

LIVING BY THE SEA

SEPT 2016



LIVING

STREETS

LET'S
WALK TO
SCHOOL

AIM

To create a descriptive picture of the British seaside using poetry.

OBJECTIVES

- To consider the physical and human features of the British seaside and be able to name some examples.
- To use elements of these features of the seaside to create a poem.
- To consider using simile, metaphor and personification in their writing.
- To draft and edit a poem until they are happy with it.

RESOURCES

- Recording of seaside sounds (available online).
- Stimulus pictures or postcards of the British seaside.
- Writing materials.

CURRICULUM LINKS

England	ENGLISH
Wales	ENGLISH/ WELSH
Scotland	LITERACY AND ENGLISH/ GAELIC

Did you know?



The coastline of mainland Great Britain is 11072.76 miles long.¹

We are Living Streets, the UK charity for everyday walking. These learning resources support participation in WOW, our year-round walk to school challenge.

For further information on WOW and the full set of learning resources visit www.livingstreets.org.uk/walktoschool

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LIVING BY THE SEA

LESSON PLAN



MAIN LESSON (45 MINUTES)

INTRODUCTION

Listen to a recording of the seaside and look at some stimulus pictures together. Talk about the children's experiences of the seaside. List what they saw, heard and felt at the seaside.

Discuss the physical features and the human features of the seaside and how they interact with each other.

Now take a feature such as the sea itself and as a class brainstorm some similes: as loud as, as fierce as, as cold as, as blue as. Do the same for metaphors: the sea is a blue desert, the waves are icy tower blocks. What about personification? The sea is an angry giant, the waves clap their green hands. You could do this as a class or in groups and then share some ideas together.

DEVELOPMENT

Ask the children to pick their own seaside feature and brainstorm some similes, metaphors and personification for their element. Perhaps play the seaside sounds as the children write.

Encourage the children to just write as many as they can think of and not to worry if some aren't quite right yet. It's just to get their brains working creatively and they can discard or polish their ideas later.

Ask the children to re-read their ideas with a partner and talk about which ones are interesting and create a picture with words for the person reading or listening. They can underline or highlight these and start to create a poem. Perhaps they could use free verse or rhyme or a shape to structure their writing. Ask the children to read the poems aloud to themselves as they go along and to edit and polish their poems.

PLENARY

Ask one or two children to share their poems with the class or to read them to a partner. Ask them to neatly write or type the final poems and decorate them using coloured pencils or felt tips. Display them with some photographs of the seaside.

EXTENSION (30 MINUTES)

Ask the children to record their poems in pairs. One records their poem while the other creates some background sounds to go with it. Encourage the children to be creative with their sounds- rubbing palms together creates gentle waves; scrunching a plastic bag sounds like waves on sand; flap a pair of leather or rubber gloves for seagull wings. You can play the recordings to younger children or have them as part of the seaside display.

