

# Wildlife poetry



Bridgend Outdoor Schools  
Ysgolion Awyr agored  
Pen-y-Bont ar Ogwr

Learners think about and discuss what plants and animals might be found in a woodland environment they will visit. They read and consider a poem about this environment that contains the names of plants and animals that are likely to be found there. Learners think about and plan a visit to the woodland environment described in the poem. They carry out the visit using the poem and their plan to locate plants and animals, make observations and to take photographs. Learners use their observations and notes to write a poem. This might be about the woodland environment in general, the plants or animals within the environment or one specific plant or animal, for example.



## Opportunities to develop

LNF

### Literacy

**Oracy across the curriculum:** Developing and presenting information and ideas.

**Reading across the curriculum:** Locating, selecting and using information, Responding to what has been read.

**Writing across the curriculum:** Organising ideas and information, Writing accurately.

### Curriculum

#### KS2 Science

Skills - C1-3

Range - IOO4-7

#### KS2 English/Welsh

Skills - Oracy – 1-7; Reading – 1-5, 7;  
Writing 1-9.

## Resources

### Resources included with this activity

- 1 A poem about a woodland environment, containing the names of plants and animals that might be found within this environment.
- 2 Suggested focus questions in sets, relating to each task, which can be given to each pair as they start each task. Conversely, these questions can be used by the teacher.

### Resources that need to be made available

- 1 Video/digital camera.

## Risk assessment

Prior to carrying out outdoor activities, please read [Assessing risk in outdoor spaces](#) (hyperlinked). You will need to follow your own school's health and safety guidelines and subsequently make your own risk assessments that directly relate to the outdoor space that you are going to use.

## How to run the activity

### Preparation

The Poem (Resource 1) contains the names of plants and animals that are likely to be found in a woodland environment. This might typically include a habitat where trees are the dominant plant form but is also likely to encompass some fields or grassy areas.

Decide which woodland area near the school is most suitable to visit and provide learners with an overview of the activity. Explain to learners that they will read and discuss a poem about a typical woodland environment, which contains the names of plants and animals that are likely to be found in this environment. Learners will visit the environment, look for the plants and animals named in the poem, make observations and take photographs, etc. Back in school, they will use their findings and photographs to write and illustrate poems about this environment and the plants and animals within it.

### Doing the activity

#### Task 1: What do we know about a typical woodland environment?

Ask learners to think about and discuss what plants and animals might be found in a typical woodland environment. They might also consider the main features of this environment, how these might affect what grows there, how humans might affect the environment and how it is different and similar to other familiar environments.

- What do you know about this environment? How do you know these things?
- What plants and animals might you find in this environment? Why do you think that?
- What specific features does this environment have? How do you know? How might these features affect what lives and grows there? Why do you think that?
- What other environments do you know about? How do you know about them?
- How are these different to the environment we will visit? How are they similar?
- How do you think humans might affect the environment we will visit? Why do you think that?

## Task 2: Considering the poem

Provide each learner with a copy of the poem and ask them to read it through a couple of times. Encourage them to share their ideas about the poem with a partner before asking random pairs to share their thoughts with the class.

- What environment is the poem about? How do you know?
- What plants and animals are mentioned in the poem? What do you know about these plants and animals? How do you know these things?
- Are there parts of the poem you do not understand? Which parts? What don't you understand? How can you find out what these parts mean?
- Did you enjoy the poem? Why?
- What vocabulary did you like/dislike? Why?

## Task 3: Planning a visit to a woodland environment

Ask learners to think about and plan what they will do when they visit the woodland environment described in the poem. Encourage them to consider how they might locate certain plants and animals, what photographs they might take and so on. Learners might record their plan as a storyboard.

- What will you do when you visit the green space/environment?
- How will you locate the plants and animals described in the poem? Why do it like this?
- What information about plants and animals will you gather to help you write a poem? Why?
- What will you observe? Why?
- What will you take photographs of? Why? How will these help you to create your poem?

## Task 4: Visiting the woodland environment

Plan and organise an opportunity for learners to visit the chosen woodland environment. Ask them to take a copy of the poem along and to use it and their plan to locate plants and animals, make observations and to take photographs. Learners might be encouraged to monitor progress as they follow their plan and to make amendments as they see necessary.

- How will you use the poem and your plan? Why use them like this?
- How are you going to locate the plants and animals? Why like this? What will you do if this does not work? Why?
- What photographs will you take? Why?
- What parts of your plan could not be followed? Why? What changes did you make? Why make these changes? Did they work? Why?

## Task 5: Writing and illustrating a poem

Ask learners to use their observations and notes to write a poem. This might be about the woodland environment in general, the plants or animals within the environment or one specific plant or animal, for example. Learners might use their photographs to illustrate their poems.

- How will you go about writing your poem? Why do it like this?
- What characteristics of poetry will you use in your writing? Why use these?
- How will you choose and use appropriate vocabulary? Why do it like this?
- How will you ensure your spelling is correct?
- How will you draft and present your poem? Why do it like this?

## Task 6: Presenting the poem

Ask learners to think about and discuss how they might present the poems they have written. This might be to another class, during a class assembly, as part of a wall display within the school or in the school magazine, for example. When agreement has been reached, learners might be encouraged to be part of the process of organising the presentation.

- How could the class present their poems to others?
- Which do you think would be the best way? Why do you think that?
- How could you organise this type of presentation?
- What problems might you face? Why do you think that?
- How could you overcome these problems?

Ask learners to consider what makes a good presentation. They might discuss this as a pair and share their ideas with the class. Encourage them to keep these ideas in mind when they develop the presentation of their poem.

- What are your success criteria for a good presentation?
- Why did you choose those?
- Which are the most/least important? Why do you think that?

Ask the learners to bear these draft success criteria in mind when they consider how to make a short presentation of their poem. Ensure learners are given a time limit to plan and organise their poem presentation, for example, 30 minutes and that they know the time limit for the presentation itself, for example, 2 minutes, depending on the length of their poem.

- What do you need to do?
- What should you do first? Why do you think this?
- What do you need to include in your poem presentation? Why?
- How are you going to organise your presentation? Why do it like this?
- How are you going to present? Why do it this way?
- Are there other ways you could present? Why haven't you chosen these ways?
- How will you make sure the whole group is involved?

## Assessment against the LNF

Many aspects and elements could be demonstrated by learners as they carry out this activity. The main focus areas of the activity within the LNF are shown as shaded boxes in the tables below.

Literacy		
Strand	Element	Aspect
Oracy across the curriculum	Developing and presenting information and ideas	Speaking
		Listening
		Collaboration and discussion
Reading across the curriculum	Locating, selecting and using information	Reading strategies
	Responding to what has been read	Comprehension
		Response and analysis
Writing across the curriculum	Organising ideas and information	Meaning, purposes, readers
		Structure and organisation
	Writing accurately	Language
		Grammar; Punctuation; Spelling; Handwriting