

Year 3 Competition Brief

Write a poem to thank a farmer

Every day of your life is a great day to thank a farmer for the food you eat, the clothes you wear and the house you live in. And it's not just the milk in your glass or cereal in your bowl. Without farmers you would not have toothpaste to clean your teeth, shampoo to wash your hair, sheets on your bed or socks on your feet.

So, if farmers did not work hard to care for animals or look after their crops, life as we know it would stop.

Brainstorm other products that a farmer could be thanked for; such as noodles, ice cream or cake. Then discuss what jobs farmers do to produce those products e.g. plant seeds to grow crops, harvest wheat, milk dairy cows or collect eggs from hens they care for every single day of the year.

Analyse the structure of a variety of poems such as cinquain, limerick and haiku. Discuss the characteristics of each style of poem and the use of rhyme, syllables, rhythm and similes to create the mood and meaning of each poem.

The Competition

Choose one product to discover how a farmer helped produce it or think about lots of different jobs a farmer does.

Write and edit your own poem to thank a farmer for producing the raw products for food and caring for our land. You may choose any style of poem such as limerick or simple rhyming.

Decorate your page with images to support your poem and ensure the text is large enough to be read from 2 metres away. Your entry must be suitable for children aged 7-12 years old.

Poem and decoration must be students own work and must be hand written.

Maximum size: A3 and backed on cardboard.

See Thank a Farmer Poem Rubric for Assessment Criteria

Competition Rules and Guidelines form part of the Assessment Criteria

Name_____

Date_____

Thank a Farmer Poem Rubric

Criteria	1	2	3	4	Points
English: Structure & Organisation Relevant information which is on topic and appropriate for 7-12 year old audience.	Poem structure not defined. All information not present. Not appropriate for audience.	Poem structure shows some organisation. Some information is present but not on topic.	Poem structure is neat and organised. Most information is present and on topic.	Poem structure is neat and well organised. All information is present, on-topic and well balanced.	/12
English: Language Features Uses a range of grammatical features, correct spelling and punctuation for poem type.	No use of grammatical features. Many spelling errors.	Some use of grammatical features. Some spelling or punctuation errors.	Good use of grammatical features. 2-5 spelling or punctuation errors.	Excellent use of grammatical features. 0-2 spelling or punctuation errors.	/12
S&T Describes some examples of how science knowledge helps people to understand the effect of their actions on the environment and the survival of living things	Communicates irrelevant information	Some elements relate to main topic yet little understanding is shown	Most elements relate to main topic showing sound understanding but no elaboration	All elements relate to main topic with insight and encourage interest of audience	/12
Creativity & Graphics	Not visually engaging or balanced. Font too small, large or illegible for display. No pictures or diagrams.	Some visually engaging elements with some thought of balance and font size for display. Pictures or diagrams do not match text.	Visually balanced Good use of colour and fonts are appropriate size for display. Good use of illustration to support text.	Visually balanced, engaging and stimulating Good use of colour. Font appropriate size for display and shows imagination. Creative illustrations to support text.	/12
Identification	No identification on back	Own name only on back	Own name & school name and address on back	Own name & school name and address clearly on back	/2
Total Points					/50

Syllabus Outcomes: **ENG** Writing and Representing EN2-2A (ACELT1606) Handwriting and using Digital Technologies EN2-3A **S&T** Living World ST2-11W (ACSHE051/062)