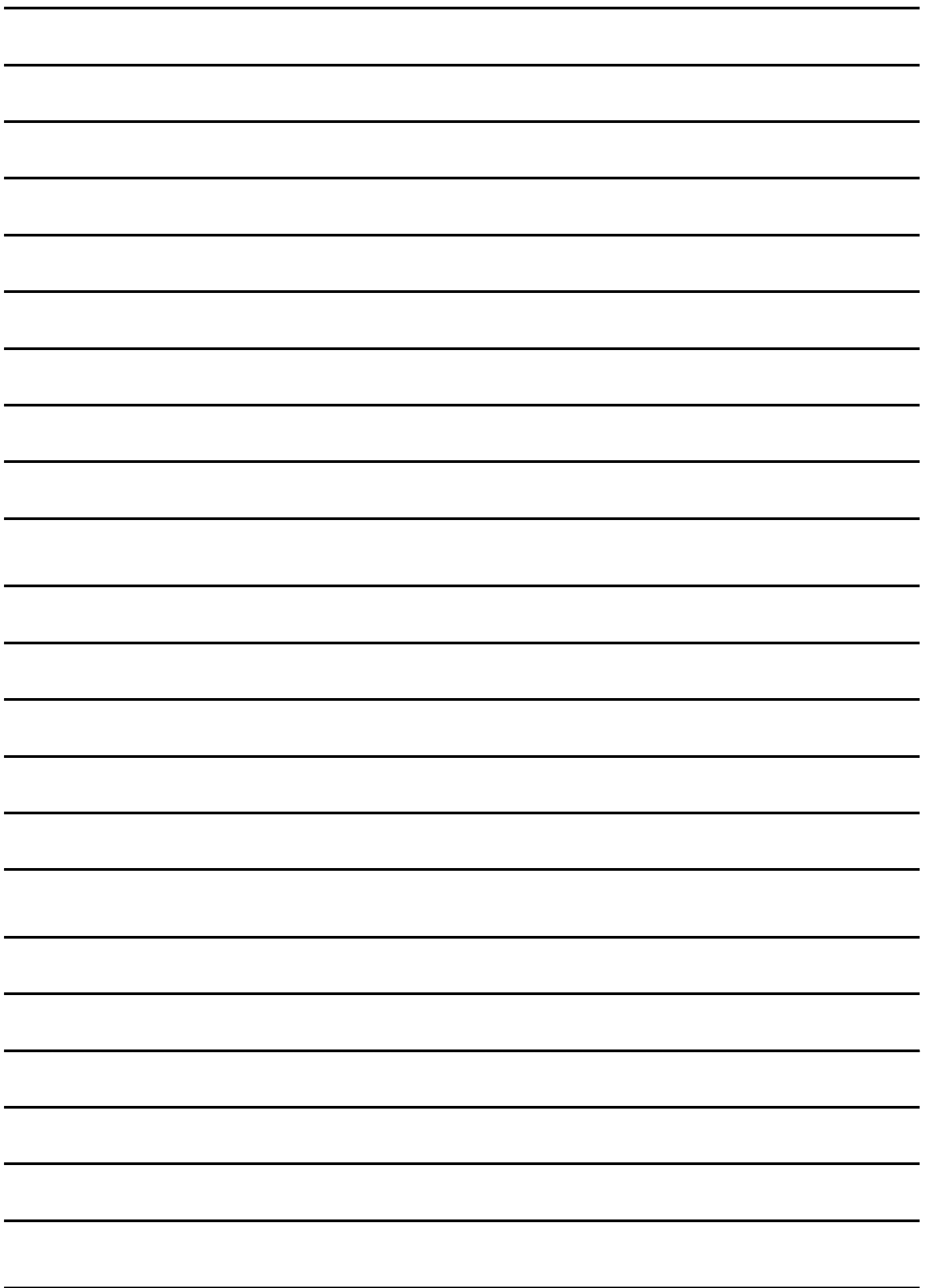
In the cave of curiosity,  
I created the touch of smooth stones from the summer beach,  
the stickiness of honey on a fingertip  
and the heat from a teaspoon as it stirs my morning tea.





In the cave of curiosity,  
I created the coldness of frost  
as it freckles the window pane,  
the sharpness of a saw as it crunches through wood  
and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity,  
I captured the moon's cold gleam imprisoned in a box,  
the joy of a merry-go-round as it spins like a feral ferris wheel  
and the force of a rainbow as it dazzles the sky with a smile that stuns.

Date			
Subject/s	<u>English</u> <b>Imitate</b>		
Learning Objective	To make predictions		
		SA 	TA
Success Criteria	I can read the word in the sentence		
	I can use what is happening in the text to predict the meaning		
	I can try to replace the word with another to see if it still makes sense		
Support	Independent	Adult Support ( )	Group Work

	I've never heard this word before	I've heard this word before and think I know what it means	I know what this word means and can use it confidently
curiosity			
ambling			
trundle			
gleam			
imprisoned			
feral			
dazzle			
stuns			
<p>Task:</p> <p>Green column words: Write another sentence using that word.</p> <p>Red column words: Copy the sentence from the text and annotate what is happening in the sentence and what gives you clues to what the word might mean.</p> <p>Orange column words: Have a go at writing it in a sentence, if you can't think of a sentence to use the word properly, do the same as the red column word.</p>			



Date			
Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective 	To read as a reader		
		SA 	TA 
Success Criteria 	I can explain my likes and dislikes about a text		
	I can ask questions about a text		
	I can identify patterns in a text or between texts		
Support	Independent	Adult Support ( )	Group Work

- 1) Read the poem.
- 2) Complete the table on the next page with your thoughts about:
  - Likes and dislikes—What did you enjoy about the poem? What were your favourite/least favourite parts? Which words made you think ‘wow’? Remember to explain your reasons.
  - Puzzles—What questions do you have about the poem? They might be questions about the story behind the poem, things you do not understand etc.
  - Patterns—Did you notice any patterns in the poem? Was anything repeated? Do you notice any similarities between this poem and others you have read?

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*Likes*

*Dislikes*

*Puzzles*

*Patterns*

Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective	To understand a text		
		SA 	TA
Success Criteria 	I can use the question words to help write my answers in full		
	I can retrieve information from the text		
	I can draw inferences about a character from what they say or do		
Support	Independent	Adult Support ( )	Group Work

## R

1. Where is the poem set?
2. List three things that can be found in the cave.
3. What was the tarantula tickling?
4. How many lorries trundled by?

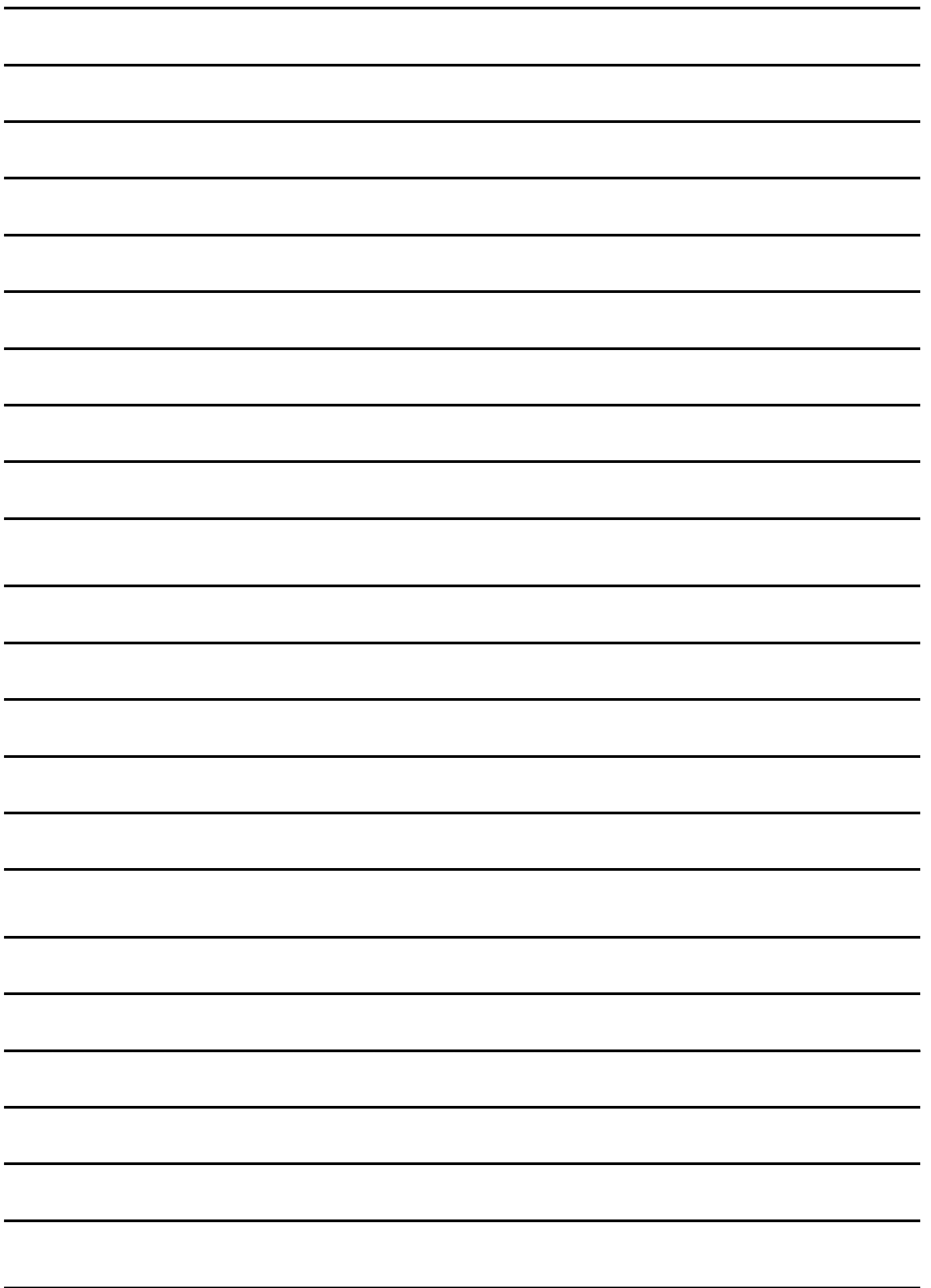
## I





5. Why do you think the rainbow is described as 'dazzling the sky with a smile that stuns'?
6. '*The coldness of frost as it freckles the window pane.*' What do you think this means?

## C

8. '*and the sadness of a tear as it trickles down a cheek.*' Why do you think the author chose the word trickle to describe how the tear falls? What effect does this have on the reader?
9. Why has the author started each verse with the line '*In the cave of curiosity?*' What effect does this have on the reader?





Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective 	To identify the features of a poem		
		SA 	TA 
Success Criteria 	I know a common noun refers to general objects, places, people and animals		
	I know abstract nouns do not have a physical form and cannot be touched		
	I can write a list of common and abstract nouns		
Support	Independent	Adult Support ( )	Group Work

Look at the example of the poem below. What features tell you it is a poem?

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## Features of Poetry

### Structure:




- Written in verses
- Each line starts with a capital letter
- A comma usually at the end of each line

### Language Features:

- Alliteration
- Personification
- Repetition
- Rhythm
- Verse
- Imagery
- Figurative language (similes, metaphors)

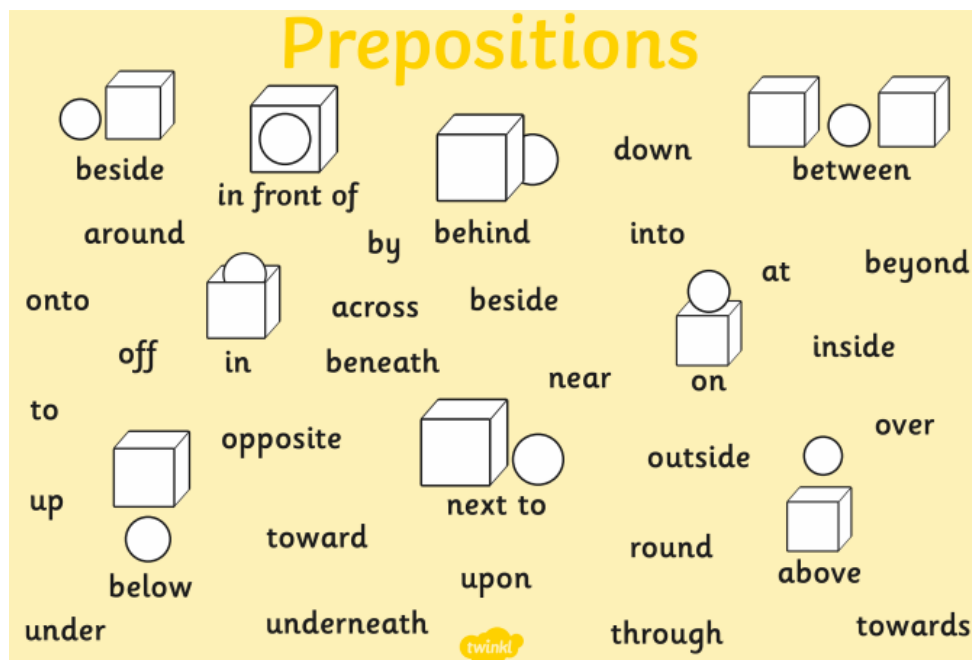




Date			
Subject/s	English Imitate		
Learning Objective	To use prepositions		
		SA 	TA 
Success Criteria	I know prepositions tell you where or when something is in relation to something else		
	I can add examples of prepositions to the word mat		
	I can use prepositions at the beginning of sentences		
Support	Independent	Adult Support ( )	Group Work

What is a preposition?

A **preposition** is a word that tells you **where** or **when** something is in relation to something else.

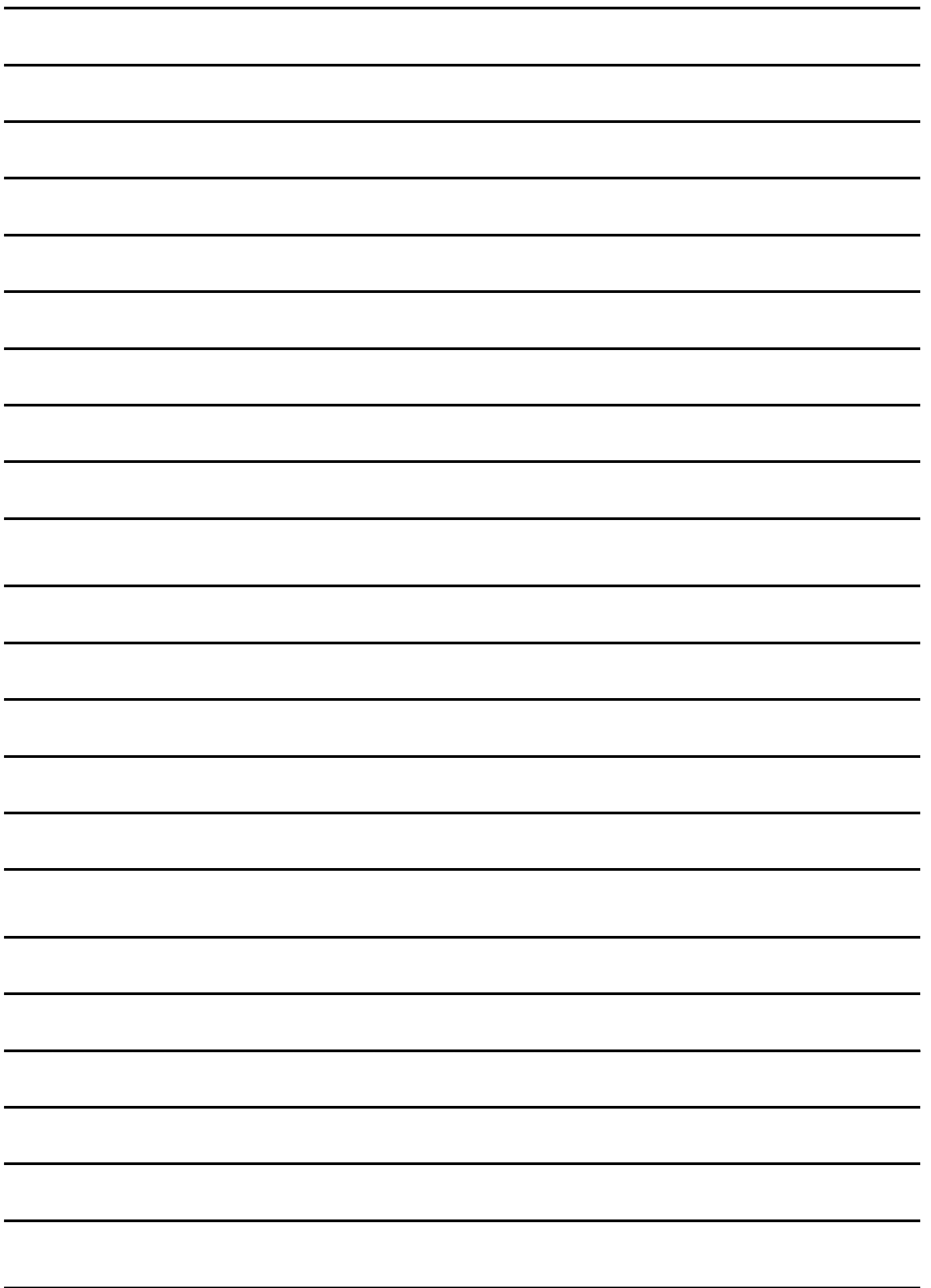






### Task

Create sentences that could be used as the title for your poem using a preposition, a common noun and an abstract noun.

For example:

- In the cave of curiosity
- Above the city of surprises
- Below the ship of shadows
- Inside the waterfall of whispers



Date			
Subject/s	<u>English</u> <i>Imitate</i>		
Learning Objective 	To use alliteration		
		SA 	TA 
Success Criteria 	I know alliteration is a series of words beginning with the same sound		
	I can identify examples of alliteration in a text		
	I can write sentences using alliteration		
Support	Independent	Adult Support ( )	Group Work

### What is alliteration?

Alliteration is when you use a series of words that begin with the same consonant sound.

It is another writing technique that we can use to engage our reader and make our poems sound really effective!

For example:

- Busy buzzing, the bee behaved beautifully.
- Betty and Bob brought back blue balloons from the big bazaar.
- Four furious friends fought for the phone.
- Sam's shop stocks short, spotted socks.

### Task 1

Identify examples of alliteration in the poem.

(Poem on next page)



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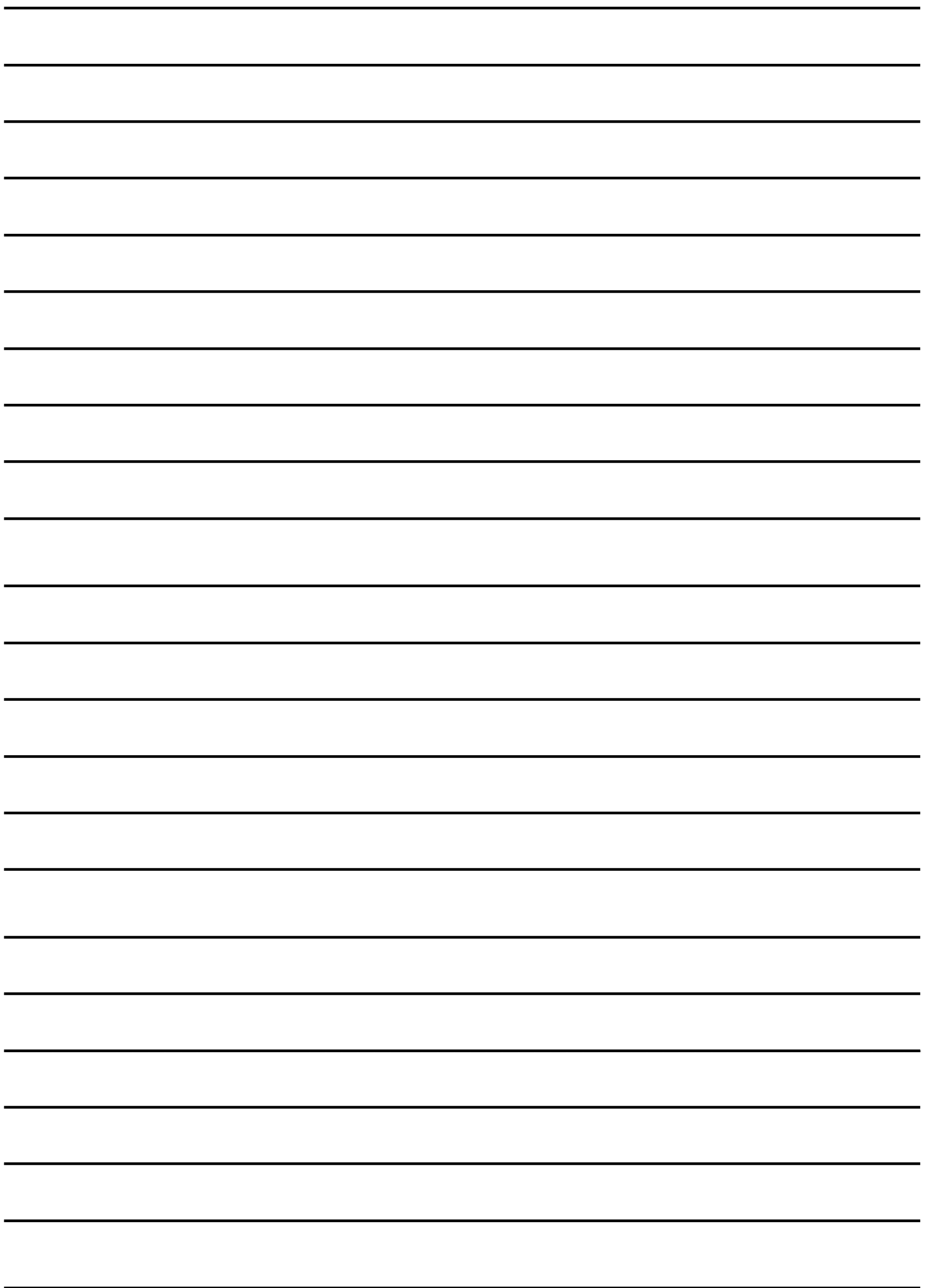
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#### Remember:

- Not every word has to be alliterative.
- You can use prepositions such as 'the' and 'of' and pronouns such as 'his' and 'her' and still maintain the alliterative effect.
- Alliteration does not need to be an entire sentence.
- Any two-word phrase can be alliterative.





Date			
Subject/s	<u>English</u> <i>Imitate</i>		
Learning Objective 	To use personification		
		SA 	TA 
Success Criteria 	I know personification is when you give human qualities to an animal or object		
	I can find examples of personification in the poem		
	I can write sentences using personification		
Support	Independent	Adult Support ( )	Group Work

### What is Personification?

Personification is when you give human qualities to an animal or an object.

For example:

- The snow speaks.
- The grass tickled my feet.
- The leaves danced on the trees.

### Task 1

Identify examples of personification in the poem.

(Poem on next page).

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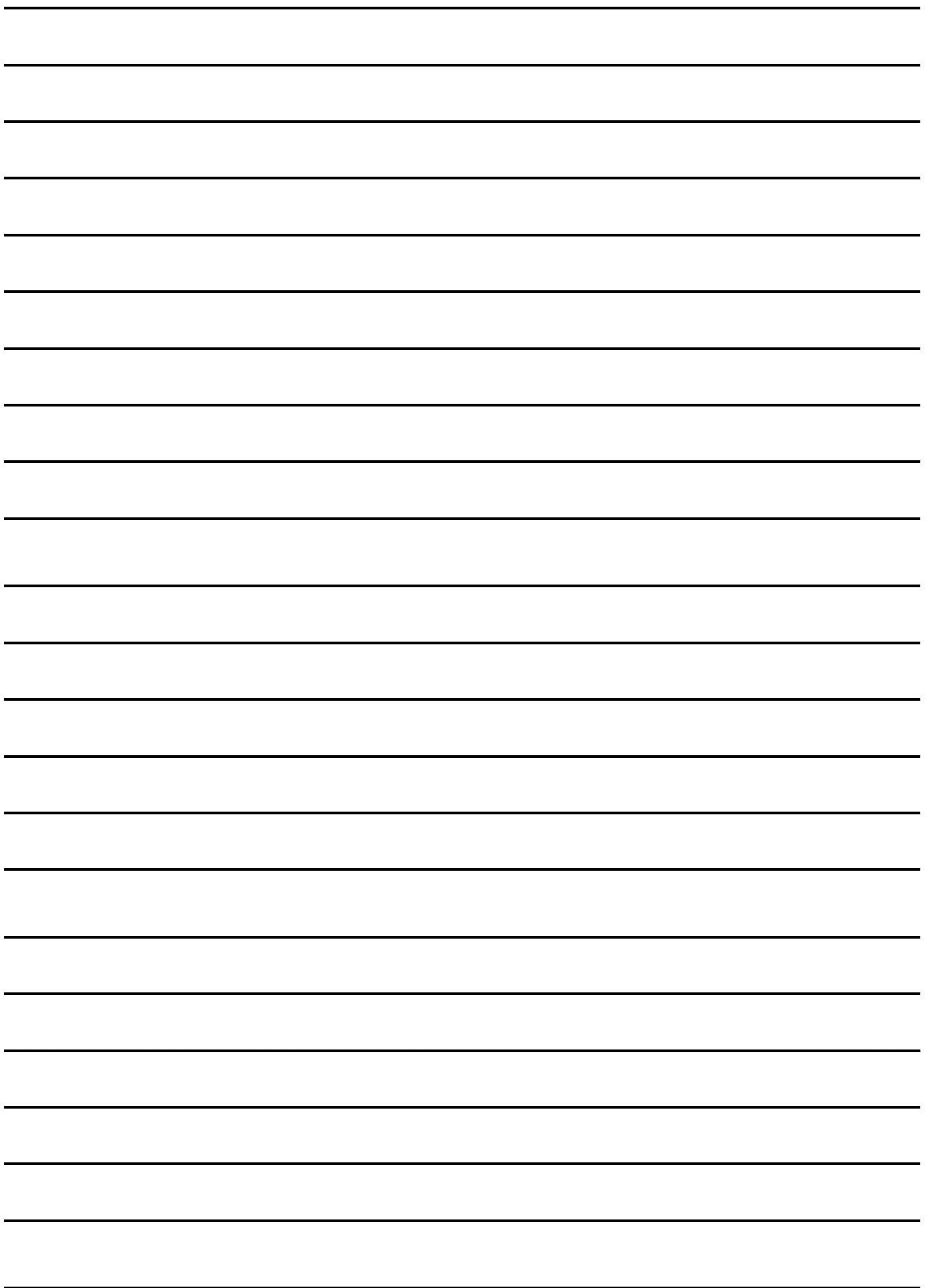
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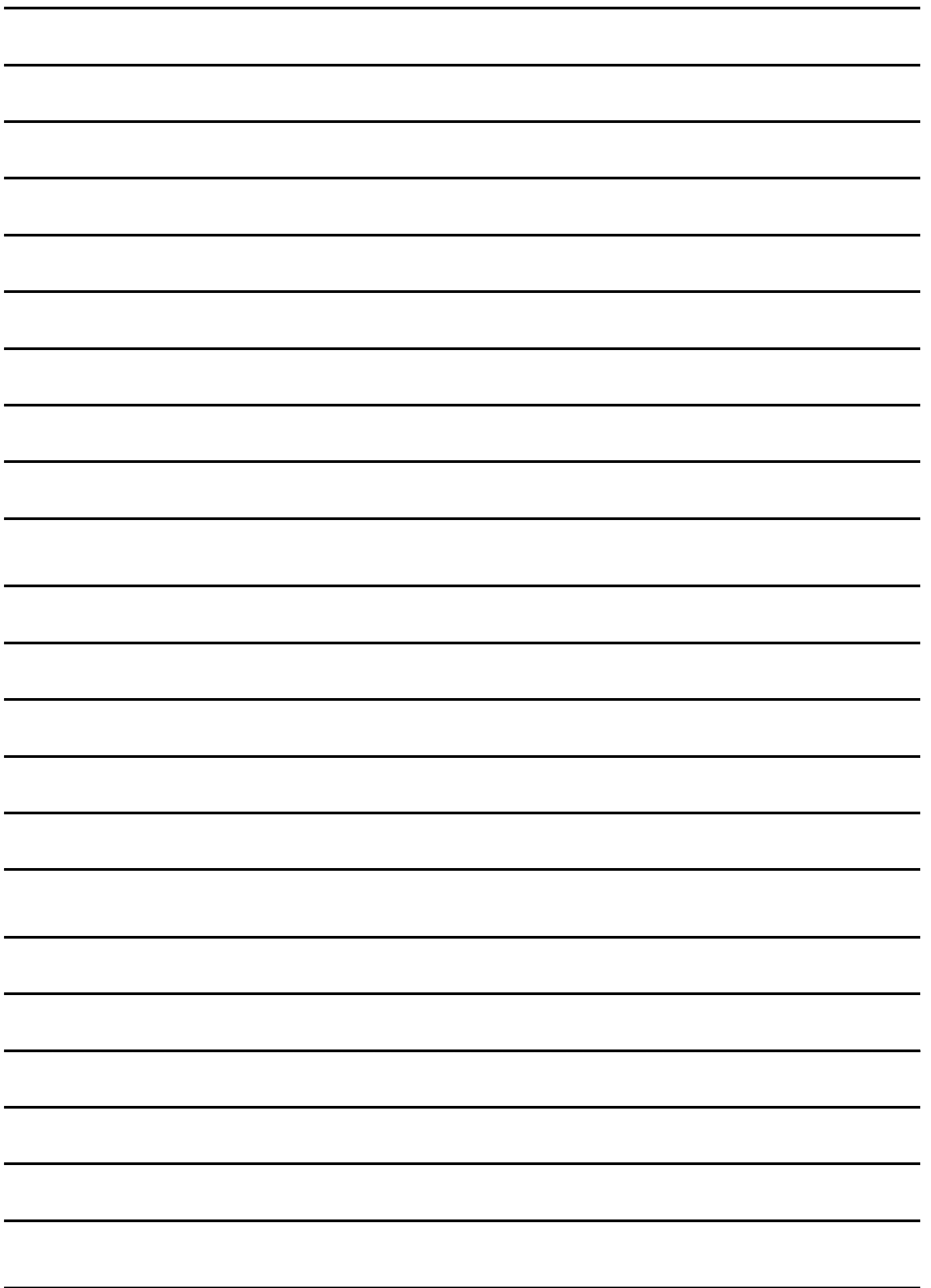
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### Task 2

Use the list of common nouns from day two to create your own sentences using personification. Think about how each object could be described using something a human would do.



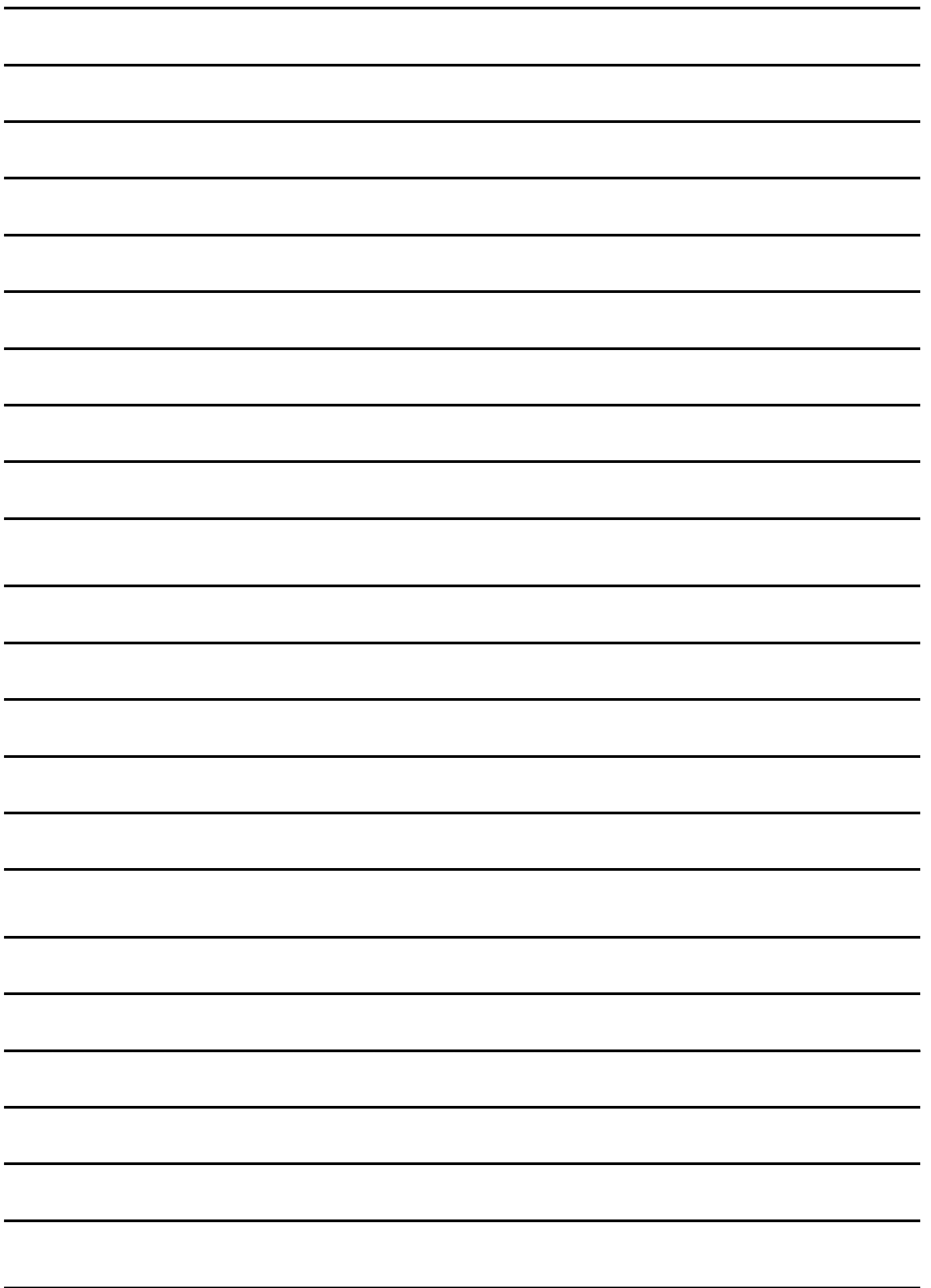


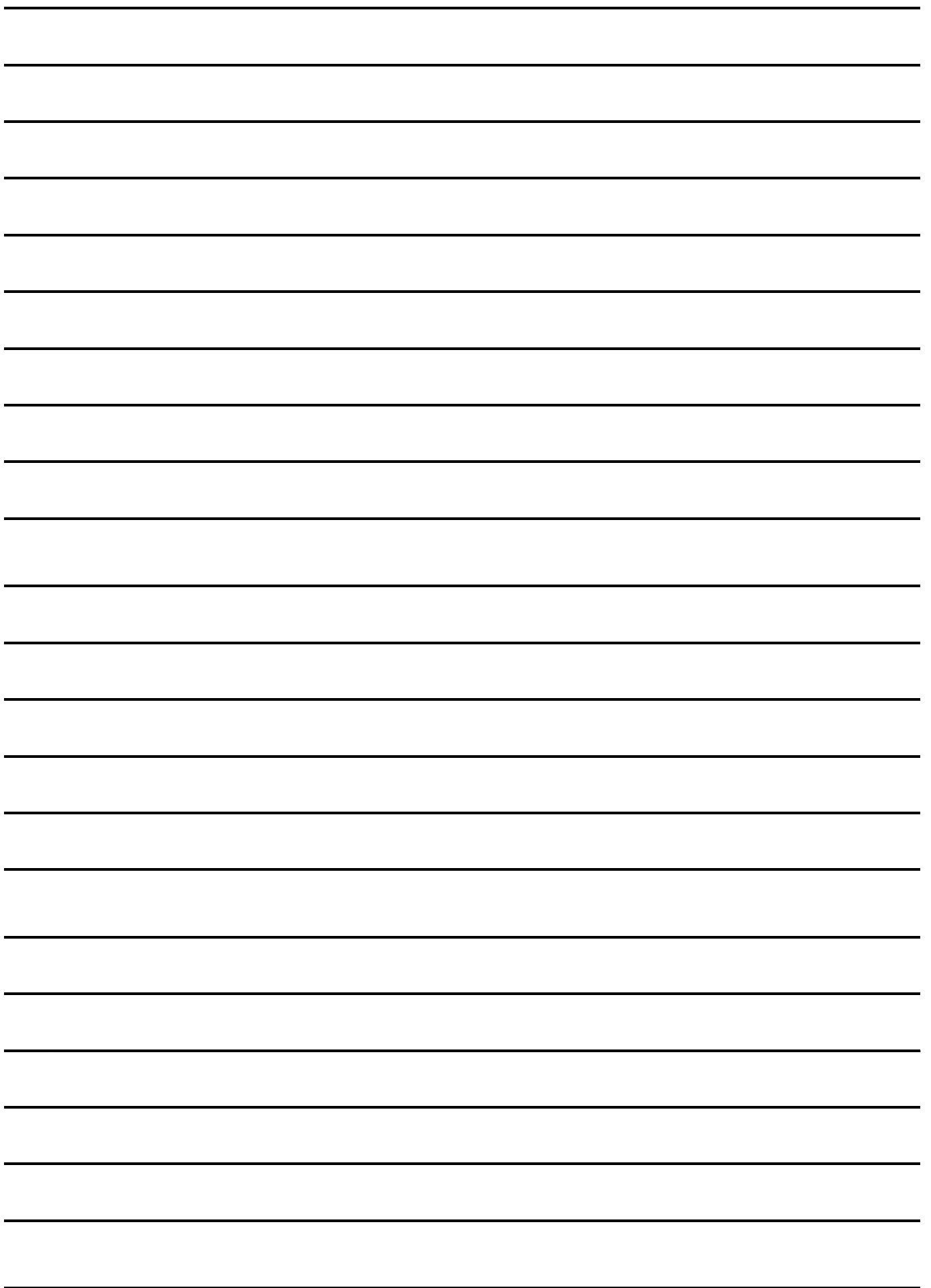
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Subject/s	<u>English</u> <u>Imitate</u>		
Learning Objective 	To create a playful poem		
		SA 	TA 
Success Criteria 	I can use a repeated opening line <i>e.g. In the cave of curiosity</i>		
	I can list 3 or 4 ideas in each verse		
	I can include alliteration		
	I can use personification		
Support	Independent	Adult Support ( )	Group Work





To create a playful poem, you can:

- use a repeated opening line, e.g. In the cave of curiosity, I created...
- use a place + abstract or magical noun
- tell the reader what you created, saw, found, noticed, watched, discovered, uncovered, etc
- list three or four ideas for each verse
- play with alliteration, e.g. an angry ant
- personification, e.g. silence closing g its liups
- he senses, e.g. the touch of smooth pebbles
- invented ideas, e.g. a computer calling to a King







Date			
Subject/s	<u>English</u>		
	<u>Imitate</u>		
Learning Objective 	To perform poetry		
		SA 	TA 
Success Criteria 	I can read my poem aloud		
	I can rehearse the poem so I can perform off by heart		
	I can read with confidence and expression		
Support	Independent	Adult Support ( )	Group Work

## Reading Out Loud

What does successfully reading out loud sound like?

**A successful reader:**

<p>Uses intonation...</p>  <p><b>Are you hungry?</b></p> <p>...their voice rises and falls according to what they are reading.</p>	<p>Use different volumes...</p>  <p>...from shouting to whispering and everything in between.</p>	<p>Varies the pace...</p> <p><b>Slow → Fast</b></p> <p>...reading faster or slower according to the text.</p>
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Watch the video below to see CCBC stars perform poetry.

<https://www.youtube.com/watch?v=ByAg5aoyAN4>

# Year 5 and 6 Spelling List

accommodate	communicate	environment	identity	opportunity	secretary
accompany	community	equip	immediate	parliament	shoulder
according	competition	equipped	immediately	persuade	signature
achieve	conscience	equipment	individual	physical	sincere
aggressive	conscious	especially	interfere	prejudice	sincerely
ancient	controversy	exaggerate	interrupt	privilege	soldier
apparent	convenience	excellent	language	profession	stomach
appreciate	correspond	existence	leisure	programme	sufficient
attached	criticise	explanation	lightning	pronunciation	suggest
available	curiosity	familiar	marvellous	queue	symbol
average	definite	foreign	mischievous	recognise	temperature
awkward	desperate	forty	muscle	recommend	thorough
bargain	determined	frequently	necessary	relevant	twelfth
bruise	develop	government	neighbour	restaurant	variety
category	dictionary	guarantee	nuisance	rhyme	vegetable
cemetery	disastrous	harass	occupy	rhythm	vehicle
committee	embarrass	hindrance	occur	Sacrifice	yacht