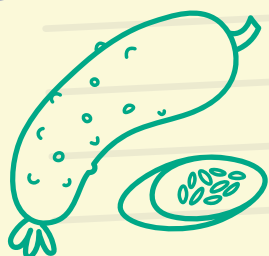


Simile/Metaphor Hunt



Cool as a cucumber
with the
heart of a lion!



Use the parks to inspire pupils to **write poetry** focusing on similes and metaphors and to **create a performance** and **drawings** to complement their writing. The two activities can be done simultaneously by two groups, consecutively by all children or you can choose just one of them.

Suitable for KS1 and KS2

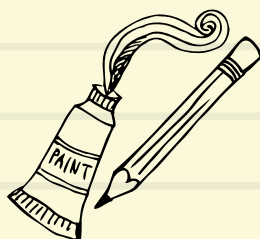


Curriculum areas covered:



English

Spoken Language
Reading comprehension
Composition
Poetry
Performance



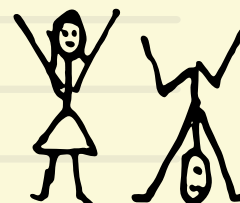
Art & Design

Sketchbooks
Observational drawing
Developing mastery



Science

Develop
understanding
of nature



Physical Education

Sustained
activity

Before your visit (simile hunt):

- Give children some practice at creating similes. 'Pictures in my Mind' by Joan Poulson is a good starter poem with lots of similes for nature to share with pupils before the trip (follow the link below for the text and to hear Joan reading it online). It works well to get them to put up their hands every time they hear a simile within the poem, then to give them oral practice at creating their own.
<http://www.poetryarchive.org/poem/pictures-my-mind>
- You may wish to familiarise pupils with plants they might find in the park. The appropriate sheet in the **Monthly wildflower spotter resource sheet** could be a good start.
- You could also familiarise pupils with the silhouettes and leaf types of trees they are likely to find in the parks, in particular beech, lime and yew. You may find the **Tree identification resource sheets 1 and 2** helpful.



WARNING: YEW TREES ARE POISONOUS

- Show pupils images of the birds they are likely to see including mallards, coots, moorhens and swans and ask them to identify their characteristics.



Before your visit (metaphor hunt):

- Read 'I am a Writer' by Folkestone poet Joseph Coelho (see **Simile/metaphor hunt resource sheet**, or follow the link below to hear Joe reading it online or view the text). Gather ideas for metaphors the children might use about themselves ('I am a monkey because I am cheeky', 'I am a tree because I am dressed in green', etc.).
<https://vimeo.com/129644553>
<https://www.clpe.org.uk/poetryline/poems/i-am-writer>
- You may wish to familiarise pupils with plants they might find in the park. The appropriate sheet in the **Monthly wildflower spotter resource sheet** could be a good start.
- You could also familiarise pupils with the silhouettes and leaf types of trees they are likely to find in the parks, in particular beech, lime and yew. You may find the **Tree identification resource sheets 1 and 2** helpful.



WARNING: YEW TREES ARE POISONOUS

- Show pupils images of the birds they are likely to see including mallards, coots, moorhens and swans and ask them to identify their characteristics.

Where to go:

- Collect the **PUPILS' GREY RESOURCE RUCKSACKS** then choose any area of the park. Allow children to split up into pairs (or small groups with an adult to scribe for lower KS1) and explore freely. Each pair or group should have a dozen post-it notes with them.



During the visit (simile hunt):

- Ask each pair or group to create as many similes as they can for things they can see/hear/touch, e.g. 'the grass is short and spiky and green, like aliens' hair', 'the bark is as rough as a dragon's tongue'. For older children, you could ask for five similes each for different features, eg, water, trees, birds. Ask them to be specific about types of trees or flowers if possible. You could use stopwatches to time how many similes can be found in a given timespan.
- Ask pupils to share some of their ideas and scribe to create a group poem or have each pair/group recite their favourite idea (pointing to its location) to create a performance.
- Ask pupils to rearrange their post-it notes on a clipboard to create a poem, using strongest ideas first and linking contrasting or complementary ideas.
- Ask for an ending that is general ('all the children screamed like parrots', 'without us, the park was as silent as stones').
- As an Art & Design extension, ask pupils to do one closely observed drawing of one of the features they have used, with a thought bubble linking it to a picture of what it is 'like'.



During the visit (metaphor hunt):

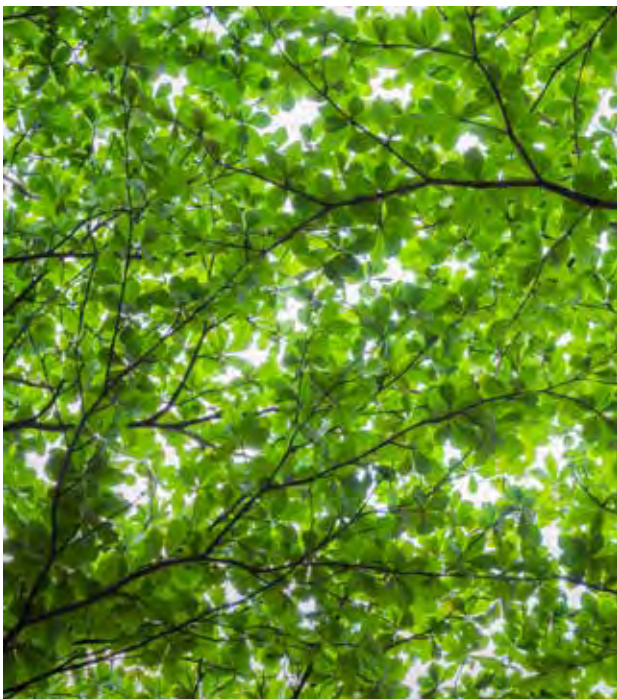
- Ask pupils in pairs/small groups to look at different things in the park (flowers, trees, grass, birds, water) and think of as many characteristics as they can. Make notes on post-it notes (e.g., trees: tall, green, knobbly, dancing etc). Ask them to be specific about types of trees/flowers/birds if possible. You could arrange this as a carousel with children moving from feature to feature.
- You could also ask pupils to do a closely observed drawing of one or several features and to label it using adjectives.
- Share some of the adjectives and characteristics.
- Read 'I am a writer' again and encourage the children to think of metaphors using the things they have noticed ('I am a tree because I like to dance'; 'I am water because I am always moving') etc.
- Ask pupils to share some of their ideas and scribe a group poem (with each couplet beginning 'I am') or create a performance by having children each recite their favourite idea, accompanied by an appropriate action.

After the visit:

- Ask children to write up their poem, either around their drawing or on a separate sheet. Or rehearse to create a performance.

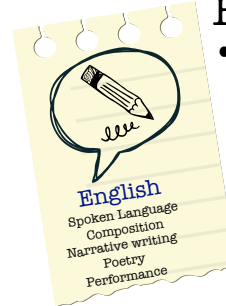
Resources during visit:

- Use on-site **GREY RESOURCE RUCKSACKS** for clipboards, stopwatches and waterproof mats in case of rain. You will also need the **Simile/metaphor hunt resource sheet** and the **Tree Identification** and **Monthly Wildflower Spotter resource sheets** from the teacher's rucksack.
- **School to supply:** writing materials (pens/pencils and paper), a pack of about 100 post-it notes.

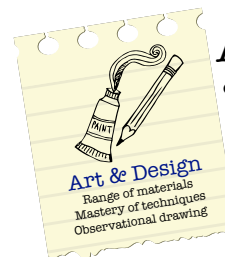


Curriculum links:

English:

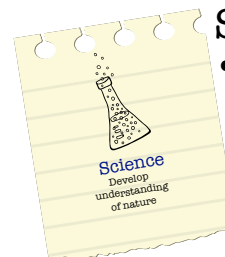


- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Comprehension (both listening and reading).
- Composition (articulating ideas and structuring them in speech and writing).
- Use relevant strategies to build their vocabulary.
- Participate in discussions, presentations, performances, role play, improvisations and debates.



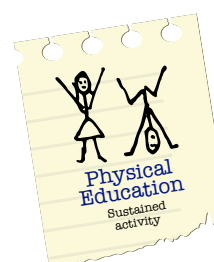
Art & Design:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.



Science:

- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them.
- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics.



Physical Education:

- Are physically active for sustained periods of time.
- Lead healthy, active lives.

Resource Sheet

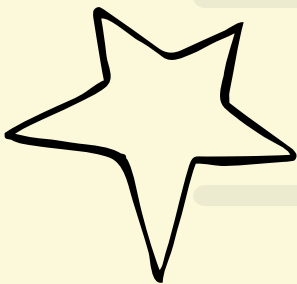
I am a writer by Joseph Coelho



I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

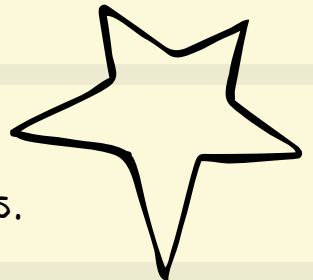
I am the sweat of a rainbow
because I refract all the colours.



I am the blood in a pen
because I ink arteries.

I am the blade in a sharpener
because I make nibs vanish.

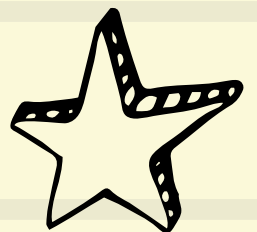
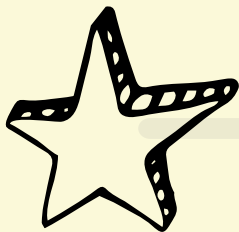
I am the edge of a rubber,
rounded, worn and softened by mistakes.



I am the conversation of notes,
discussing melodies.

I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.



From Werewolf Club Rules!
(Frances Lincoln Children's Books, 2014)

Resource Sheet - Kearsney Parks Sketch Map

