

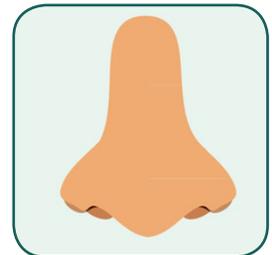
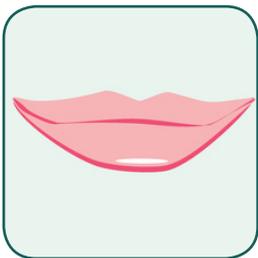
# How well do you know your school grounds?

<b>Background</b>	As well as being easily accessible, the school grounds also provide a safe environment from which to study the immediate locality, e.g. to undertake observational drawings of shops, houses or landscape features across the road. All schools will have some distinctive features, inside and out, which are worthy of study, e.g. architecture of the building materials, aspect, division of ground for different functions.
<b>Aim</b>	To develop learners' geographical understanding of the school and its grounds.
<b>Content</b>	5 activities
<b>Timing</b>	1 term
<b>Target age</b>	Years 3 and 4
<b>LNF links</b>	listed against the specific activities using the coded framework skills pathways.

## Further activity

# Let's use some of our 'senses' to explore the school grounds!

Before going out, organize 5 minute activities such as 'I-spy' around key vocabulary associated with the school building and grounds.



## Notes for Teachers

Aim of activity: To reinforce pupils' knowledge and understanding of natural/human features.

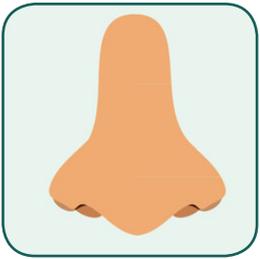
Literacy Skill Pathways: WS5 = Writing: Structure and Organisation: Use of visual images. WM1 = Writing: Organising Information and Ideas: Writing for purpose.

## Further activity

## Senses – What can you hear/smell?



1. Let's go outside! How many different noises can you hear outside?
  - Where? Use a camera/i-pad to record these noises. Where can you hear them? Upload them onto your computer and explain why you like/dislike them.



2. Let's go on a sensory walk!
  - Can you smell different types of smells in your school grounds? Where?
  - Use a camera/i-pad to take photos of where you can smell these things around the school grounds.
  - Upload your photos and explain why you like/dislike them.

### Challenge

Write a poem to describe what you can hear and smell in your school grounds.

#### Tip!

Use similes to describe the smells; shape poems, sound poems, verbs, adverbs, alliteration, etc.

*For example; leaves blowing, children laughing, babies screaming, dogs howling, birds chirping, food cooking, wood burning.*

### Notes for Teachers

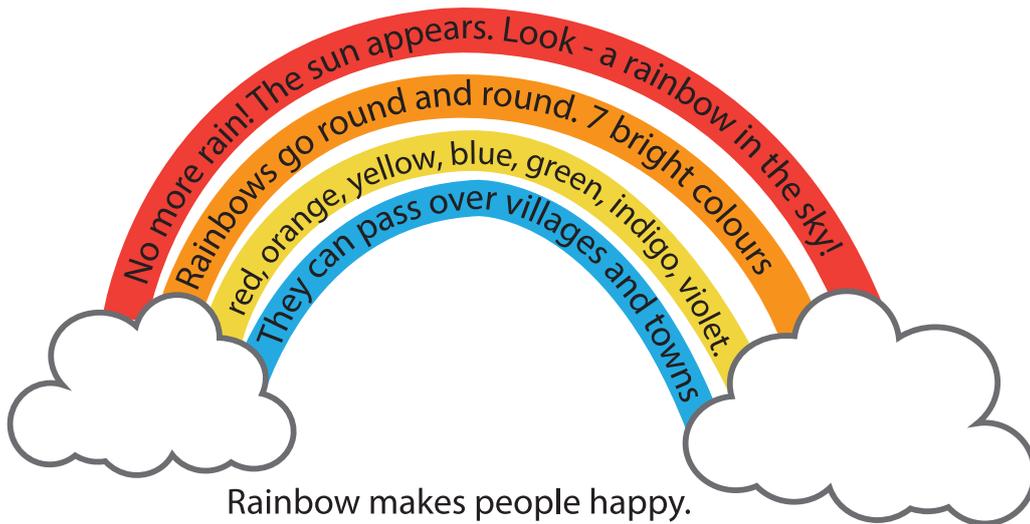
Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose. WM2 = Writing: Organising Information and Ideas: Writing for meaning. WS1 = Writing: Structure and Organisation: Use writing structures. WS3 = Writing: Structure and Organization: Awareness of format. WL1 = Writing: Writing Accurately: Use appropriate language.

# Concrete poetry

A concrete poem is also called a '**shape poem**'.

It is written in the shape of the subject.

Here is one example for you:



Rainbow makes people happy.

Rainbow makes me smile.

I wish I could find the treasure!

Have a go at writing your own concrete poem for a particular type of weather, e.g. frost, wind, rain, ice, snow, fog ...

1. Sketch the shape of your poem first.
2. Plan the poem using your sketch.
3. It does not have to rhyme!
4. When you're happy with the plan, write the poem out again.
5. Don't forget to use the Success Criteria to help you!

## Success Criteria

- I have followed the format of a shape poem.
- I have used ideas that are clearly connected to my shape.
- I have used words that paint a picture in my reader's mind.

Further activity

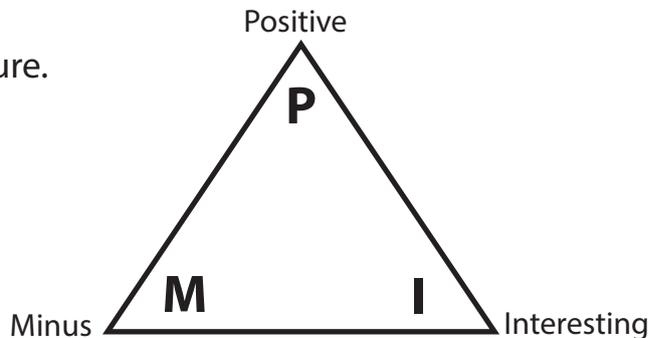
What do you like about your school grounds?  
 How are you going to persuade the visitor that your school is the best school?  
 What are you going to include in the school brochure?



1. Choose one visitor and decide how you're going to promote your school to them. What are you going to include in your school brochure?  
 e.g. wildlife garden, after school clubs/sport/games – Director of a Sport's Company, etc.)

**OR** Use your own existing school brochure. List possible ways of improving your school grounds.

Use the PMI triangle to review the brochure.



2. Use a camera/i-pad to take photographs of places/features around the school ground you like and dislike. Which photos would you include in your new brochure?

Notes for Teachers

Aim of activity: identifying likes and dislikes, expressing opinion.

Literacy Skill Pathways: WM1 -Writing: Organizing Information and Ideas: Writing for purpose. WM2 = Writing: Organising Information and Ideas: Writing for meaning. WS5 = Writing: Structure and Organisation: Use of visual images.

<p>Picture</p>		<p>Picture</p>
	<p>Picture</p>	
<p>Name of school</p>	<p>Picture of school</p>	

## Further activity

## Let's explore barriers and boundaries outdoors!

Draw examples of different boundaries in your school grounds on your i-pad; paper or take photos of different boundaries.

## Challenge

Write a letter to the councillor asking for funding to improve your school boundaries.



## Notes for Teachers

Literacy Skill Pathways: WM1 = Writing: Organizing Information and Ideas: Writing for purpose. WM3 = Writing: Organising, Information and Ideas: Plan writing. WS1 = Writing: Structure and Organisation: Use writing structures. WS3 = Writing, Structure and Organisation: Awareness of format. WL1 = Writing: Writing Accurately: Use of appropriate language. WG1 = Writing: Handwriting, Grammar, Punctuation and Spelling: Sentence structures. WG2 = Writing: Handwriting, Grammar, Punctuation and Spelling: Connectives. WG3 = Writing: Handwriting, Grammar, Punctuation and Spelling: Use of punctuation.

## Example

LL52 0HY  
2nd February, 2015

Councillor Robert Jones,  
Gwynedd County Council Offices,  
Castle Street,  
Caernarfon,  
Gwynedd  
LL55 1SH

Dear Councillor Jones,

My name is Anna Pugh and I am in Year 4 at Ysgol Trefertthyr, Cricieth. I am writing to you today to ask you kindly for some funding to improve our school grounds.

We have been looking at the conditions of the barriers and boundaries in the school grounds. They are not in a good condition. Some of the barriers and boundaries need to be repaired immediately. For example, there are holes in the playground fence.

We would use the funding to repair the fence around the school playground and re-build the stone wall near the school gate. We would also use the funding to plant trees around the wire fence. Trees are important habitats for wildlife and they will also improve the image of our school grounds.

I hope you will consider this letter carefully and agree to give the school funding to improve our school grounds.

Yours faithfully,

Anna Pugh

