

Egyptian Poetry

This week will be continuing with our Egyptian theme and writing a poem. In class on for last week's home learning, we have already begun to think about the features we include when writing a poem.

Session 1

WALT: Plan a poem

Watch Joseph Coelho video:

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zj2skmn>

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zf8m382>

Complete the figurative writing sheet on the home learning plan.

Sit back, relax and watch this animation to help transport you back to the ancient pyramids.



<https://www.youtube.com/watch?v=2XxhNMbpE2A>

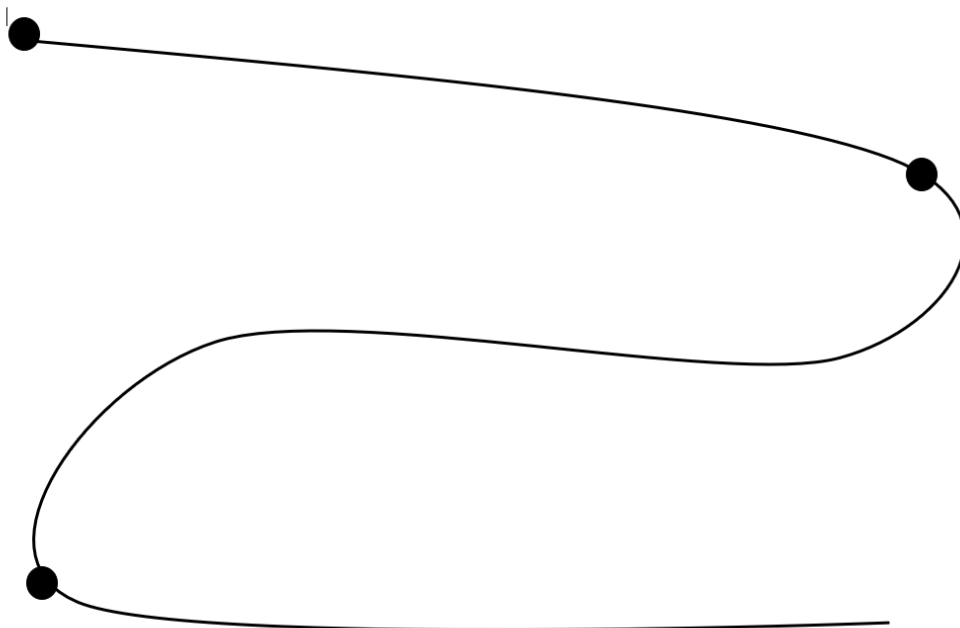
Today, you are going to plan your Ancient Egyptian poem! You can use the ideas we made last week during our 'senses' lesson and magpie from our class poem!

- Your poem will be about entering a pyramid for the very first time and discovering what lays inside...
- Think about which parts of the journey through the pyramid you want to include in your poem!
- What is the atmosphere in your poem? What will you find inside? Remember your 5 senses!



Use the planning sheet on the home learning or create one of your own on some paper or in your exercise book.

WALT write a cohesive sensory poem



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- 1) Decide what the key points in your poem will be and write onto your timeline.*
 - 2) Add figurative language from your notes that you want to use.*

3) Use the success criteria to help you:

Success Criteria

- Figurative language
- Senses
- First person
- Powerful verbs
- Powerful adverbs
- Powerful adjectives
- Alliteration
- Rhyme

Session 2

WALT: Write a poem

Today, you need to use your timeline to write your Ancient Egyptian poem.

Look at these examples of uplevel lines in a poem, try to use these ideas to help you with yours:

I can feel the suffocating darkness
closing in on me,

(we don't need the 'I can feel' - let's change this so it sounds more poetic...)

Suffocating darkness closing in,

Deafening silence,

(Change the word order here to vary how our lines of poetry begin?)

Silence, deafening in the stillness,

Now have a go! Remember to use your success criteria to check you have used a number of poetic devices.

Session 3

WALT: edit and publish/perform a poem

Today you are going to edit and perform your poem. Look back at the success criteria from session one and check off all the devices you have included. Try using a thesaurus on line to help you to up level your vocabulary. When you have finished you could either publish it or perform it for someone in you home. You could get them to film your poetry reading and email it in for your teacher. We would love to see it!