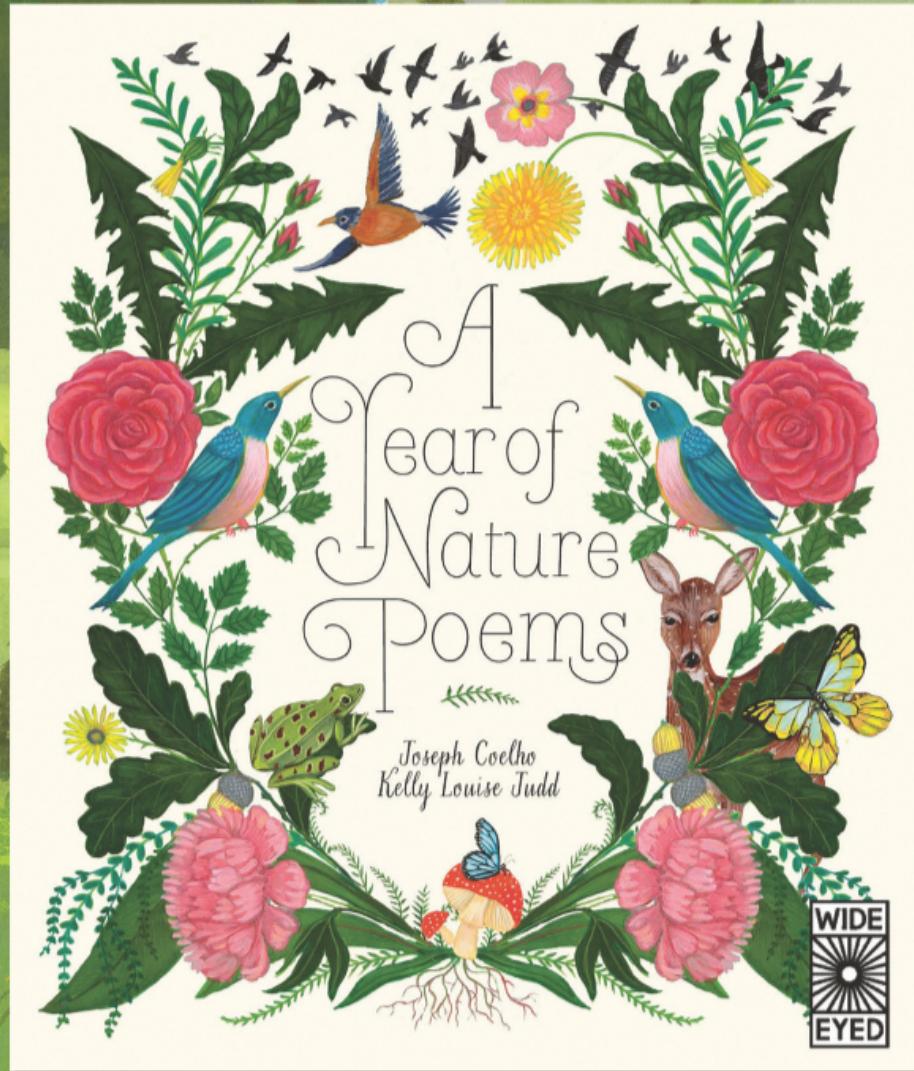


'A YEAR OF NATURE POEMS'

SCHEME OF WORK



PERFECT FOR: Learning about different poetry styles; exploring the affects of climate change; animals and habitats; creating imagery and sensory description; nature-inspired art and depictions of season scenes.

KEY FOR CROSS-CURRICULAR OBJECTIVES:

English: Poetry; Reading Comprehension;
Creative Writing; Writing to Instruct and Inform
Drama, Speaking and Listening
Design Technology & Art

Science: Animals and their Habitats; Adaptation,
Evolution and Inheritance; Ecosystems

Geography: Continents; Climates Around
The World; Conservation

Religious Education: Different Cultures,
Religious Beliefs, Biblical Stories

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FEBRUARY (PAGES 8-9)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Science - To be able to define and describe an Amphibian. - To explain why amphibians are 'in decline'. Geography - To use a world map to locate different climates/habitats. - To describe the places in which Amphibians live. - To explore different types of climates and environments. Writing to Instruct and Inform - To create a webpage, blog or forum for a specific purpose and audience. - To use informative language to persuade online readers to change their behaviours. - To be able to identify and use persuasive techniques.	1. Think of the month of February. What <u>imagery</u> or words do you associate with this time of year? 2. How does the poet begin his poem? Is it a positive or negative outlook and do they alter from your first associations? What words suggest this? 3. What is the impact of the change in <u>style</u> from the introductory paragraph to the first stanza? Why has the poet chosen this format? What effect does it have? 4. What do you think is 'forming' in the 'garden pools'? Why does the poet use this description? Does this become the subject of the poem? 5. In the second stanza, how does the <u>rhythm</u> of the poem change? What emphasis does this have? 6. Is there someone telling their <u>point of view</u> in the poem? Who do you believe this to be? 7. What is the effect of the line: 'We'd jar – scoop them'? Why has this line shortened? What <u>connotations</u> belong to this word? 8. What punctuation and grammatical features are used in the fifth stanza? Does the poet use these features to change the intensity of the poem? 9. How does the poet change the <u>tone</u> of the poem? 10. Does the last stanza resonate with the informative nature of the first paragraph? How?	Choose an Amphibian and draw it. Annotate its physical features and facts about the animal. Then, in groups, discuss your drawings. Talking to your group, explain why you chose your Amphibian and why it might be 'in decline' due to information you have gathered. Look at a world map. Try to distinguish where Amphibians live and the climates they survive in. Then look at the world map again, can you find connections between human habitats and the habitats of Amphibians? Identify and discuss the impact that humans have on amphibians. Research examples of existing website pages/blogs/forums for environmental issues. Identify how these pages use informative and persuasive language to connect to their readers. Create your own webpage discussing the issues presented in the poem <i>February</i>. In pairs, assess each other's work by highlighting any persuasive techniques used.

APRIL (PAGES 12-13)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Geography - To define and understand the term: 'climate change'. - To identify the causes and the effects of climate change. Reading: Comprehension - To retrieve details from the text according to a particular idea or theme. Drama, Speaking and Listening - To perform an organised debate using voice, tone and volume to create strong arguments. Design Technology & Art - To create an original interpretation of climate change using art and design techniques to accentuate certain ideas.	1. Can you identify the forms of life in the illustration of <i>April</i>? How does the illustrator create a <u>contrast</u> of light and dark in her depiction of this month? 2. In the opening stanza, how does the poet describe April? Is it portrayed to be an exciting time of year? What powerful words stand out to you? Why? 3. What is the <u>imagery</u> connected to the word 'electricity'? Why does the poet choose this word? What <u>technique</u> is he using? 4. What is the <u>tone</u> of the poem in the second stanza? Do you feel tense or calm? Why is this? 5. Why does the character 'welcome' the rain? Can you think of the positive <u>connotations</u> linked to it? 6. Where do you think the narrator is? Do you think the narrator feels a sense of <u>isolation</u>? Why? 7. How does the 'sky-water' 'ease' the narrator? Can you relate to this feeling? 8. What is the effect of the dash in the fourth stanza? Why is it placed at the end of the first line? 9. Can you identify an <u>ellipsis</u>? What is the purpose of this? 10. Why does the poet choose to shorten the last stanza? Do you feel the same emotions as you did in the second stanza? Is it a powerful end to the poem?	Identify what climate change is by examining examples of environments both before and after the effects of climate change. Can pupils 'Spot the Difference' between the two examples in each case? Choose your own place or environment to analyse. Create a poster showing the effects of climate change on your chosen place. Identify the positive and negatives of the weather described in the poem. Draw two columns and make a list in each, adding any of your own ideas that haven't been listed. Then, in groups, gather your ideas and conduct a debate, where some of you talk about the positives and some of you the negatives. Concentrate on using <u>voice</u>, <u>tone</u> and <u>volume</u> to create strong arguments. How does climate change influence the four seasons? Choose one season. Create an A3 collage to display the effects of climate change on your chosen season.

JUNE (PAGES 16-17)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Science - To be able to define and describe the summer solstice. - To create a fact-file describing the features of the summer solstice. Religious Education - To explore different cultures across the world and how they are similar or different. - To understand why the summer solstice is believed to be a 'celebration' in different cultures across the world. Creative Writing - To identify and use powerful vocabulary and imagery. - To organise ideas in order to construct a poem. - To create a 'celebration' poem based on the month of June.	1. How do you feel when you think of the month of June? Do you feel a sense of warmth? How do you think the speaker feels in the poem? 2. What are the <u>positive</u> effects of the sun? What does the speaker describe in the first stanza? 3. How does the <u>tone</u> change suddenly? Can you explain how and where the poet has changed the tone and the effect this has on the reader? 4. In the third stanza, why is 'The Valley' <u>capitalised</u>? Do you think this is a place of importance? If so, why? 5. What does the illustration represent? How does it resemble the 'The Valley' in the poem? 6. Is there a sense of <u>isolation</u> from the speaker? What evidence is there to support this? 7. Why does the poet use the <u>verb</u> 'eclipsed' in the third stanza? How does this <u>contrast</u> with other imagery? 8. Which other characters are mentioned in the poem? What is the effect of the ellipsis in stanza 3? 9. How does the speaker feel in the second half of the poem? Do the speaker's emotions link to the summer solstice? How does the poet use literary techniques to display this? 10. Does the poet make you look forward to the summer solstice?	Looking at the poem, identify how the poet defines the summer solstice. In pairs, discuss what you've found and what you believe it to be. Create a fact-file for the summer solstice, including information about how it occurs, the typical <u>climate</u>, the <u>season</u> and different <u>species/forms</u> that are associated with it. Look at examples of cultures in which the summer solstice is celebrated. Highlight how these cultures 'celebrate' in different ways. Choose one of these cultures. Prepare presentations to share what you find out with the class. Consider: how would you celebrate the summer solstice? Make a list of your favourite words used in the poem. Organise them in different ways on the page. Write your own 'celebration' poem relating to the month of June using some of the words that you have picked out. Consider the emotions, memories or experiences that you associate with this time of year.

AUGUST (PAGES 20-21)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Creative Writing - To identify verbs in a poem and how they are used in order to recreate a stanza. - To write a stanza of a poem based around one single verb. Religious Education - To identify and describe the 'Seven Deadly Sins' according to Christian tradition. - To make connections between the seven deadly sins and the poem. Drama, Speaking and Listening - To analyse the different stanzas in the poem and to present an alternative outcome. - To perform freeze-frames and improvise to experiment with the outcomes of each stanza.	1. After reading the introductory paragraph to 'August', what do you think the poem is going to be about? 2. Can you spot the <u>rhyme</u> used in the first stanza? What effect does this have? Does the poet use rhyme anywhere else in the poem? 3. What is the <u>structure</u> of the poem in the first three stanzas? Does the poet use the same structure throughout the poem? 4. In the fourth stanza, can you find any words connected to religion? What <u>imagery</u> is created here? 5. Why does the speaker have 'guilty knees'? What has happened to change the speaker's <u>mood</u>? 6. In the fifth stanza, why does the speaker say: 'I slithered'? Why do you think this <u>verb</u> is used? 7. How is a sense of <u>urgency</u> created in the sixth stanza? What words are used to convey this? 8. In the final two stanzas, how do you think the speaker feels? Is the speaker happy? Or guilty? How do the shortened stanzas emphasise this? 9. What is described as a 'tower'? Why is this word used? Do you think the speaker feels challenged? 10. From the last line, how do you think the speaker feels about the events of the poem? How does the speaker reflect on his/her involvement?	Verbs are very important in this poem. Can you identify the most important verbs used? Using the same format as stanzas 1–3, write your own stanza focused around one verb of your choice. Carry out some research into the 'Seven Deadly Sins' according to Christian tradition. Then, circle any words, lines or phrases that link to the Seven Deadly Sins in the poem. Choose one line from the poem and create an illustration to depict the sin that you believe it could represent. Why do you think the poet has used so much religious imagery? In groups of four, take turns reading the poem aloud. Discuss how each stanza could have a different outcome. Then, perform each stanza, rotating one person in the group to <u>freeze</u> the scenario. When the word 'freeze!' is shouted, that person should use <u>improvisation</u> to change the outcome from the original stanza. Does the outcome change for the better?

OCTOBER (PAGES 24-25)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Science - To define the term 'abscission'. - To understand the process of 'abscission' in Autumn. - To draw and annotate the specific features of a leaf. Design Technology & Art - To create a visual depiction of a leaf using drawing techniques and colour. Reading: Comprehension - Analyse how organisation, structure, layout and presentation creates meaning. - To identify adjectives in the poem. Creative Writing - To use adjectives to create imagery linking to the season of Autumn.	1. Look at the illustration. How does it make you feel? Does it make you feel warm or cold? Why? 2. What season is October in? What changes occur during this season? 3. What <u>comparison</u> is made in the first stanza? Why does the poet use this comparison? 4. How does the poet introduce a <u>contrast</u> in the second stanza? What example is used and why is it effective? 5. How old do you believe the speaker is? Do you think this poem speaks of past or present experiences? What evidence is there? 6. Can you spot the <u>oxymoron</u> in the third stanza? What effect does it have? How does it describe the month of October? 7. In the fourth stanza, how does the narrator unite both hot and cold? What objects are used to do this? 8. Why does the poet use 'bonfires' to describe the leaves? 9. What <u>adjectives</u> are used on the third line of the sixth stanza? How does this create strong <u>imagery</u>? 10. Do you think the speaker enjoys the month of October? Referring to the first question, do you believe the speaker feels warm even though it's getting colder? Explain using examples.	Discuss the term '<u>abscission</u>' and why it occurs during the Autumn season. Then, draw a leaf and label its <u>features</u>. Annotate it with descriptions of what abscission is and why it occurs. Make sure your leaf is coloured in and thoroughly detailed! How does the poet structure the poem 'October'? In pairs, have a go at re-organising the poem by bringing together different lines and creating new stanzas. How does this affect the poem? Does the poem convey new meanings? Can you spot any adjectives Joseph Coelho uses to describe the leaves in the poem? Look at the line: 'whizzing russets, shooting oranges, exploding yellows'. What <u>imagery</u> do these adjectives create? Think of Autumn; focus on specific <u>colours</u>, <u>events</u>, the <u>weather</u> and <u>experiences</u> that happen during this time. Write ten sentences using adjectives to create imagery linking to this season.

DECEMBER (PAGES 28-29)

SUGGESTED OBJECTIVES	COMPREHENSION QUESTIONS	EXTRA ACTIVITIES
Creative Writing - To create a poem based on the five senses. Geography - To analyse how environmental issues may affect the typical conditions of Winter. Writing to Instruct and Inform - Develop a pamphlet written for a specific audience and purpose, using informative language. Drama, Speaking and Listening - To explore the importance of punctuation in a poem by using musical instruments when reading it aloud.	1. When you think of December, what immediate thoughts do you have? Write down any thoughts and emotions you connect with this month. 2. Why does the poet start with 'Remember'? What <u>tense</u> is used and why do you think this is? 3. In the second stanza, why is December described as 'a bewitching month'? Do you agree with the description? 4. Can you spot the <u>sibilance</u> in the second stanza? Why has the poet used this technique? 5. What <u>punctuation</u> is used in the third stanza? How does it emphasise the narrator's feelings towards the month of December? 6. The narrator is 'bewitched' in the fourth and fifth stanzas. Why do you think this is? 7. What <u>similes</u> are used in the sixth stanza? Why do you think the poet uses this technique? 8. In the line 'they form a gasp-flowing blanket', why is there a <u>dash</u> between 'gasp' and 'flowing'? 9. In the second half of the sixth stanza, do you think the narrator is still talking about snowflakes? What could this be a <u>metaphor</u> for? 10. How does the <u>tone</u> change in the last stanza? How does the poet suggest that the natural world is more powerful than we can imagine?	Locate any lines where the speaker uses the five senses. Create spider diagrams for each sense during the winter months. Then, choose one and use your ideas to create your own poem. Can you identify any descriptive language indicating why December is a beautiful month? Focus on the line: '<u>beauty is a gradient</u>'. What does this mean? Using this idea, write a pamphlet informing people why the beauty of December has changed over the years. Use <u>informative language</u> to describe the impact of climate change, pollution and the attitudes/behaviours of humans. Using musical instruments, create a drama piece in which the punctuation of the poem is a central character. How can you represent a comma, or a dash, using music? How can you convey the emotion of the poem? Perform the poem in groups and share with the class.