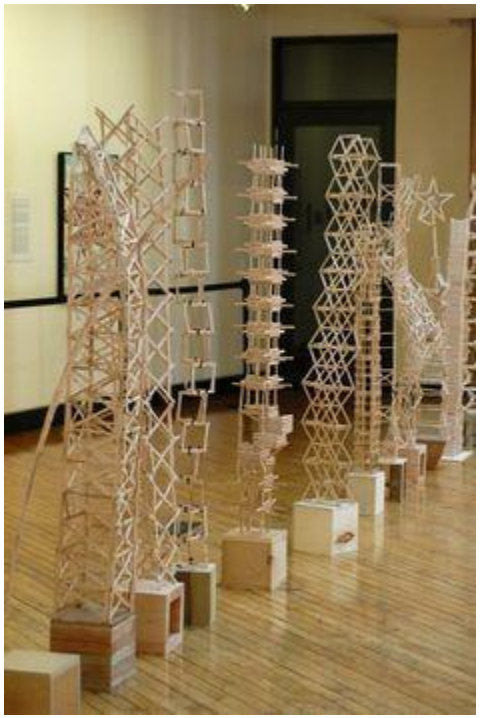
	Diamond Class daily learning tasks 15.06.20 Please remember that there are now online daily English lessons that you can follow as well as continuing with the books we sent home if you wish. We have purchased Power Maths workbooks for your child should you have finished the maths we sent home at the start of school closure. If you would like the new workbook, please contact school to arrange a time to pick it up from the staff car park. It will be left in a bag on the double gates so you can simply pick it up with out any contact. Please also remember that you can still complete Doodle Maths, English, Times tables and Spellings daily. Miss Williamson continues to plan all the History, Geography and Art for the next two weeks and Miss Swinson will now be planning Forest School activities for Diamond class on Fridays. I'm sure you will enjoy these lessons! I am hoping to hold a Diamond Class zoom meeting this week, so look out for the invite - I will email you all the details!
Monday	**History:** This week we are looking at holidays from the Victorian era. • Look at the attached document, 'Historic holiday to Great Yarmouth.' • Using the information provided and your answers to the questions, create a fact file of 'Holiday's in Great Yarmouth.' You could include: the differences between then and now, images, facts about seaside life and how people travelled to the seaside. • Make your fact file creative. C1: I can create a fact file using 3 facts about Victorian seaside history. C2: I can create a fact file using at least 4 facts about Victorian seaside history. C3: I can create a fact file using a range of facts about Victorian seaside history.

Tuesday	**Geography** • Google - Discovery education espresso. Continue to use this to help you. Your login is: Username: student23726 Password: school Follow KS2 —-> Geography —-> Investigating coasts https://central.espresso.co.uk/espresso/modules/t2_coasts/coastal_features/ index.html • To also help you, look at the BBC Bitesize clips: https://www.bbc.co.uk/bitesize/clips/z8tyr82 BBC Bitesize - KS2 - Coastlines – Coastal erosion. • Create notes or a mind map about all of the information you get from the two sites. • Complete the attached document 'Coastal features.' Label all of the key features on the diagram. • C1: I can label at least 5 coastal features. • C2: I can label at least 7 coastal features. • C3: I can label all the coastal features and explain how some coastlines are formed. • *C: I can explain how erosion and deposition form coastal features.

Wednesday	**Computing** Please see attached file 'Scratch computing project' for seven weeks worth of computing lesson plans. You should be on Week 3.
Thursday	**Art** • We are going to start creating our own 'The Great Wave of Kanagawa' painting/drawing. • Last week we started looking at creating our own picture of 'The Great Wave of Kanagawa.' You should have already drawn the wave. If not, look back at last weeks attached document, 'Drawing the wave.' • We are now going to paint the wave using acrylic paints if you have them. If not, you can use crayons, oil pastels, oil paints or tissue paper: Start with white paint on top, then blend in blue and finally dark blue on the bottom. • TOP TIP: mix the paint where the colours meet and be creative with the brush. Don't mix all the blues together completely; make sure some of each blue is visible in the gradation. Be creative! Explore different colours and ideas. Remember -although we are re-creating the painting, this is your artwork. • Refer back to Hokusai's original artwork to help you.
Friday	**Forest school activities** Week 2 – Pirate ships! This is a science and engineering challenge! Can you build a pirate ship that won't collapse when you add pirates (or a parrot)! You might want to research pirate ships on the internet before you start this challenge. There are many different types and styles of ship. Choose one that you think you can build. If you can, print it off and take it outside with you. All you have are the sticks you collect today and some clay. Think about how structures are made strong. Do you need a large or a small base, single layers or multiple layers? To give you some clues, here are some pictures of stable structures created by other children.



Think about how a mast would be kept up. Look at these pictures to see how a tall thin structure is supported.

This telephone mast has triangular structures between the main poles.

And this pirate mast is not just one straight pole. How are you going to make sure your mast will stay up?

	Obviously, clay is going to add strength to your structure if you have some. If you don't, can you find anything else to help fix your sticks together or even harder, make a structure with just sticks! Good luck me hearties! If you can take a picture to share with everyone, that would be great.