

A vibrant illustration of a meadow. In the foreground, several white daisies with bright yellow centers are scattered among tall green grass blades. In the background, there are blue flowers and three bees. One bee is flying at the top, another is on a blue flower, and a third is on a white daisy. The text 'English' and 'Monday 15th June' is overlaid in a bold, yellow, sans-serif font.

**English**  
**Monday 15<sup>th</sup> June**

# My secret garden...

**LO: Use adjectives to describe (a setting)**

Begin by watching the following story: The Curious Garden by Peter Brown

<https://www.youtube.com/watch?v=6SHmN-wXykU>





Have a good look at this garden, really explore the picture, then think about these questions + discuss them with someone if you can.

What can you see?

What do you think you could hear?

What do you think you could smell?

What do you think you could feel / touch?

How would you feel standing in this space?

Using good description makes our writing far more interesting.

Today we are going to build a bank of vocabulary to help us write a good descriptive setting. The words we collect today may help us with our writing later on in the week.

When thinking about your writing this week, focus on the success criteria below, **as well as** the lesson objective:

Elm and Willow

Everyone **MUST**:

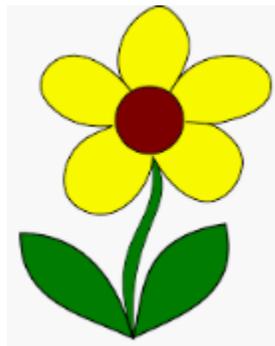
- Use **CAPITAL** letters at the start of sentences
- Use full stops at the end of sentences

Many **SHOULD**:

- Also use commas to separate words in lists

Some **COULD**:

- Also Join sentences together to make a simple paragraph



Beech and Ash

Everyone **MUST**:

- Use non-negotiable punctuation accurately (CAPS / . / , / ! / ?)

Many **SHOULD**:

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Some **COULD**:

- Use devices (words) to lead the reader from one paragraph into the next (these may show a shift of time, place, topic or viewpoint)

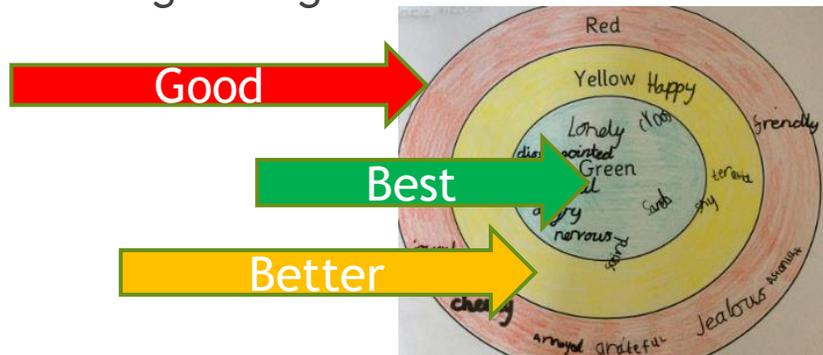
# Elm/Willow



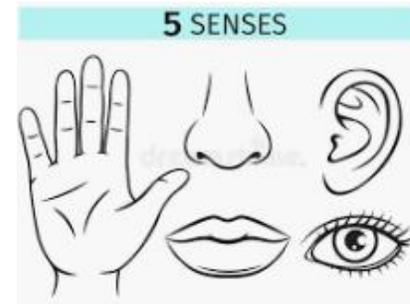
# Beech/Ash

Remember your LO: Use adjectives to describe (a setting), **this is as well as** the core writing success criteria for this week.

- ▶ Task 1: Make a list of 10 (or more) adjectives which you could use to describe a garden. Go outside into your own garden / outdoor space, or use the image given.
- ▶ Decide which adjectives are **good, better or best**.
- ▶ Draw a 'relevance zone' like the example shown and place the adjectives onto this - place 'BEST' words in the middle. (You may colour it in if you like)
- ▶ Task 2: Choose from your 'better' or 'best' vocabulary and use these adjectives to write sentences describing the garden.



- ▶ Task 1: Make a list of 15 (or more) adjectives which you could use to describe a garden. Go outside into your own garden / outdoor space, or use the image given.
- ▶ Decide which adjectives are **good, better or best**.
- ▶ Draw a 'relevance zone' like the example shown and place the adjectives onto this - place 'BEST' words in the middle. (You may colour it in if you like)
- ▶ Task 2: Choose from your 'better' or 'best' vocabulary and use these adjectives to write a descriptive paragraph about the garden. Make sure you include references to the 5 senses.



# So, how did you do?

Look again at your SC. Have you included all of the targets you focussed on? If not, change (edit) your writing, to get them in place - You should feel confident you have used adjectives well to describe the garden.



Elm and Willow

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**English**

**Tuesday 16<sup>th</sup> June**

# My secret garden...

## LO: To write similes

Today you are going to write similes to describe parts of a garden. A simile is type of description, which tells the reader something **is like** something else. (This is known as figurative language – which is a posh way of saying ‘fancy’ use of language!).

Q: Can you spot the similes in these two poems? There are 8 all together.

## A Rainbow

Is as red as rose in a garden.

Is as orange as the sun on a hot day.

Is as yellow as my clock in school.

Is as green as grass on a field.

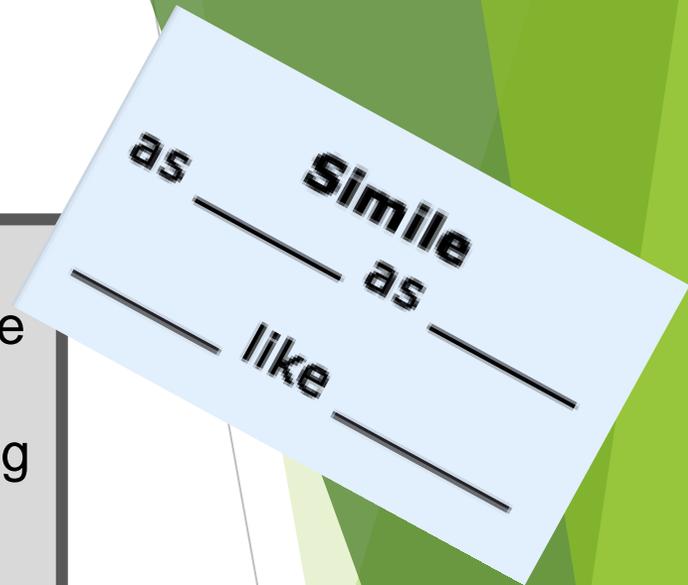
Is as blue as the sky up high.

Is as violet as my colouring pen.

## Simile in Poetry

“O my love's like a red, red rose.  
That's newly sprung in June;  
O my love's like a melodie  
That's sweetly play'd in tune.”

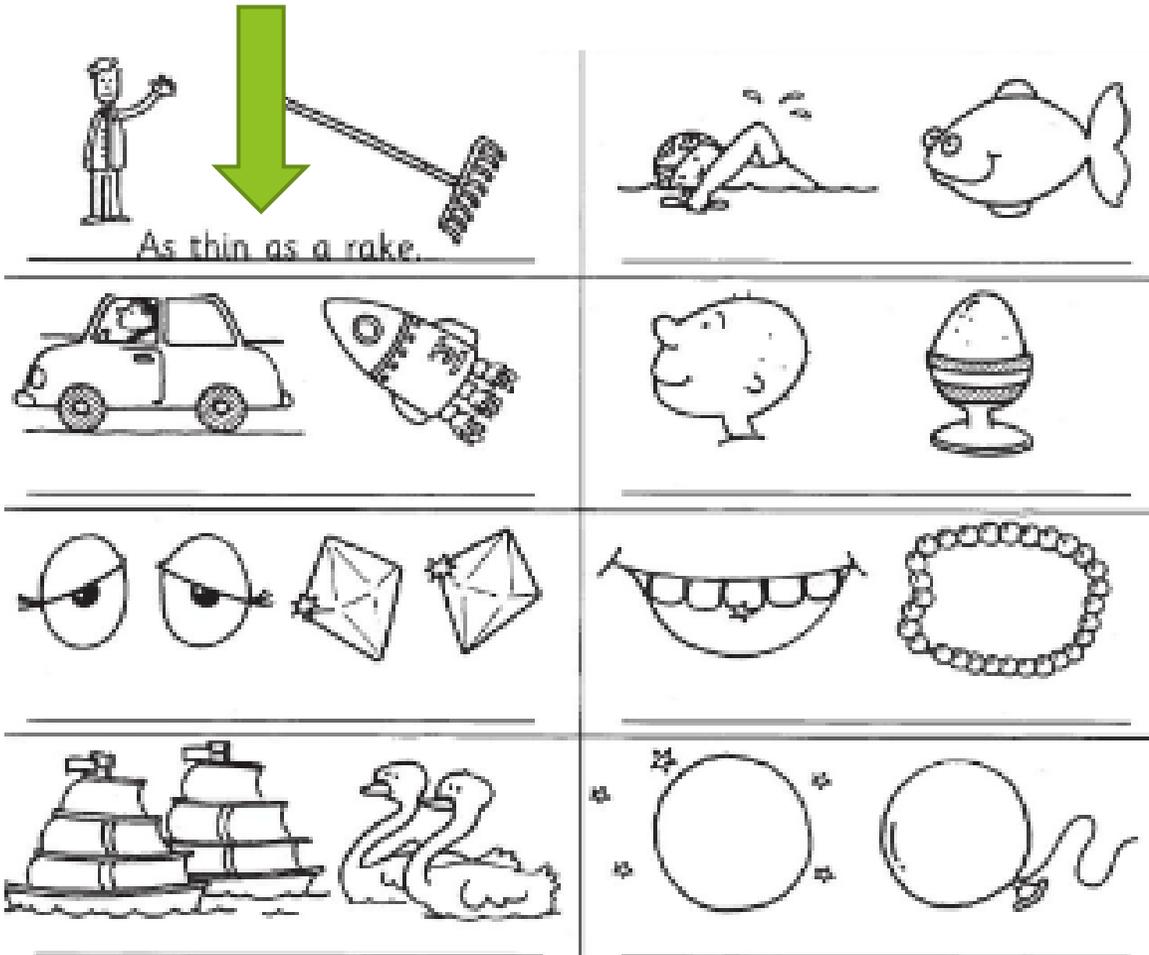
excerpt from A Red, Red Rose  
by Robert Burns



This first task is for everyone to complete.

Watch this video before you begin:

[https://www.youtube.com/watch?v=2X00IGF\\_sb4](https://www.youtube.com/watch?v=2X00IGF_sb4)



A simile uses as or like to compare things. This helps us to imagine what the writer is thinking, more clearly.

Put each of the two images together to make a simile. Write the sentence out in your books - remember your SC from yesterday.

Main task: *Write similes to describe the picture below*. You can use your senses like you did yesterday. Make sure you use your success criteria as well + try to extend yourself where you can.  
Beech / Ash - write your descriptive similes into a paragraph about the scene.

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When you have finished, proof read your work to check you have used your SC - if not, edit and make your writing better.





English

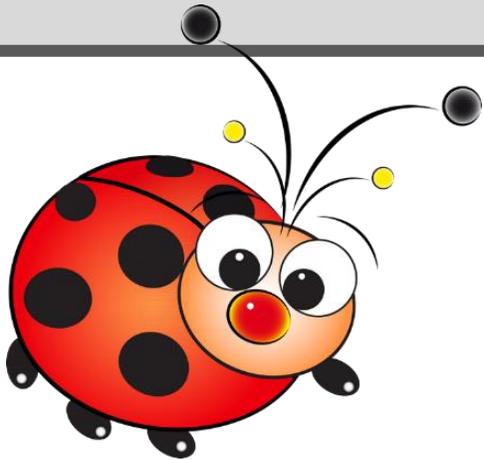
Wednesday 17<sup>th</sup> June

# My secret garden...

## LO: To use alliteration in writing

Start with a quick look at the following Bitesize page. *Everyone watch the video* and you might want to try the quiz too - this gives an introduction to alliteration.

<https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zq4c7p3>



## What is Alliteration?

Alliteration is a device that uses the same letter sound at the start of closely connected words in a sentence.

An example of alliteration is: "*The bird sang sweetly.*"

Alliteration is a type of repetition.

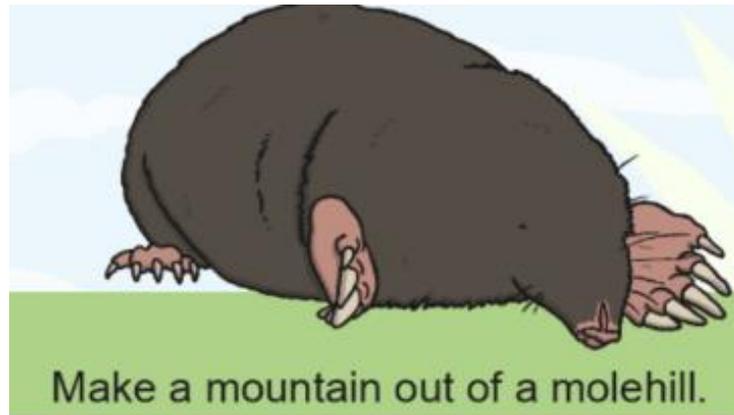
Alliteration is the use of a series of words beginning with the same consonant or syllabic sound. While alliteration doesn't usually give much added depth to writing, it can add humour, expression and make writing more interesting to read.

## Why use Alliteration?

Alliteration might not add to the depth of meaning of your writing, but it will make it sound better. Alliteration can make your words more engaging - and entertaining. And, when your writing engages your audience they are more likely to pay attention and remember what you say.

## How to use Alliteration

Alliteration can be used anywhere and with great success, however, in writing, it is often found in sayings and humorous poetry. It is important to be creative when using alliteration, in order to have that great effect on your listeners.



*Make a **m**ountain out of a **m**olehill. Busy **b**uzzing, the **b**ee **b**ehaved **b**eautifully.*



Can you find the alliteration within these acrostic poem examples? Remember, the words using the same 'sounds' don't have to be right next to each other.

ANTS  
Always moving, always busy,  
Never still, helping others,  
Tiny, two part black back carriers  
Six legs scurrying behind fr.

A PLASTIC FREE SEA  
Please don't drop plastic on the sea or the beach  
Lovely living creatures live in the sea  
All Animals are dying all over the world.  
Sea life is slowly going  
The sea must be free!  
It's not too late to stop littering  
Collect bins, cars and public bins will put sea creatures in danger  
Fish should be free from floating plastic.  
Roaming free fish in the sea. No plastic please  
Endless seas of poisonous plastic!!  
Everyone knows that litter kills animals.  
Shinning tins get swallowed by sea creatures!!  
Endless plastic floating in the sea help us get rid of it and let animals be  
Action must be taken!  
Lacey © 2011

# Elm/Willow

Down the side of your page, write: **MY GARDEN**

**Task 1:** Collecting ideas - for each letter, write something you might find in a garden, **and** 2 + words beginning with the same letter which go with it - take a look outside, use any of this week's images or simply your imagination to get ideas.

**Task 2:** Put your words into simple Alliteration sentences, and write it out into an acrostic poem.



start here  
↓

- T - tadpole - tiny, tail, tired
- H - hedge - high, huge, holly
- E -
- G -
- A -
- R -
- D -
- E -
- N -

The **tiny**, **tired** tadpole wriggles  
it's **tail** in the pond.

Commas may be needed today!



# Beech/Ash

Down the side of your page, write: **THE CURIOUS GARDEN.**

**Task 1:** Collecting ideas - for each letter, write something you might find in a garden, **and** 3 + words beginning with the same letter which describe it - take a look outside, use any of this week's images or watch 'The Curious Garden' again to get ideas.

**Task 2:** Turn your ideas into an Alliterative poem - aim to add enough detail for interest - even more than the example given.

When you've done task 2, go onto the next slide

# So, how did you do today?

Look again at your SC. Have you included all of the targets you needed to? If not, change (edit) your writing, to get them in place - You should feel confident you have used alliteration to create an interesting acrostic poem.



Elm and Willow

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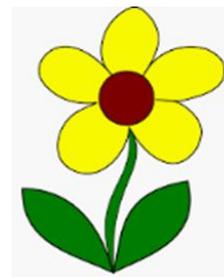
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**English**  
**Thursday 18<sup>th</sup> June**



# My secret garden...

LO: To use exaggeration in writing

Exaggeration is when we go 'over the top' with our descriptions or explanations. Today we are going to have a bit of fun with exaggerating.

No, really! This will 'bee' the most fantastic, world beating, funniest lesson absolutely ever!



Before you start, click on the video link below.

<https://www.youtube.com/watch?v=liDvSzJ-AMM>

This bead is the **smallest**.  
 My rucksack is the **heaviest**.  
 This road is the **quietest**.  
 My bouquet is the **prettiest**.

Notice the ending  
 - the suffix -  
 What do you see?



When we use -est at the end of an adjective, it exaggerates the word / makes it stand out. We call it a **superlative**.

Eg. Heavy becomes **heaviest**.  
 Green becomes **greenest**.  
 Happy becomes **happiest**.

We can also add the word 'most' to our adjective, to give a similar effect.



## Superlative Adjectives

(Used to compare 3 or more things)

"The blue whale is **the biggest** animal in the world"

One syllable	Two syllables ending in 'y' - change 'y' to 'i' and add est	Two or more syllables
Form: <b>the ... +est</b>	Form: <b>the ...+iest</b>	Form: <b>the most ...</b>
<b>the Biggest</b> <b>the Smallest</b> <b>the Nicest</b> <b>the Tallest</b> <b>the Shortest</b> <b>the Strongest</b> <b>the Weakest</b> <b>the Longest</b>	<b>the Easiest</b> <b>the Busiest</b> <b>the Prettiest</b> <b>the Heaviest</b> <b>the Funniest</b> <b>the Smelliest</b> <b>the Happiest</b> <b>the Friendliest</b>	<b>the most</b> beautiful <b>the most</b> dangerous <b>the most</b> intelligent <b>the most</b> understanding <b>the most</b> complex <b>the most</b> interesting <b>the most</b> difficult <b>the most</b> frustrating

# Elm Willow



Look at the before and after images

Using words to exaggerate, write 5+ sentences about the before town and 5+ sentences about the after town. Use adjectives ending in -est or use the word 'most'. Eg *It was the darkest city. The sky was the most dusty grey colour. It was the dirtiest place to live.* Remember to apply the SC below.

Elm and Willow

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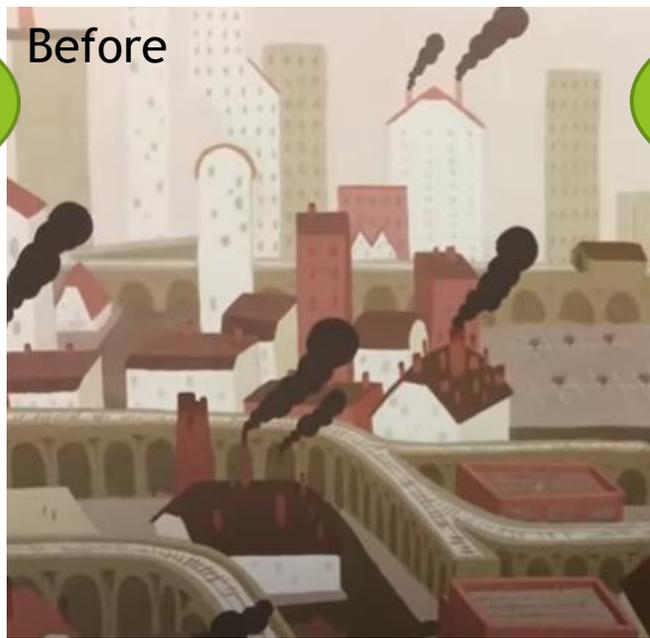
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You may want to watch 'The Curious Garden' again



# Beech Ash

Using superlatives: with -est suffixes or including 'most', write a paragraph about each picture which clearly describes exactly how awful the town was or how wonderful it had become. Aim to really engage your reader through exaggeration. Remember to apply the SC below

Beech and Ash

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# So, how did you do with today's LO?

Look again at your writing. Did you use interesting exaggeration and would it make the reader enjoy the image you tried to create? If not, see if you can improve your writing before you finish today - You should feel confident you have used 'most / -est' words to build an 'over the top' image for the reader.



## Elm and Willow

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**English**  
**Friday 12<sup>th</sup> June**



# My secret garden...

Today, you are going to use all of the writing 'tricks' we have looked at this week to persuade.

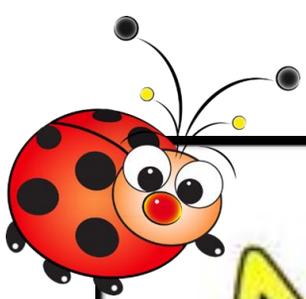
There are many ways we can persuade someone, and advertisements use persuasive features. Adverts include lots of vocabulary types and writing 'tricks' to grab your interest and convince you to do something - (usually buy a product).

They use

- Interesting adjectives
- Alliteration
- Similes
- Repetition
- Images
- Facts, statistics and opinions



*Today you are going to design and write an advert to encourage people to visit a beautiful garden.*



# Advertisements

I have a snappy slogan to make the product sound interesting or exciting.

I have included exaggeration to make the product sound appealing.

I have described the benefits of the product fully.

How to write a brilliant advert.

I have included an intriguing question to draw my reader in.

I have played around with words or I have included a joke.

I have included appealing adjectives to make the advert more interesting.

Look at the examples on the next page. These ideas will help you to set out and create an effective advertising poster of your own.

# Halloween Party



Can you spot the 'tricks' we have been working on this week in these examples?

Are **you** a fan of being scared to death?

Do **you** like dressing up and listening to **eerie tales**?

Then **you** must come along to Sarah's halloween spooktacular!

This party is going to be the **greatest halloween party ever!**

There will be **exciting games** such as apple bobbing, guess the ghost, pass the pumpkin and dress the mummy.

You will get the chance to have a go on our terrifying treasure hunt, wear a creepy costume and try some of Sarah's fantastic halloween food! There will be edible eyes, pretzel spiders and Sarah's monster mash is the most delicious that you'll ever taste!

Do **you** really want to miss out on this **sensational celebration**?

If not, make sure you're at Sarah's by 6:30... or else!

People will be talking about this party for many years to come!



## What is the Eden Project exactly?

Described as the eighth wonder of the world, the Eden Project is an exciting, inspiring playground in which to explore our relationship with nature. First and foremost Eden is a garden, the most incredible, amazing garden you'll ever visit! Those famous Biomes contain the largest rainforest in captivity and a Mediterranean paradise, plus there's our fabulously landscaped 'roofless' Biome to explore. You'll see cutting edge art and architecture and learn about plants that have changed the world. Eden is also a living example of regeneration and sustainable living. Find out how we turned an exhausted clay pit into a horticultural heaven!

Look out for adjectives, exaggeration, alliteration, simile, rhetorical questions.

# Everyone...

Write a title

Write an introduction which tells the reader your point of view

Organise ideas into sections or text boxes,

Write a conclusion to provide a summary

Use present tense

Use some facts and opinion

Use persuasive language

Use capital letters, full stops, commas in sentences, question, exclamation marks and bullet points.

Your task is to write an advert - as a poster (or a leaflet, if you'd prefer).

Use the points / guidance on this slide to help.

Use some of your ideas from other lessons this week or 'magpie / pinch' ideas from adverts you know.  
Research if you can.

Think about how you will set it out here are some ideas...



# Beech/Ash...

Use strong, powerful language, eg. Surely everyone knows that..., You must ..., How would you feel if...? It is a fact that

Use superlatives, e.g. fastest...biggest...most exciting... best, hottest, cheapest, quietest ... to make the reader think that there is nothing better than your garden.

Create eye catching phrases using good description, alliteration and similes, e.g. bathing in beautiful flower beds

Use some rhetorical questions perhaps in the introduction or conclusion, aimed at the reader to make them think they really need to visit e.g. Do you ever fancy a change of scenery?

# So, how did you do with your advert?

Look again at your writing. Did you use all of those 'tricks' we've worked on this week to make your writing more persuasive? If not, see if you can improve your poster / leaflet before you finish today - You should feel confident you have done all you can to persuade the reader to visit your beautiful garden.



Elm and Willow

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# Bournebrook

Church of England Primary School

# ChildLine

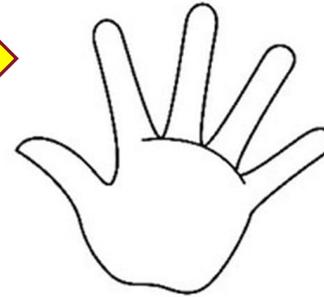
0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If nobody is listening to your worries or there is nobody to talk to, you can call **Childline** on **08001111** - adults at Childline are used to talking to children with worries and can help you.



5 fingers of safety



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.