

Outdoor

POETRY

Our Outdoor Poetry activities are wonderful ways of exploring and playing with words – and are particularly appropriate at a time when the benefits of outdoor learning are more evident than ever before!

Year Group: EYFS, Year 1, Year 2, P1, P2, P3

Outcomes: Opportunities to develop understanding of concepts of rhyme; opportunities to practise observational skills – and consider the outdoor world.

Instructions:

1. Before you go outside, introduce the children to “rhyme” or reinforce their understanding of the concept. A quick and useful approach is to hold up a book – and explain that you are going to “look at a book”. What do the children notice about the words “look” and “book”? Can they think of any other words that sound like these? Indicate a building block and announce that you’d like to “pick up the brick” – what do they notice about the words “pick” and “brick”? Can they think of any other words that sound like these? Point to a chair – and tell the children that you’d like to sit on “the chair over there”. What do they notice about the words “chair” and “there”? Can they think of any other words that sound like these?
2. Sort the children into pairs. Take them outside – and establish the physical boundaries you wish to work within. Tell the pupils that you are going to give them a word – and then let them have one minute to find a rhyme for it by exploring the area (**while (a) staying in their pairs and (b) keeping away from other groups**). The rhyming object doesn’t need to be something they can physically touch, as long as they can see it. Check for understanding.
3. Announce the first word: “see”. Set the children off on their explorations ... call for a “freeze” after a minute ... and instruct the children to return to you (staying in their pairs). Share some responses – and pick one. **Can the children think of a sentence that contains the starter word and the selected rhyme?** Agree on a sentence – and record it.
4. Repeat the process for a series of other words. As children become accustomed to what is being asked of them, you might allow them to offer rhyming words referencing objects that could reasonably be expected to be found outdoors, even if their can’t actually see them. We find these words useful: high ... heard ... saw ... trick.
5. Return to class – and write up each of the lines to create a unified Outdoor Poem. Agree actions for each line – and perform it!

