

Recipe for a Sunbeam School

Explore a fun rhyme to assemble the essential ingredients
for a happy, healthy school

Objectives: identify patterns of rhythm, rhyme and sounds in poems; put ideas into sentences; use a clear structure to organise their writing.

You will need: a copy of the poem *Welcome to Sunbeam School* (see poster front and photocopiable one); your school brochure; whiteboard; a collection of recipe books; individual copies of *Recipe for a happy healthy school* (see photocopiable four); wax crayons or felt-tipped pens.

Whole class

With the children seated in a circle, talk about some of the things they like about school, such as friends, teachers, dinner ladies, playing outside at break, listening to stories and so on. Establish that the school is a happy place and explore some of the reasons why. List some of these ideas on the whiteboard.

Introduce the poem and read it aloud. Give the children a few minutes to think about it, then ask: *What tells you that the children of Sunbeam School like being there? What are some of the things they enjoy doing? Can you invent a different sunny name?* (Sunshine School, Summertime School, Sunny Days School.)

Listen to the poem again, this time looking for the rhyming words. Make this into an oral game, encouraging the children to find more rhymes to match those used in the poem. Don't worry about making sense, simply encourage the children to have fun with the sounds of rhyming words, and come up with some interesting combinations!

Next, look for movement words used in the poem (*dance, sing, skip, run* and so on). Find more words that tell us how children move and list these on the board (*hop, skip, throw, kick, slide, jump*). Emphasise that all these movements help to keep us stay active, fit and healthy.

Show the children how the poem looks on the page. Count the verses. Ask: *Can you find a pattern in the way all four verses are written? What words are used in the second line in every verse?* Note where the long and short lines are placed.

Read the second verse aloud. Talk about the way the weather is described. *Can you think of different*

kinds of weather? (Snow, cloudy, windy). Working on the whiteboard, follow the pattern and take suggestions for making a new verse about a different kind of weather, perhaps substituting the name of your own school. For example:

Should snowflakes fall
 on Severn Beach School
blanketing everything white,
we'd stay in the classroom
 as warm as toast
while the world turns sparkling bright.

Group/independent

Suggest writing a new poem together about your own school, using some of the ideas collected on the whiteboard. Share the school brochure, looking for positive things individual to your own setting. Add some of these to your lists.

Show the children the recipe books, asking them what is special about them. Ask: *When would we use this kind of book? How does it help us?* Establish that we usually use a recipe book in the kitchen and that it helps us to cook and bake. Look for some of the words that tell the cooks what to do – *take, whisk, mix, stir, add, beat* and so on. Ask: *What is the first thing you have to do if you are going to bake a cake?* Establish that first of all you have to collect the ingredients, measure them all out and then follow the recipe until the cake is ready for the oven.

Tell the children that your new poem is going to be written like a recipe. Suggest a title such as 'Recipe for a happy school'. As they start by collecting ingredients, look at the lists to see what you need to make a happy school. Then combine these ideas with your cooking words to create a poem using a three-line structure (see photocopiable four). For example:

Take a class full of friendly children,
One splendid teacher, lots of books
And a space outside to run and play.

Add a clean kitchen, three clever cooks
Some very helpful dinner ladies,
And a healthy lunch for everyone.

