

Dear Parents & Carers,

As always, I hope this finds you and your family well.

This week, the focus of work for your children is based around the **transition** work the teachers in the Royston area have agreed with King James Academy Royston (KJAR) following a Zoom meeting last month.

The goal of the work, is for all the children in the area who will be moving to KJAR in September (circumstances allowing) to have completed some work based around a short animated film which they will then further explore once in Year 5, thus having a shared experience and helping them to settle in.

The film, *The Lighthouse*, is freely available and can be found here:

<https://www.literacyshed.com/the-lighthouse.html>

The end goal for the children is to write what they feel the lighthouse keeper would have entered into his diary for that day.

Prior to writing this however, we hope that you will have fun exploring the events in the video, all of which will hopefully help to motivate your child towards the writing as well as helping them understand what happened and how that might affect how the lighthouse keeper records them in his diary.

We're sure you and your child will have some great ideas of what you could do, but just in case, to get you started, here are a few ideas:

**Role play** the different people that would have been involved in the event. The lighthouse keeper, the villagers, the captain/lookout of the ship. Imagine you are them; *what would they think at different points in the film? What makes them change? How did you feel then and how do you feel now?*

Write or draw a **timeline** of events. You could do 3 parallel timelines, for the lighthouse keeper, the villagers, the captain/lookout of the ship and discuss how they would/might match up.

You might enjoy **drawing or painting** the lighthouse or whole scene both without the light and then once the lighthouse is lit up - this is a great way to explore light and dark, as well as contrast.

Have a discussion about **a time when your child/you faced a situation like this** (a crisis...that was averted?). How did you/your child feel in that situation? How does that relate to the lighthouse keeper in the story? (Good PSHE!)

**Act** it out! Take on the roles, spread yourself out and go for it - enjoy! It's a bit too light, too late, to do it at night, but maybe close the curtains to achieve authenticity. We'd love for you to share some pictures of this with us! Once you've 'performed', talk about the emotions you all felt at different points - that is all good language that your child can then use in their writing!

Once you feel you've explored the situation enough, it will then be time for your child to write/word process their diary entry. Make sure they really think back over all you've done and try to get as much of the emotion and tension into their writing. He has a rollercoaster of emotions in the film - can your child convey that in their writing? Remember, this is for not only us, but your next teacher to see!

Again, we'd love for you to share their final work with us, to share it with their classmates and then, **keep it safe!** With the current situation, it may be best to take a picture of it and save that somewhere so that it could be uploaded/mailed at a later date. Either we, or KJAR, will be in touch with what to do.

We hope you have fun - stay safe,

Miss Albert and Mrs Shah