

Y5 Spring: Wellbeing

Unit 2

Recognising, naming and expressing feelings

Texts:

- **My Sneezes Are Perfect**, by Rakhshan Rizwan. Emma Press, ISBN 978-1912915682

Two poems from this book are provided for Day 2 in the resources, but you could read a wider selection of poems from the book with children or online if you have access.

Particularly recommended poems are:

p1 Stinky Banana

p4 The Perfect Sneeze

p14 Bedtime

p44 School Attire

p48 My Sister

'Think Books' were introduced in Unit 1 and can be used again in these lessons.

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Day 1

Listen to a poem. Make a folding card.

Expressive arts focus: paper sculpture and drawing

Teaching

- Look at the **Save The Children Logo** (*see resources*). *What do you know about this charity?* Explain that Save the Children is a charity that began in the UK with the aim of improving children's lives through the world.
- *Somebody in Save the Children had the idea of asking children around the world to write about their experiences of lockdown and coronavirus. Why do you think they thought this was a good idea? What do you think they had to do to put it into action?*
- You could watch the Save the Children Poem about lockdown if you have access: https://www.youtube.com/watch?v=4cOBUX7PxQ&ab_channel=SaveTheChildren
- Talk together about the poem. *What do you think is good about this poem? What does it make you think about?*
- *Whose experience of lockdown was most like yours? Whose was most different?*

Activity:

- Children follow the **Tabernacle Card Instructions** to fold a card.
- On the outside of their card they draw and colour their home.
- On the inside they draw, write and colour to show some of the things they missed during lockdown and some of the things that helped them too.

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Day 2

Listen to poems. Improvise scenes.

Expressive arts focus: drama

Teaching

- Show children the picture of **Rakhshan Rizwan** (*see resources*). *Rakhshan moved with her son from the Netherlands to United States just as COVID-19 arrived. She had the idea of writing a book of poems about their experiences.*
- Share some of the poems that you have chosen from **My Sneezes Are Perfect**
- Let children talk briefly about what they like and notice about the poems.
- Read **Flossing** (*see resources*) together. Illustrate the poem. Use the 'Think Book' to write about your experiences.

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Day 3

Listen to a poem. Write and practise performing a poem.

Expressive arts focus: free verse poetry

Teaching

- Show children the picture of **Arji Manuelpillai** (*see resources*). *Arji is a poet who, with some others, had the idea of creating poems as gifts for others.*
- Watch the video of Arji delivering his poem for a person (you might want to stop the video at the end of the poem – about 2.55 as they go on to remember someone who has recently died, this may or may not be appropriate for you.
<https://www.youtube.com/watch?v=jdBnJ3saP7k&%3Bab>
- *How do you think Carol felt to receive this poem? Why do you think her niece, Hannah, wanted her to have it?*
- Explain that children are going to write and perform a ‘poem for a person’.
- Talk about a person who is special to them. *What is special about them? What particular memories do you have of them?*

Activity: Writing and performing a poem for a person.

Activity:

- Children make a set of notes with important information about the person.
- They use these notes to write a poem about the person. This can be in free-verse form. Encourage children to read their writing aloud and to make changes until it sounds as they want it to do.
- When they have finished writing their poem, children practise performing it aloud.

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Day 4

Discuss portraits. Create a portrait.

Expressive arts focus: portrait painting

Teaching

- Explain children's task: making a portrait of their special person.
- Look at the portraits (*see image resource*) and discuss the **Portrait Questions** (*see resources*).

Read the questions through and check that children understand the **Portrait Vocabulary** (*see resources*).

Activity: Creating a portrait.

Talk about special person in your child's life and discuss what they will try to show about them in their portrait.

Children use the art equipment to create a portrait of the special person that they have picked.

Remind children to think about the posture, gesture and background of their subject.