



“Floodtide in the Heart”- Pushkin Theme for 2016/17

The Pushkin Theme for this year is *‘Floodtide in the Heart’* derived from the element of Water. The title itself is taken from the poem, *The Cure at Troy* by Seamus Heaney.

***“Now it’s high watermark
and floodtide in the heart
and time to go.”***

Seamus Heaney

As Patron of the Pushkin Trust for over 25 years, Seamus Heaney was always a great supporter of the work of the Trust. He was, and remains a constant inspiration to us all.

Russia’s greatest poet and author Alexander Pushkin, also inspires the work of the Pushkin Trust. His voice is an integral part of our ever-evolving story. For all of those using this thematic unit this year we hope you will be inspired to dream a ‘mighty dream’.

***“Upon the brink of the wild stream he stood and dreamt a
mighty dream”***

Alexander Pushkin

Water is vital...without it we die. In nature, it has many physical and natural manifestations yet some are dangerous and threatening to man. Water is also an important symbol in the world of the imagination, intuition and inspiration.

Studying and developing this theme requires the exploration of the physical concept of water and all of its attributes; its necessity for life, its power and potential as we experience it, its ability to cleanse as well as its ability to destroy in flood and tsunami.

Equally, the non-physical or symbolic side of the concept of water should also be explored. In the world of symbolism, water is associated with the emotional-intuitive or feminine aspect. In dreams, water is associated with the emotions and the sub conscious. To develop the theme in the ethos of the Pushkin Trust both the physical and non-physical should be explored.

The word 'floodtide' also allows for study of the tides, the rhythm of the earth. The ceaseless journey of water to shore...its strength and its impact.

The word 'heart' also features in our title reinforcing the emotional and intuitive nature of this theme. This opens up exploration of how we respond to those around us, of mood and of dream.

While this theme focuses on the creative and environmental aspects of the curriculum teachers may choose to explore the concept of water across all Learning Areas. Some of the suggested activities will deliver learning from across the curriculum including the following areas:

- **The Arts;** Art and Design, Music, Drama
- **WAU;** History, Geography, Science and Technology
- **PDMU**
- **Literacy**

Carousel Planning Activity- OPTIONAL

If the teacher is making the theme the focus for the whole term it is an idea to begin with a Planning Activity.

During this activity, the teacher will introduce all the potential aspects of the theme to the class. The suggested planning activity is a Carousel type activity.

For this activity, the class should be divided into groups and each group should have time to move around a set of stations that are set up in the classroom.

At each station, the teacher should provide a variety of stimuli to introduce the concepts that the theme will cover and to inspire the children's thinking, ideas and questions about the theme.

The teacher could provide books, posters, film clips, images, printed information, websites and real objects, etc as the stimuli. These things focus the children's thinking as well as motivating them to ask relevant questions to underpin their learning.

Some suggested stations:

The teacher may wish to select some of these areas to study. However, the focus with the work of the Pushkin Trust will mainly be placed on the environment and creativity. **Therefore, stations 1 and 2 MUST be included. While stations 3-7 are only suggested as optional areas of focus to extend the theme over a full term. Activities to deliver these ideas can be found in the CCEA STEM Box; Theme Water.**

Station 1- Geography/ Ecology/ Global Issues(to be included)

The materials at this station could relate to:

- Floods- causes and impact
- Tsunami- causes and impact, recent events
- Wetlands, bogs and moss land
- Tides and tidal movement

Station 2 – artists, writers and related stimuli (to be included)

Artists, artwork and images from their collections that are relevant to the theme of water or flood

- Leonid Afremov
- John Skelton
- Ann Brennan

Poets and poems

- Alfred, Lord Tennyson; The Brook
- Seamus Heaney; Bogland and Digging
- Henry Wadsworth Longfellow; The Tide Rises, The Tide Falls

Station 3 – The Locality (Optional)

Water in Northern Ireland:

- Rivers- maps, names, courses
- Lakes and Loughs- maps, names
- Google Earth views
- Images
- Myths- Lough Neagh Monster

Station 4 – STEM related work (optional)

This station should include stimuli to suggest the subjects of:

- Water treatment
- Hydroelectricity and power
- Turbines
- Changes in state of water
- Water cycle
- Floating and sinking
- Plants and water

Station 5 – Water and the Human Body (Optional)

The materials at this station could relate to:

- % of water in the body

- **Function of water in the body**
- **Health issues related to water**
- **Hygiene**
- **Need for survival**

Station 7 - Water and History (optional)

The materials at this station could relate to:

- **Water wheels and water power in the past**
- **Settlement near water and along rivers**

During the Planning/ Carousel Activity the teacher leads the children as they think about, discuss, plan and suggest ideas and questions related to the upcoming Learning. The children should have the chance, guided by the teacher to generate some of the key questions that will underpin the learning undertaken throughout the theme.

The children should have an opportunity to visit each of the stations in whatever way the teacher wishes to organise the carousel. The ideas, suggestions etc. that the children have should be scribed and a planning board created to show how the children were engaged in and contributed to planning the theme. Photos of the children at work at the stations are good for the planning board. The children will generate many questions so a plenary session should involve the teacher guiding the **sorting and sifting** of relevant and of open-ended questions that will form the planning board.

Activities, which deliver STEM and Science based learning are well covered in the CCEA Thematic Unit, **Water** which is available in the STEM Thematic Unit box for Key Stage 2. The Thematic Unit, **Liquid Gold**, from the P4-5 Curriculum Box is another resource that the teacher could use to support learning in this theme. This unit focuses on water as a precious commodity.

Section 1- 'Flood'

Opportunity for Writing- Weather related to floods

The children could consider the weather that is related to floods and flooding. They could write to describe the rain that has to fall before a flood. They could consider other weather phenomenon that bring flooding such as heavy rains, storms, hurricanes and typhoon. They could explore rains such as seasonal rains and monsoon. They could find out where and why these happen.

Then they could focus on the impact of heavy rain. They could create a poem about the rain as it builds in strength from showers and trickles to downpours and torrents.

The Inuit people of the Arctic have 50 words in their language for snow...the children could be challenged to find 50 words which they could use for rain and then use these to write a poem...a string of words...a string poem. Words could be found by exploring things like the sounds rain makes such as, plip-plop or pitter- patter. This word bank could be of use through the theme.

Opportunity for Art and Writing- using the works of Leonid Afremov

The teacher could source images of the work of the artist Leonid Afremov. There are many examples of his paintings online. They are beautiful and particularly colourful.



The children could focus on creating a small area of the painting. Firstly, they could create a palette for Leonid by mixing appropriate colours. Then they could explore using their fingers to create the type of marks he makes. They could create the background of the leaves and then fold to create the

reflection part of the painting. They could think about symmetry and about how folding the page helped them create the reflection on the page. Then they could paint in the tree trunks and add people if they wished.

They could give names to the colours that they identify in the painting.

They could create names like: splashy orange, puddle brown, dripping yellow.

When they have a selection of these names, they could use them to write a poem about one of Leonid's paintings...perhaps one they pick themselves from his extensive range of rain paintings. A search of his images online shows lots.

Opportunity for Writing- Flood: Good or Bad?

The children should have time to consider the effects of floods and flooding, which they know to be bad...for example, the effects of flash floods on houses and farm land. The children could source images or view short clips and make lists of the problems and issues caused by flooding.

The teacher could help them identify as many problems caused by flooding as possible. They could create short news reports based on flooding. They could imagine that the flood was in their area. They could decide what was its cause and what effects did it have. They could create eyewitness accounts etc. to give authenticity to the reports.

The teacher could also help the children to understand some of the negative impact of flooding. Here are some facts about the impact of flooding:

There are economic consequences of floods. During floods, especially flash floods, roads, bridges, farms, houses and automobiles are destroyed. People become homeless. Additionally, the government deploys firefighters, police and other emergency apparatuses to help the affected. All these come at a heavy cost to people and the government. It usually takes years for affected communities to be re-built and business to get back to normal.

There are environmental consequences of flooding. Chemicals and other hazardous substances end up in the water and eventually contaminate the water bodies that floods end up in as they spill into rivers, streams, lakes and seas. Therefore, floods carry pollution. Additionally, flooding causes kills animals, and others insects are introduced to affected areas, distorting the natural balance of the ecosystem.

Above all is the human cost, the loss of life and injury can be terrible and is always tragic.

Opportunity for Writing- Floods have a negative impact

Having considered the impact of floods the children could begin to collect words related to floods and flooding which they will be able to use in their writing. They could brainstorm as many words as they can, in groups or as a whole class, teacher led activity. To begin to write they could use the brainstorming to create a poem based on the negative impact of floods.

They could start by identifying firstly all the nouns that are the affected by floodwaters.

Then the verbs that tell what the floodwaters are doing or what the objects are doing in the floodwaters.

Then the adjectives could be gathered that describe the water or the land during the flood.

The children could write a poem by selecting one word from each of these groups of words to create sentences. They could write these sentences on strips of paper. Once they have written some sentences they could read over them to decide which order they wish to put them in to create their poem. The children could use a simple proforma like the one below to record the words they have chosen from the brainstorming. The teacher should help by making the brainstormed words as diverse as possible. Examples are given in the proforma below. A blank proforma is also given as an appendix.

Take Five Task- Writing Poems

Pick five adjectives (examples are given)	Pick five nouns	Pick five verbs
Waterlogged	fields	stagnating
Drenched	hedges	dripping
Submerged	streets	overflowing
Destructive	torrents	raging
Angry	waves	toppling

In this activity, the children could explore how floods, which they usually see as a natural disaster, can also be advantageous and desirable in some specific cases.

The teacher could ask the children if they think that flooding could ever be good or of benefit to anyone.

When they have considered their answer the teacher could provide them with this information about the river Nile to read over.

The River Nile

The River Nile is about 6,670 km (4,160 miles) in length and is the longest river in Africa and in the world. Although it is generally associated with Egypt, only 22% of the Nile's course runs through Egypt.

In Egypt, the River Nile creates a fertile green valley across the desert. It was by the banks of the river that one of the oldest civilizations in the world began. The ancient Egyptians lived and farmed along the Nile, using the soil to produce food for themselves and their animals.

Quick facts about the River Nile

Continent	Africa
Countries it flows through	Uganda, Ethiopia, Sudan, Burundi, Egypt
Length	Approx 6,695 kilometers (4,160 miles)
Number of tributaries	2
Source	Burundi, central Africa
Mouth	Egypt into the Mediterranean Sea

The River Nile is in Africa. It originates in **Burundi**, south of the equator, and flows northward through north eastern Africa, eventually flowing through **Egypt** and finally draining into the **Mediterranean Sea**.

Children could view maps and Google Earth images of the Nile. They could identify its source and its course. This could be done by research or use of maps.

The children could carry out some basic research based on the Nile.

The River Nile is formed from the **White Nile**, which originates at Lake Victoria and the **Blue Nile**, which originates at Lake Tana in Ethiopia. These rivers meet in Sudan and then go on their long journey northwards towards the sea.

The White Nile is a lot bigger than the Blue Nile, but because of losses along the way the it only contributes about 15% to the flow of the combined Nile. The Blue Nile, rising in Ethiopia, contributes about 85% to the flow of the Nile that passes through Egypt to the Mediterranean Sea.



The children could discover how important this River was to the Ancient Egyptians who could not have survived without it.

Most Egyptians lived near the Nile as it provided water, food, transportation and excellent soil for growing food.

Ancient Egypt could not have existed without the river Nile. Since rainfall is almost non-existent in Egypt, the floods provided the only source of moisture to sustain crops which they needed to have food.

Every year, heavy summer rain in the Ethiopian highlands, sent a torrent of water that overflowed the banks of the Nile. When the floods went down it left thick rich mud behind. This black silt was excellent soil to plant seeds in after it had been ploughed. It provided a strip of rich fertile land on either side of the river.

The ancient Egyptians could grow crops only in the mud left behind when the Nile flooded. So they all farmed the fields along the River Nile.

This area was known as the **Black Land**. Further away from the river was the **Red Land**, a region of inhospitable desert.

The River Nile flooded every year between June and September, in a season the Egyptians called 'akhet' - the inundation.

So the children will understand that this type of flooding was beneficial and was desired by the Egyptians right up until recent years when the Aswan Dam was built to hold the waters back so that they could be controlled.

Opportunity for Writing- Come Floodwaters

The children could imagine themselves to be Egyptians waiting for the floodwaters of the Nile. They could once more think of suitable verbs to describe the movement of the flood water. They could then brainstorm what the floodwaters would be bringing to the dry lands of Egypt... what goodness the flood is carrying.

Ideas could include:

Verbs: swelling, flowing, overflowing, tumbling, washing, carrying, silting, flooding, pouring, streaming, swamping, surging, offloading, saturating...

What the floodwaters bring or change: life giving waters; rich soil deposits; water for growth; black soil for planting; good ground for farming; life to dry ground; hope for the crops; food for the hungry...

These are only example ideas. The teacher could help the class make suggestions. If possible the half the class could be given a verb from the list that they create. The other half could be given a statement from the list that they create. The children could then spend some time moving around the room talking to each other, trying to find a good match for their words... For example the child with the verb 'swamping' might join up with the child with the statement 'good ground for farming'. They might like this combination and together form a sentence for the class poem. Another pairing could be:

'carrying' and 'rich soil deposits'. So eventually two lines of the poem could be:

...carrying rich soil deposits,

Swamping good ground for farming...

When the children have all decided on a partner with whom they wish to match up, the poem can be created. The class could then work in groups to see if there are any amendments or changes they would make to the poem which was created by the class. Changes and new versions could be shared for all to hear.

Opportunity for Art and Writing - A Wall of Water

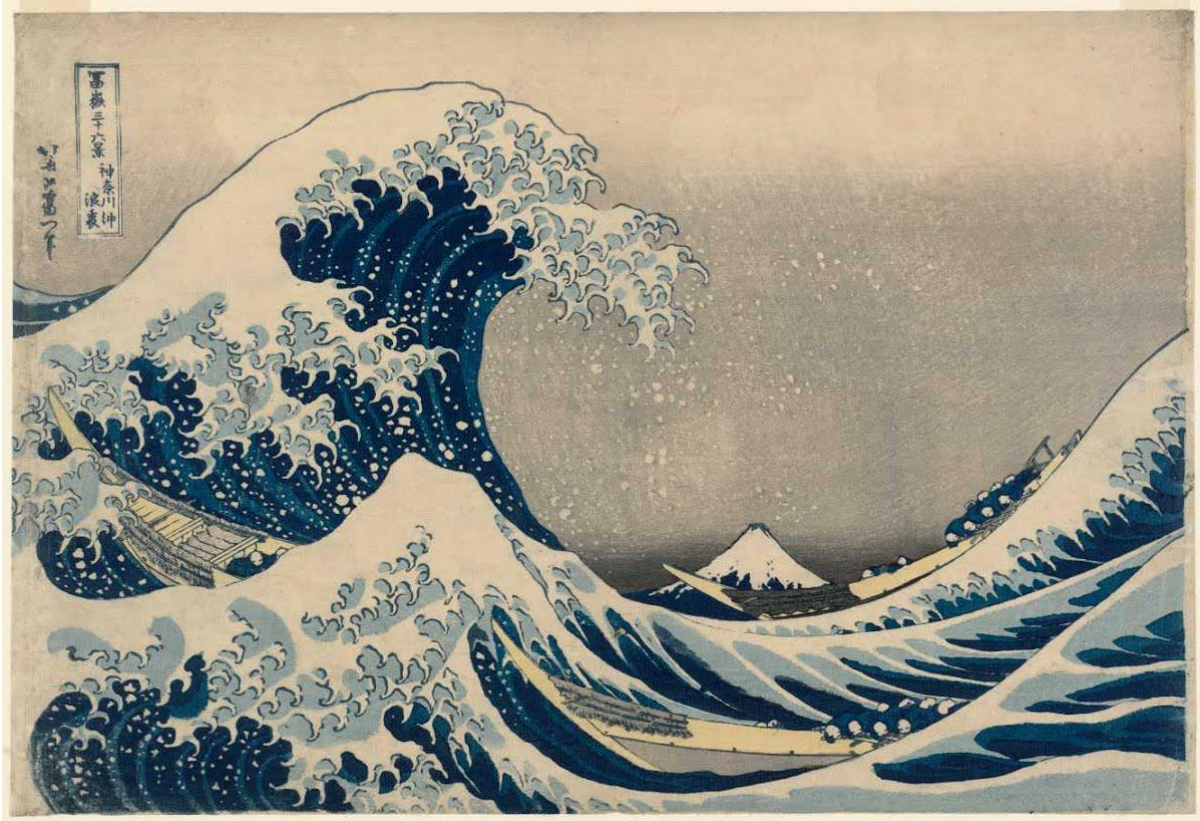
In this activity, the children are going to explore Tsunami. Firstly, how they are caused and secondly, their devastating effect.

The teacher could let the children view some of the clips from the Boxing Day Tsunami of 2004 or the Japanese Tsunami of 2011. The children could find out about the impact of the two Tsunami. They could look for similarities and differences about the two events. They could also identify the cause of tsunami as being a consequence of earthquake and not a weather related event.

Once they have gained some understanding of tsunami, they could view the painting *The Great Wave off Kanagawa*, by Hokusai. They could create their own image of a great wave and use this as a backdrop for a wall of words to describe or provide information about tsunami.

The children could create two differing displays using the same wave as their backdrop. On the first, they could consider all the physical impact and on the second they could consider all the emotional impact of the tsunami.

They could write their words on raindrop shaped cards or paper. They should consider how people caught up in such an event would feel. They should think of the emotions experienced as a result of the impact of these 'great waves'.



Art Extension Activity

The children could use a variety of materials to try to create an image inspired by this picture. They could use fabric to create a layered effect and try to make it in that way. They could collage it or try to paint it using paint on fabric. They could try using rulers or other implements to recreate the waves. They could make model boats and add them. They could recreate the image putting it into our context. To do this they could compare and contrast the work of Hokusai with the Irish artist John Skelton who creates seascapes. They could combine the work of the two men by painting Hokusai backgrounds and adding boats and people in the style of Skelton to make Hokusai- Skelton's. Many examples of Skelton's work can be found at this link:

https://www.google.co.uk/search?q=john+skelton+artist&biw=1607&bih=747&tbm=isch&tbo=u&source=univ&sa=X&sqj=2&ved=0ahUKEwj4552ohofQAhXoAcAKHSUjAbgQsAQIMw&dpr=0.85#imgrc=_



Writing Opportunity - How Many Blues?

The children could use Hokusai's image and some of Skelton's images to identify as many ways as they can of describing the colour blue. For example:

Stormy blue Smooth blue Frothy blue Bubbling blue
Rough blue Wavy blue Splashing blue Crashing blue

When a bank of words has been collated they could be used as part of the display of the artwork they have made.

Writing Opportunity – What a feeling!

To extend this work into the realm of the emotions the children could think about how they would feel caught up in these images...would it be fear. Would it be excitement or exhilaration? The children could work in groups to identify as many emotional responses to the images and the scenes they depict as possible. Again, these words could be added to the display or used to create descriptive pieces about the paintings. The children could imagine what it would be like to be one of the people in these pictures...how would your heart feel?

Writing Opportunity – A Flood of Emotions!

Sometimes our hearts are flooded by emotion. The children could consider all the different emotions that we can feel. They could create a word bank of these emotions. They should be encouraged to think of the 'negative flood' as well as the 'positive flood'. Then these words could be used in a variety of writing tasks. For example:

The children could think of five times in their lives which were very important to them...when they felt very emotional. They could write these down and then trim what they have written to create a short statement.

I felt emotional when I went to Anfield to see Liverpool play when the crowd sang, 'You'll Never Walk Alone' ...

This could be trimmed to- Anfield the crowd singing

When the children have their 5 statements then they could add some of the 'flood' phrases to them So, my statement becomes:

Anfield the crowd singing, my heart floods with excitement

Alternative use of the Flood of Emotion

The children could look at how they handle or could handle the negative emotions:

They could write:

My heart floods with anger...I count to 10!

My heart floods with jealousy...I feel grateful for what I have

My heart floods with sadness...I try to smile

Alternative use:

The 'flood of emotions' words and phrases could be on a display in the classroom. The children could paint images to match the emotions or simply colours to depict them.

Section 2- Wetlands, Bog lands and Moss lands

Seamus Heaney and many writers and artists have used the bog land and wetland of Ireland as an inspiration for their work. These areas are permanently 'flooded' regions where the turf cutter works or the sheep wander.

Below is a painting by the Irish artist Ann Brennan. She mainly paints landscapes depicting mountains, rivers, water and seascapes. In this painting she depicts bog land. It is saturated or flooded, wet and sodden. The poem 'Bogland' by Seamus Heaney is also given. The teacher should let the children talk about areas of bog land that they know in their locality. They could share their experience of this area. Perhaps some have been to cut turf with relatives. If the children have no or limited experience the teacher may wish to do some research of the bog land or moss first. The link below provides child friendly information and allows children to find out about bogs as ecosystems:

www.askaboutireland.ie/learning-zone/primary-students/looking-at-places/offaly/aspects-of-offaly/boglands/



Bogland

We have no prairies
To slice a big sun at evening--
Everywhere the eye concedes to
Encrouching horizon,

Is wooed into the cyclops' eye
Of a tarn. Our unfenced country
Is bog that keeps crusting
Between the sights of the sun.

They've taken the skeleton
Of the Great Irish Elk
Out of the peat, set it up
An astounding crate full of air.

Butter sunk under
More than a hundred years
Was recovered salty and white.
The ground itself is kind, black butter

Melting and opening underfoot,
Missing its last definition
By millions of years.
They'll never dig coal here,

Only the waterlogged trunks
Of great firs, soft as pulp.
Our pioneers keep striking
Inwards and downwards,

Every layer they strip
Seems camped on before.
The bogholes might be Atlantic seepage.
The wet centre is bottomless.

Seamus Heaney

The children could use their research and discussion to compare what they can learn from Ann Brennan's painting to what they can learn from Seamus Heaney's poem as both are based on bog land.

Heaney is writing about bog land near his home where the skeleton of a large Elk...a big deer was found intact. He also talks about butter found which had not decayed as the conditions of the bog preserved it. The teacher could help the children understand aspects of the poem. They could find out about how turf is dug and left to dry for burning. They could look at and investigate pieces of turf. They could write to describe turf.

They could read this excerpt from Seamus Heaney's poem Digging:

...My grandfather cut more turf in a day
Than any other man on Toner's bog.
Once I carried him milk in a bottle
Corked sloppily with paper. He straightened up
To drink it, then fell to right away
Nicking and slicing neatly, heaving sods
Over his shoulder, going down and down
For the good turf. Digging...

They could watch clips of men digging turf and write to describe an imaginary day working in the bog land. They could write diary accounts of a day spent like Heaney watching someone they know or they could take on the persona of the young Heaney.

Using the stimulus of Ann Brennan's painting, they could create an imaginary paint range. The name of the range could be 'Bog Land' or 'Moss'.

Alternatively, the children could suggest a name for the range of colours that they create.

The teacher could give the children the painting to look at and some of the images from websites that they have used to find out about this ecosystem. Using these, the children could mix colours and make a colour sample chart on the outline given. This should be photocopied onto card by the teacher. Colour chart sample blank is provided below. The children can paint their colour range onto this template. Then they should give their colours names.

The names can be written on when the colours dry...just as they are in DIY stores. The teacher could use a few as examples to inspire the children. The children may wish to create a range of varied colours or focus on shades of one colour. They could get inspiration from all aspects of their learning

For example, the word 'tarn' appears in Heaney's poem. It means a small mountain lake. The children could use it as a name for a blue in their range.

'Tarn blue' could become one of their colours.

The children could use the names of their colour ranges to create poems about the bog lands. To do this they could list their colours and then add appropriate adjectives. For example, colours could include ideas such as:

Tarn blue

Peat brown

Bog black

Fir green

These colours could be further described using the words of the poem or the painting as stimuli. They could become:

Jagged icy tarn blue,

Crusty soggy peat brown,

Deep dark bog black,

Spiky soft fir green

The children could also edit and redraft by writing these sentences on strips and moving them around to decide on the best order for them. The poem could be entitled Colour Range or similar...decided by the children.

Environmental Focus

The children could study the flora and fauna of these bog areas and they could discover how we are destroying these places. They could create a campaign to save the Bog lands from destruction. They could also create a display of what is found in a bog land area.

This is another painting by Ann Brennan called Tipperary Bogland. It could also be used as a further stimulus for the work outlined.



Section 3 – Tides

A basic explanation of how tides are formed is given below. The teacher may wish to take this study further. However, for the purposes of the theme this explanation is sufficient.

The tides:

Tides are the daily or twice daily rise and fall of the oceans. **Tides** are caused by the gravitational pull of the moon and sun on the ocean.

During full and new moons the gravitational forces of the Sun and Moon combine to produce the highest tides called **Spring Tides**. During quarter moons the gravitational forces of the Sun and the Moon oppose each other to produce the lowest tides called **Neap Tides**. It took many of the Earth's greatest thinkers a long time to work out what caused the tides.

Further child friendly information can be found at:

http://www.ducksters.com/science/earth_science/ocean_tides.php

As a piece of instant writing the children could consider what the moon says to the tide to make it follow it.

The Tide Rises, the Tide Falls

The tide rises, the tide falls,
The twilight darkens, the curlew calls;
Along the sea-sands damp and brown
The traveller hastens toward the town,
And the tide rises, the tide falls.

Darkness settles on roofs and walls,
But the sea, the sea in the darkness calls;
The little waves, with their soft, white hands,
Efface the footprints in the sands,
And the tide rises, the tide falls.

The morning breaks; the steeds in their stalls
Stamp and neigh, as the hostler calls;
The day returns, but nevermore
Returns the traveller to the shore,
And the tide rises, the tide falls.

By Henry Wadsworth Longfellow

Opportunity for Writing and Music

The teacher could read this poem with the children and use it to inspire some work on the tides. The poem has a lovely rhythm and the children could explore how the repetition of the line, 'And the tide rises, the tide falls.' creates this. The children could listen to the sound of the tide...sound clips can be found online, as example is:

<https://www.freesound.org/people/hansende/sounds/263995/>

The children could use their voices or instruments to recreate the sound of the tide. They could create simple pieces of creative music to tell the story of the tide ebbing and flowing. They could recreate different strengths of the tide or try to reflect high and low tide in their work.

To extend the children could create dances to depict the movement of the tides. They could consider the ebb and flow of the tide and make dances to represent this movement and rhythm.

Listening...guided meditation

The children could listen to the sound clip a couple of times and asked to put their heads down and close their eyes. They could be asked to consider:

What do you see?

What do you hear?

How do you feel?

Find something around you in this place to bring back with you.

Then the children could tell a partner what they saw, heard, felt when they listened to the clip.

They could write about and describe the object they found and brought back with them from the seashore or wherever the clip 'took' them. They could paint the scene that they explored during the period of reflection.

Opportunity for Writing

The teacher could introduce the phrase... **'a tide of emotion'** to the children. The children could think about and discuss what they think this phrase means to them.

The teacher should ask the children to consider the implication of this phrase...just like a tide these strong emotions cannot be stopped. Furthermore when emotions are as strong as the tide they are hard to deal with.

The teacher should ask the children to consider times when they have been very emotional or overcome by emotion.

The children could write down 3 times when they were overcome with emotion. These could be negative or positive emotions. The children could write these down as full sentences.

For example:

I was overcome by emotion when my pet dog passed away. I had my dog for 11 years. It was my best friend.

I was overcome by emotion when I was a bridesmaid at my aunt's wedding. I wore a beautiful dress and I felt really special.

I was overcome by emotion when I saw my favourite football team play at our home ground. We won and I was over the moon.

Then the teacher should ask the children to use a highlighter pen to cut the sentence down and to remove some of the unnecessary words. So sentences like these emerge:

I was overcome by emotion when my pet dog passed away. I had my dog for 11 years. It was my best friend.



I was overcome by emotion when I was a bridesmaid at my aunt's wedding. I wore a beautiful dress and I felt really special.



I was overcome by emotion when I watched my favourite football team play at our home ground. We won and I was over the moon.

These pieces can be slightly redrafted if they need to be, for example the order of words could be changed, as in statement 1. Some words could be removed or not used in the redraft, as in statement 2.

When the children are happy with their redrafted statements they can write them out and write the phrase... 'a tide of emotion' could be added to the front of the new statements.

So they become:

A tide of emotion, my pet dog passed away. My best friend for 11 years.

A tide of emotion, feeling special, a bridesmaid at my Aunt's wedding.

A tide of emotion, watching my favourite football team win...over the moon.

Floodtide in the Heart

The children could create a collage that depicts all the things, which cause or generate a 'Floodtide' in their own heart. They could collect a variety of images or pictures...artefacts or objects that provoke strong emotions or feelings for them. They could combine drawing and colour and they could assemble all of these on a large piece of card to show what causes a floodtide in their hearts.

Using the Poem 'The Brook' by Alfred Lord Tennyson.

The Brook

I come from haunts of coot and hern,
I make a sudden sally
And sparkle out among the fern,
To bicker down a valley.

By thirty hills I hurry down,
Or slip between the ridges,
By twenty thorpes, a little town,
And half a hundred bridges.

Till last by Philip's farm I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

I chatter over stony ways,
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles.

With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow.

I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

I wind about, and in and out,
With here a blossom sailing,
And here and there a lusty trout,
And here and there a grayling,

And here and there a foamy flake
Upon me, as I travel
With many a silvery waterbreak
Above the golden gravel,

And draw them all along, and flow
To join the brimming river
For men may come and men may go,
But I go on for ever.

I steal by lawns and grassy plots,
I slide by hazel covers;
I move the sweet forget-me-nots
That grow for happy lovers.

I slip, I slide, I gloom, I glance,
Among my skimming swallows;
I make the netted sunbeam dance
Against my sandy shallows.

I murmur under moon and stars
In brambly wildernesses;
I linger by my shingly bars;
I loiter round my cresses;

And out again I curve and flow
To join the brimming river,
For men may come and men may go,
But I go on for ever.

Alfred Lord Tennyson

The teacher could help the children to read and understand this poem. Then the teacher focus on verbs with the class. The children could try to spot all the verbs in the poem. They should be helped to see how the brook is often given human qualities. It can 'chitter, chatter' or 'glance' or linger. The teacher could explore how this personification. The brook has been given human like qualities, attributes or abilities. The children could think about verbs that they could use to give human qualities or abilities either to the tide or to the flood.

They could write a poem using the examples of personification that they come up with in their brainstorming.

Opportunity for Writing

The children could view these images by Ann Brennan. The first one is called 'Wild Atlantic Surf', the second one is called 'Brownshead Tramore'. The images could be found online and they could be brought up on the whiteboard. They could inspire some discussion about how the tides or the waves can be strong or gentle, deep and raging or shallow and lapping.



They could be used as inspiration to write metaphor poems considering all the ways the surf or tide could be compared to animals. The children could make a collection of animals to use in the poem...explaining how these animals can be compared to the movement of the water or surf.

For example, they could think of all the animals that the fierce or wild surf reminds them of, such as:

Horses

Cows

Seahorses

Deer

Wilder beasts

Tiger

Lions

Elephants

Gulls

Once the children have collated a list of suitable animals they can begin to work to extend them and to develop either similes or metaphors. They can be encouraged to add an action to the metaphor. For example;

The tide is a charging horse

The tide is a roaring lion

The tide is a stampeding elephant

The tide is a soaring gull

The second verse of their poem could be created by using the opposite type of animal and movement to create metaphors such as:

The tide is a crawling sloth

The tide is a sneaking cat

The tide is a creeping snail

The tide is a slithering worm

To extend this work the children could replace words for emotions in the place of the animals. They could for example consider the emotions that they have experienced and decide which metaphor best suits that emotion.

So perhaps they will rewrite to describe fear:

Fear is a creeping snail

Rage is a charging horse

Worry is a slithering worm

Anxiety is a roaring lion

They could also consider positive feelings and emotions in the same way.

Take Five Task- Writing Poems

Pick five adjectives	Pick five nouns	Pick five verbs