



# Poetree

Subject: Literacy and Language



Learning  
through  
Landscapes

## Previous Learning Required

- How to write accurate similes.
- Pupils should have studied and seen examples of repeating poetry.

## Learning Outcomes

- To use similes effectively to write a group poem.

## Equipment

- Trees in school grounds or local area
- Clipboards, paper, and pens or pencils

## Activity

1. In groups of 4, ask pupils to choose a tree and start to use all of their senses to explore its different parts.
2. Ask each pupil in the group to take a different position so that one lies on the ground looking at the branches, one kneels facing the bark, one sits with their back to the trunk, and one stands looking up at the canopy.
3. Ask each member of the group to independently write a line of poetry inspired by their view of the tree, starting: 'I am a tree with (using a simile)'.  
4. They can write their line on a piece of paper and hang it from the tree or do a collective performance of their poem.

## Check for understanding

- Once the pupils have completed their group poems, ask them to individually write poems about something else they find in nature, e.g. snow, a pinecone, a robin, or a holly bush.
- The poem can follow the same pattern or pupils can choose one of their own, but they must use at

- least one simile to show their understanding.
- Ask pupils to write some examples of similes about the natural environment. For example, 'the snow is as soft as a pillow', or 'the holly bush is as prickly as a hedgehog'.

I am a tree  
With branches as tall as a  
skyscraper  
With roots as wide as a house  
I am a tree  
With bark as rough as a  
porcupine  
With leaves as soft as a blanket  
I am a tree

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