



Alliteration walk

Collect natural or man-made objects from the park as you go on your walk. Ten of the first object, 9 of the second, 8 of the third etc. Once the objects have been collected find a place to stop and investigate your objects by looking at them carefully, touching them and smelling them. You could also investigate the sounds that they might make, for example when shaken together. Record your findings on the attached sheet for use later.

Activity 1

Use these objects to suggest alliterations such as Five, fluffy feathers. Six, lovely leaves. Seven twisted twigs. Etc. Later these could be written up and refined as a poem or story. Illustrate your work with drawings or photographs of your collected objects.

Activity 2

Use the groups of objects to suggest collective nouns, some of these can be made up. A cupboard of acorns, a batch of seeds, cloud of petals etc. These could later be used in written work.

Activity 3

Use the objects to describe different attributes for example size, shape or texture. Compare scientific descriptions of the objects with more literary descriptions. Record your suggestions for use later.

The groups of objects can be used to support activities relating to other parts of the curriculum.

Learning
Walks for
Schools

Literacy Walks

Links to:
Science,
Numeracy,
Art

Page 1 of 3

Suitable for
All Key Stages

Walk Length:
1 hour

Activity 4

Science

Investigate the properties of the objects that you collected and compare them. Are they man-made or natural, difficult to break, solid or hollow etc.? You could also compare the size, volume, weight etc.

Sort and classify groups of objects.

Activity 5

Numeracy

Once you have sorted and classified your objects, create simple charts and tables. The results could be put onto spreadsheets as an ICT extension to the activity. It is probably easier to take photographs of your objects rather than take them away with you.

Activity 6

Art

Use the materials collected as inspiration to create wild art. This could be an individual or group activity.

There are a number of artists who work in this media for example Andy Goldsworth or Richard Long.

Don't forget to photograph your work.

You can find an index of artwork of art by Andy Goldsworthy here:
<http://www.goldsworthy.cc.gla.ac.uk/browse>

Or Richard Long:
<http://www.richardlong.org/Documentations/documentations.html>

Name:

Date:

Number	Alliteration	Objects collected	Collective nouns	Scientific description
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



Alliteration Walk

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A “Just So” Walk

Learning
Walks for
Schools

Literacy Walks

Suitable for
All Key Stages
Walk Length:
30-45 minutes

For the full text of
the Just So Stories by
Rudyard Kipling see
[http://www.boop.org/jan/ju
stso/](http://www.boop.org/jan/ju
stso/)

Write your own creation stories inspired by what you see while you are out on a walk. Use your walk as inspiration for a *Just So* story using the formula of Rudyard Kipling’s *Just So Stories*. The original stories have a joy and wonder of the natural world and are inspired by the world around us. Take a copy of the stories on a walk to read in the park.

Activity 1

Read the original stories and then make up a modern examples. Possible titles might include “*How the tree got its bark*”, “*How the ants learnt to walk in line*”, or “*How the river learnt to flow downhill*”.

Alternatively you could re-tell Kipling’s stories using the landscape around you as inspiration.

Start your stories in the same way as Kipling:

“THIS, O my Best Beloved, is a story--a new and a wonderful story--a story quite different from the other stories--a story about”

Activity 2

The stories could be acted out or written up at a later time back in the classroom.



LISTENING WALK II

Learning
Walks for
Schools

Literacy Walks

Suitable for
Key Stages 2
Links to Science

Walk Length:
30-45 Mins

This listening walk is based on the use of rhythm in language. Each member of a group of 10 should listen quietly and write a word on a card that relates to a sound that they have heard.

Activity 1

The members of the team stand in a circle with one member in the centre clapping a rhythm. In turn hold up the card that says your word, and in unison the words are repeated by everyone in the circle mimicking the rhythm of the clapping. The rhythm can alter, slow and fast or get progressively faster. Discuss if the different rhythms remind you of anything, can you alter them from fast and rapid to slow and long, regular and irregular? This will take a bit of practice.

Activity 2

You can also sort your words into different numbers of syllables and use them to construct short poems or phrases that match a rhythm that has been clapped. The poem or phrase can be repeated over and over in different rhythms.

Activity 3 – Link to Science

Science - Investigate sound and vibration by discussing how sounds are made, and how vibrations from sounds travel to the ear. Use different objects to experiment with the pitch of a sound and the features of the object that produced it. Get the group to use the same pitch as these different objects when repeating their words.

In the same way use natural objects find patterns between the volume of a sound and the strength of the vibrations that produced it. Discuss how sounds get fainter as the

distance from the sound source increases.





LISTENING WALK

Learning
Walks for
Schools

Literacy Walks

Suitable for
All Key Stages

On your walk stop regularly to listen carefully to the sounds around you. These may be natural sounds or manmade. Take a recording device to record what you hear. Talk about your impressions and observations and develop stories around the sounds that you have heard. This could be a class or small group activity.

Activity 1

Consider the use of onomatopoeia in your stories. This is a word, which imitates the natural sounds of something thing or creates an image of something thing as you say it, making the description more expressive and interesting. (A buzzing bee, a rustling leaf, the chirping birds etc.) You could make up your own words to describe some of the sounds that you can hear.

Activity 2

Take regular breaks from your walk and add a new sentences or chapters at each stop by taking it in turns. As you are developing the story also think about the dynamics of your language including tone and changes in pace and rhythm. Possibly include actions to emphasis individual words or phrases.

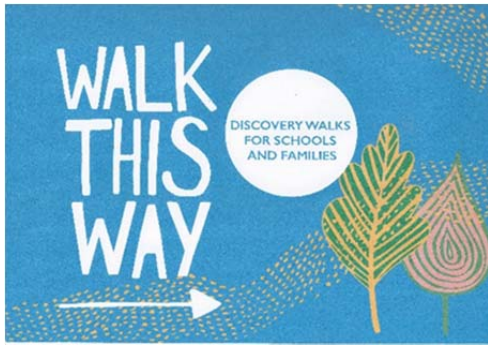
Activity 3

These sound stories could be written up at a later date or you could develop them as a story telling activity. Create a performance of your story and include handclaps, sticks to beat out rhythm or rattles made from stones that you have collected. See the Musical Tour for further ideas.

Walk Length:
30-45 Mins

The Society for
Storytelling has advice
sheets which give
advice on story telling:
<http://www.sfs.org.uk/resources>

There is a Listening Walk
included in the family resource
pack.



LITERARY WALK

Learning
Walks for
Schools

Literacy Walks

Suitable for
All Key Stages

Walk Length:
1 hour or longer

Take a plastic bag or sleeve to protect your book in a heavy shower of rain. If the ground is wet take a tarpaulin or something to sit on.

Telling Tails is an activity included in the family resource pack

Take a book to read on your walk. It could be a book which relates in some way to the space or just enjoy reading the experience of reading outside individually or in a group. Find interesting places to sit while you read. On benches, in woods, beside water. Choose a book with a strong story line that will engage the listeners.

Activity 1

Take laminated pictures to illustrate the story that can be passed around and used to stimulate discussion. You could act out the story using the open space as the setting for your drama.

Activity 2

Use puppets or other props to act out the story.

You can find books with a nature theme:

<https://www.childrenandnature.org/2013/12/07/the-nature-of-childrens-books-this-holiday-give-your-child-the-kind-of-book-that-will-inspire-a-love-of-the-outdoors/>

The Booktrust has a searchable Bookfinder and several booklists:

<http://www.booktrust.org.uk/#/d/books/bookfinder/>

Spring explorer booklist

<http://www.booktrust.org.uk/books/children/booklists/353/>

Animals and the wild

<http://www.booktrust.org.uk/books/children/booklists/337/>

Winter in picture books

<http://www.booktrust.org.uk/books/children/booklists/328/>

Favourite books about the environment

<http://www.booktrust.org.uk/books/children/booklists/120/>

Children's books about the summer

<http://www.booktrust.org.uk/books/children/booklists/49/>

Great picture books to perform

<http://www.booktrust.org.uk/books/children/booklists/98/>



SCAVENGER WALK

Learning
Walks for
Schools

As you walk each child picks up one object that they would describe as interesting. Once you have found a good place to stop, take it in turns to describe what you have found and why it is interesting. Encourage the use of adjectives. The activity can be done as a class or in small groups. The describer could hide the object from the class or group and see if the group can recognise what it is from the description.

Activity 1

As an alternative, the class could pick up objects to place in a bag or box and then take it in turns to feel the objects in the bag or box and describe one of them to the class without having seen it. The group can ask questions to see if they can identify the object from the description.

Activity 2

These objects could be photographed and form the basis of literacy work in class, for example write a biography or story about your scavenged object.

The objects can also be used to support other parts of the curriculum

Activity 3 - Links to Maths and ICT

Activities such as sorting and classifying or creating simple charts and tables.

Activity 4 – Links to Art

Use the objects for observational drawing activities or to design and make a collage. A simple activity is to attach objects to sticky back plastic.

Literacy Walks

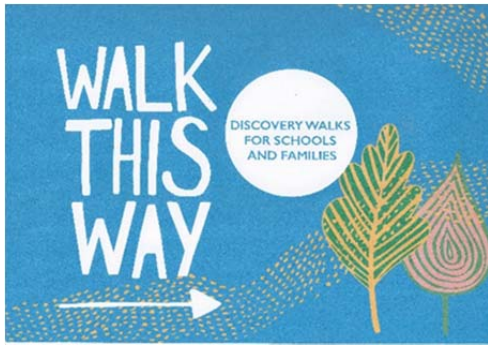
Links to: Numeracy,
ICT
Art

Suitable for
All Key Stages

Walk Length: 30-
45 Mins

Find a park near
you:

http://www.richmond.gov.uk/home/services/parks_and_open_spaces/find_a_park.htm



SENSES WALK

Learning
Walks for
Schools

Literacy Walks

Suitable for
All Key Stages

Page 1 of 2

Walk Length:
30-45 Mins

Links to Art, Dance and
Drama

On your walk use your senses to stimulate language. This might include what you can smell, see touch or feel.

Activity 1

Play a game where one person describes something they smelt, saw or touched and everyone else has to find alternative words or phrases to describe the same smell, sight or feeling. If you cannot think of an appropriate word you are “out”. The winner is the person left.

Activity 2

Use the chart on page 2 to draw sketches or write words of what it was that stimulated you. Include adjectives to describe the sense. These pictures and words can be used to develop a story or poem. These stories and poems can be written or spoken and developed in a group or individually. They could be scripted or improvised. Read your stories in an outdoor space.

Activity 3

The story could be used to inspire other expressive arts. For example:

Dance Create short dance sequences to express and communicate ideas about senses.

Drama Use drama to create pieces to express and communicate ideas about senses. Use improvisation or script.

Art and Design and Technology. Explore a range of media (including objects found) to create images and artworks. This could include a range of visual elements such as line, shape, form, colour, tone, pattern and texture.

Name:

Date:

I saw:	I smelt:	I touched:	I felt:



Senses Walk

Page 2 of 2





A word foraging walk

Learning
Walks for
Schools

As you walk each child picks up one object that they would describe as interesting. Once you have found a good place to stop, take it in turns to describe what you have found and why it is interesting. Encourage the use of adjectives. The activity can be done as a class or in small groups. The describer could hide the object from the class or group and see if they can recognise what it is from the description.

Activity 1

As an alternative the class could pick up objects to place in a bag or box and then take it in turns to feel the objects in the bag or box and describe one of them to the class or group without having seen it. The group can ask questions to see if they can identify the object from the description.

These objects could be photographed and form the basis of literacy work in class, for example write a biography or story about your scavenged object.

The objects can also be used to support other parts of the curriculum

Activity 2 – Links to Maths and ICT

- Maths - Activities such as sorting and classifying or creating simple charts and tables.
- ICT - The results could be put onto spreadsheets

Activity 3 – Links to Art

- Art – Use the objects for observational drawing activities or to design and make a collage. A simple activity is to attach objects to sticky back plastic.

Literacy Walks

Links to:
Numeracy,
ICT,
Art

Suitable for
All Key Stages

Walk Length:
30-45 Mins

Find a park near
you:

http://www.richmond.gov.uk/home/services/parks_and_open_spaces/find_a_park.htm