

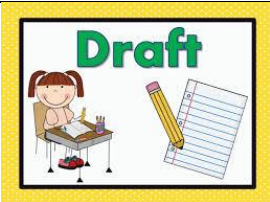
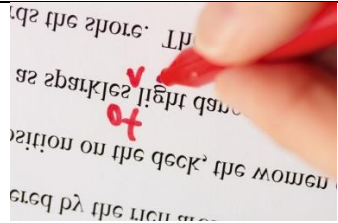


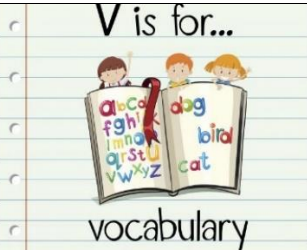

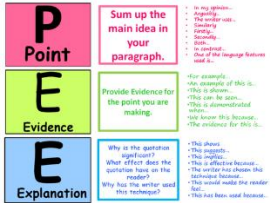
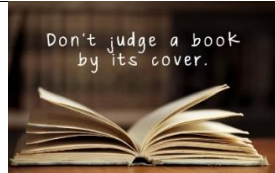


<b>Writing</b> <i>Learning linked to theme of 'Transition'</i>	
 <p><b>HOW I TAKE notes</b> — NEAT &amp; EFFICIENT —</p>	<p><b>1) Note-taking: my memories of Torridon</b></p> <p>This week, our topic is transition. As you are now only a few days away from your transition to secondary school, our written outcome this week will be a text to reflect on your memories of your time at Torridon.</p> <p>The text type you produce this week is up to you: you may prefer to write in chronological order, starting with the year you started at Torridon; you may prefer to write a poem about your time at the school. Today, focus on making notes of things you remember from each year. Who were your teachers? What trips do you remember? What funny events can you remember? Set your learning out using sub-headings and bullet points. Remember that notes should be brief.</p>
 <p>Don't rush into writing. Take time to plan.</p>	<p><b>2) Planning: writing to reflect</b></p> <p>Now that you have made notes about your memories, start to organise them into a piece of writing. Today, you will need to decide which text type you are going to produce: narrative, poetry, report etc.</p> <p>Then, organise your ideas into sections. This could be for ideas for each verse if you are writing a poem or for each paragraph if you are producing extended prose.</p>
 <p><b>Draft</b></p>	<p><b>3) Drafting: writing to reflect</b></p> <p>Based on your notes and your plan for writing, today you will produce a first draft. Your purpose for writing is to reflect, but you may also wish to make it humorous in style. This is your choice. Remember to refer to your plan as you are writing.</p> <p>You should spend approximately 45 minutes drafting your piece of writing.</p>
	<p><b>4) Editing and evaluating: writing to reflect</b></p> <p>Today, your focus is on the skill of editing. Start by re-reading your writing from yesterday. Read it out loud so that you can hear any errors as well as see them. Ask an adult or sibling to read your writing back too to see if they can help you spot any other errors.</p> <p>Once you have checked for corrections that need to be made, think about how you could improve your writing. Could you add in extra detail or refine your choice of vocabulary?</p>
 <p><b>Publishing</b></p>	<p><b>5) Publishing: writing to reflect</b></p> <p>Finally, let's publish your writing from this week. By now it should be of an excellent quality. You can write your learning up by hand or type it up if you are able to do so.</p> <p>If you are really proud of what you have produced, please do email it to us or upload it to your class blog so that we can read it.</p>

<b>Reading</b> <i>Learning linked to theme of 'Transition'</i>	
	<p style="text-align: center;"><b>1) Retrieval: 'New Beginnings'</b></p> <p style="text-align: center;"><a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks2-new-beginnings-by-tony-walsh/zddmbdm">https://www.bbc.co.uk/teach/class-clips-video/english-ks2-new-beginnings-by-tony-walsh/zddmbdm</a></p> <p>Listen to the clip on the link above, and read the attached text. Then, answer these questions.</p> <ol style="list-style-type: none"> <li>1) List three things that will be new as stated in the first two verses. Use evidence from the text.</li> <li>2) Look at the fifth verse. What does the poet tell us to remember in this verse?</li> <li>3) Look at verses 8 and 9. According to the text, who should be on your team?</li> <li>4) Find the verse beginning 'Because our town...' What do the children from this town have a history of doing?</li> <li>5) Look at the last verse. What does the poet suggest that you allow everyone to see? Use direct quotation.</li> </ol>
	<p style="text-align: center;"><b>2) Vocabulary: 'New Beginnings'</b></p> <ol style="list-style-type: none"> <li>1) Look at the first paragraph. Find and copy the word closest in meaning to 'expectations'.</li> <li>2) Look at the verse beginning 'You'll take out...' In this context, is the word 'reap' closest in meaning to: cut, harvest or receive?</li> <li>3) In the tenth verse, the poet writes, 'So don't let anybody try and sneer...'. Give a synonym for the word 'sneer'.</li> <li>4) Re-read verse 11. Explain in your own words the meaning of the word 'humble'?</li> <li>5) Now use a dictionary to look up the meaning of any other vocabulary in the text with which you were unfamiliar. Make a note of definitions.</li> </ol>
	<p style="text-align: center;"><b>3) Summary: 'New Beginnings'</b></p> <p>Listen to the clip again and re-read the poem before you complete this learning. Using no more than 50 words, summarise the key message of this poem and how you think the poet wants the reader to feel. As an extension, you could try to write your own poem in a similar style.</p>
	<p style="text-align: center;"><b>4) PEE chain: 'New Beginnings'</b></p> <p>By now you should be really familiar with the text we have looked at in reading this week. Today, we would like you to respond to the question: what do you like or dislike about the poem 'New Beginnings'? You should use the PEE chain structure to write two paragraphs in response to this question: one about what you like'; the other about what you did not like. <b>PEE = point + evidence + explanation</b></p>
	<p style="text-align: center;"><b>5) Reading for pleasure: free reading</b></p> <p>To end the week, your focus today is on reading for pleasure. The very best reason to read is because you want to! Enjoy reading your book. If you would like to tell us about the book you are reading, you can always upload a comment onto the blog.</p>