

Poster 1 – Portraits

Introduction

Ask the class (use L1 where necessary):

- How many people can you see in each picture?
- Which is the oldest picture? (Picture A)
- Which is the most modern picture? (Picture C)

Ask the questions on the poster

Divide the class into 4 groups. Write each question on a piece of paper or card. Give each group a card and ask them to answer the question. Groups take turns to go to the poster and answer the question.

- Picture A: Can you see any differences between the women? Some people think the women were twins – or they could be sisters or cousins. What do you think?
- Picture B: How do you know the picture is in a church?
- Picture C: Modigliani's pictures often have long body parts and black lines. Can you find examples in this picture?
- Picture D: The picture shows some of the painter's family. How old do you think they are?

Show and tell!

Ask the class to bring in portraits to show the class. They could be photos or drawings of their family, friends or pets. Alternatively they could be portraits they can find on the internet.

In groups, pupils show their portraits and say who the portrait is of. Make a display of their portraits.

Game: Colour hunt!

Write the clues on the board in 2 columns. Divide the class into pairs. One child looks for the items in the first column, the other child looks for the items in the second column.

There's a white dog.	He's got blue eyes.
He's got red hair.	She's got a red coat.
He's got a grey shirt.	He's got a white shirt.

Key:

There's a white dog. (Picture D)

He's got red hair. (Picture C)

He's got a grey shirt. (Picture C)

He's got blue eyes. (Picture C)

She's got a red coat. (Picture B)

He's got a white shirt. (Picture D)

Game: Invent a life

Pupils choose one of the people in the portraits and tell their partner about them. For example, *Her name's Helen. She's 30. She lives in Paris. She's a writer. She's got 2 cats and a dog.*

More information about the portraits

Picture A

Title: The Cholmondeley Ladies

Artist: not known but British School 17th century
1600–1699

These words are written on the painting (some time after it was painted): 'Two Ladies of the Cholmondeley Family, Who were born the same day, Married the same day, And brought to Bed [gave birth] the same day'.

Picture B

Title: My Second Sermon

Artist: Sir John Everett Millais (1829–96)

Millais was the youngest ever student at the Royal Academy Schools – he started there at the age of 11. His colourful pictures (mostly of people) were popular with the Victorian people of his time. The girl in the picture is Millais' daughter. This picture was painted in 1864. The year before Millais did a successful painting called 'My first sermon' in which the same girl is sitting up and listening.

Picture C

Title: Portrait of a Student, c.1918–19

Artist: Amedeo Modigliani (1884–1920)

Modigliani was an Italian painter and sculptor. He was ill all his life and died in Paris at the age of only 36. Modigliani's work wasn't famous during his lifetime.

Picture D

Title: Two Sisters and a Brother of the Artist

Artist: Sofonisba Anguissola (1527–1626)

Sofonisba was born in Italy – the oldest of seven children. She was one of the first women painters to be successful outside her own country. She spent 18 years in Spain as painter to the Spanish king and queen.

Poster 2 – Insects

Introduction

Ask the class (use L1 where necessary):

- *How many legs has an insect got?* (6)
- *How many body parts has it got?* (3 – head, thorax and abdomen)
- *Is a spider an insect?* (No) *Why not?* (because it has 8 legs)
- *Look at the poster. Which insect do you like? Which insect don't you like?*

Insects on the poster:

- a – aphids
- b – stick insect
- c – dragonfly
- d – Monarch butterfly
- e – caterpillar
- f – praying mantis
- g – wasps

Ask the questions on the poster

Divide the class into 4 groups. Each group takes turns to go up to the board and answer the questions on the poster.

Poster questions:

Can you find insects with these colours?

- black (f: praying mantis, d: butterfly, g: wasp)
- orange (d: butterfly)
- yellow (a: aphid, f: praying mantis, g: wasp)
- brown (b: stick insect)

While one group is looking at the poster, ask the other groups to make a list of all the insects they know. If they don't know the English word, they can write in L1.

Show and tell!

Ask the class to bring in pictures of insects they like to show the class. They could be pictures from a book or from the internet, or pictures they have drawn themselves.

In groups, pupils show their pictures and say what the insect is. Make a display of their pictures: *Our favourite insects*.

Game: Insect anagrams

Divide the class into pairs. Write these anagrams on the board and draw pictures of an ant, a butterfly, a bee, some wings, a stick insect. The first pair to work out all the anagrams is the winner.

- istkc tcnies (stick insect)
- ebe (bee)
- giwns (wings)
- tefubltyr (butterfly)
- tan (ant)

Game: Insect pictionary

Divide the class into 2 teams. 1 pupil from each team comes to stand at the board. Show them the name of an insect you have written on a piece of paper, e.g. *ant*. When you say 'go', pupils have to draw the insect on the board. The first team to guess the insect gets a point.

Poster 3 – Maps

Introduction

Ask the class (use L1 where necessary):

- Which city is this a map of? (Oxford)
- What do you know about Oxford?
- What can you see in the pictures?
- Where would you like to visit?

Ask the questions on the poster

Divide the class into 3 groups. Each group takes turns to go to the poster and answer the questions.

Poster questions:

- Where can you buy Oxford sausages? (at the Covered Market)
- How long does the bus tour take? (an hour)
- Where can you sit at the same table as Harry Potter? (at Christ Church College)

While one group is looking at the poster, ask the other groups to make a list of all the things they imagine they might see in Oxford.

Show and tell!

Ask the class to bring in maps from home. They could be of your town or area, of a local attraction, or of a famous city in another country. In groups, pupils show their maps and say where they are of. Make a display of their maps (but keep aside any you want to use for the True/False game below).

Game: Oxford quiz relay

Write each of these questions on separate pieces of card or paper. Prepare one set per group.

- What street is the Sheldonian theatre on? (Broad Street)
- What are the names of the two rivers in Oxford? (River Thames and River Cherwell. NB the Thames in Oxford is often known as the Isis)
- What street are Alice's shop and Christ Church College on? (St Aldates)

Divide the class into 2 or more groups. Give a card to one pupil from each group. That pupil goes to the poster and looks for the answer, then comes back to report to the group. Then the next pupil takes a new card and goes to the poster. The first group to finish is the winner.

Game: True or false?

Use the pupils' maps from the *Show and tell!* Divide the class into two teams. Ask a pupil from one team to come up to the map. Say a true or false sentence relating to the map (e.g. there's a cinema on Church Street.) Ask a pupil from the opposing team to say if this is true or false (false). The pupil at the poster checks the answer. Repeat this procedure alternating between the two teams. Give points for correct answers. The team with the most points wins.

Poster 4 – The water cycle

Introduction

Ask the class (use L1 where necessary):

- *What photos can you see on the poster?* (clouds, a rainbow, a snowflake, snow and trees)
- *What can you see in the picture of the water cycle?* (the sun, the sea, a river, clouds, raindrops, mountains)
- *What's your favourite type of weather?*
- *Have you seen a rainbow?*
- *When do you see rainbows?* (when it's raining and sunny)
- *What are the colours of the rainbow?* (red, orange, yellow, green, blue, indigo, violet)
- *What's your favourite rainbow colour?*

Ask the question on the poster

Ask pupils to look at the photos of the clouds on the poster. Ask:

Look at the clouds. Which clouds are the high clouds? Which clouds are the low clouds?

If there are any clouds today, ask pupils to look out the window: *What are the clouds like today?*

Show and tell!

Ask the class to bring in weather pictures. They could be from books, magazines, the internet, or they could be in photos from home. In groups, pupils show their maps and say where they are of. Make a display of their maps.

Game: Rainbow board race

Draw a rainbow at the top of the board. Write the letters ROYGBIV down the left hand side of the board.

Ask pupils what they think the letters stand for (the colours of the rainbow). Ask pupils if they can remember the colours of the rainbow (red, orange, yellow, green, blue, indigo, violet).

Draw 2 columns on the board alongside the letters.

Divide the class into 2 teams and ask them to line up.

When you say 'go', 1 pupil from each team runs up to the board and writes a word beginning with the letter R in their column. The pupil then runs back to their team members, and the next team member runs up and writes a letter beginning with O. The winner is the team that finishes first.

Game: Unjumble!

Divide the class into pairs. Tell them they must unjumble the sentences and find the false sentences. Write these sentences on the board:

- 1 *water The shines the sun on*
- 2 *colours Rainbows got eight have The*
- 3 *snowflake different Every is*
- 4 *eight sides snowflake got has Every*

The first pair to complete the task is the winner. Then ask the pairs to write jumbled sentences for each other.

Key

- 1 The sun shines on the water. (true)
- 2 Rainbows have got eight colours. (false – rainbows have got 7 colours).
- 3 Every snowflake is different. (true)
- 4 Every snowflake has got eight sides. (false – snowflakes have got 6 sides)

Poster 5 – Ancient Egypt

Introduction

Ask the class (use L1 where necessary):

- *What can you see in these pictures?*
- *How many pyramids can you see?* (1)
- *What's the name of the river in Egypt?* (the River Nile)

Ask the questions on the poster

Divide the class into 4 groups. Each group takes turns to go up to the poster and look.

Poster questions:

Can you find...?

- 2 white horses (Picture F)
- a fish on a necklace (Picture B)
- a blue and yellow fish (Picture H)

Write these sentences on the board. While one group is looking at the poster, ask the other groups to say if they are true or false.

- The river in Egypt is called the Nile. (true)
- There's only 1 pyramid in Egypt. (false – there are over 80)
- The king of Ancient Egypt was called the Pharaoh. (true)
- Mummies were never animals. (false – cats, dogs and other animals were made into mummies)

Show and tell!

Ask the class to bring in some hieroglyphs. They could be real or made-up. In groups, pupils show their hieroglyphs and say what they show. Make a display of their hieroglyphs.

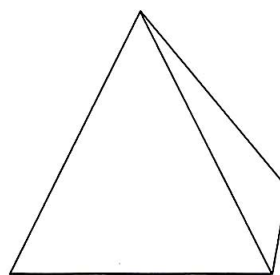
Game: How many words can you make?

Write the sentence *The Pharaoh was the king of Ancient Egypt!* on the board. Divide the class into pairs. Give them one minute to write all the English words they can using the letters in the sentence (e.g. *there, cat* etc). Feedback the words onto the board and check their spellings. The pair with the most words wins.

Suggested words: *cat, ant, nice, heart, paper, earth, rat, are, hear, go, fog, kite, why, know, song, right, of, night, high, feet, pig*

Game: Pyramid!

Choose a word from the poster, e.g. *Egypt*, and write _ _ _ _ _ on the board. Pupils suggest letters. For every incorrect letter, draw part of the pyramid shape and write the incorrect letter underneath. Pupils try and guess the word before the pyramid is completed.



Poster 6 – Deep sea creatures

Introduction

Ask the class (use L1 where necessary):

- Which animals can you see on the poster?
- How many different types of fish can you think of?
- What other animals live in the sea?
- What's your favourite fish?

Ask the questions on the poster

Write the questions onto four pieces of paper or cards. Divide the class into 4 groups. Give a card to each group to find on the poster.

Poster questions:

Can you find ...?

- a creature that lives in the deepest part of the ocean (a dumbo octopus)
- a creature that is very flat (a skate)
- a creature that looks like a very big animal (a dumbo octopus)
- a creature that lives with another creature (a porcelain crab)

While one group is looking at the poster, ask the other groups to make a list of all the sea creatures they know. If they don't know the English word, they can write in L1.

Show and tell!

Ask the class to choose a sea creature and bring in information about it. In groups, pupils show their sea creatures and say what they know about them. Make a display of their sea creatures.

Game: Guess the sea creature

If possible, use the display from the *Show and tell!* for this game, or bring in pictures of more sea creatures. Put the pictures of the sea creatures on the wall or the board. Choose one and describe it: *it's long and thin. It can live up to 2500 metres below sea level. (eel)* Pupils guess which creature you're talking about.

Game: Pass the ball!

Ask pupils to make a big circle. Play some music. While the music is playing, the children pass around a ball. When the music stops, the child with the ball has to name an animal. Pupils get a bonus point if they can name a sea creature.