



Diamond Class English Planning
Summer 2 Weeks 6 and 7
At the Beach by Roland Harvey



The next book we will be looking at is 'At the Beach' by Roland Harvey. This story is told through the postcards sent home to Grandma from the children who are on holiday. A lot of the story is told through the pictures and there are lots of details to look at. You will probably spot something new every time you look at a page! The book is on the website as a PDF for you to read. You can also watch the whole story here <https://www.youtube.com/watch?v=kPL7IMLYNDk>. At 1.15m you will see a page that shows a young artist/'holiday-goer' (a clever caricature of Roland Harvey himself) who cycles to Crabby Spit, joining the other holidaymakers, but misplacing his belongings one by one. Can you find any of his lost belongings on the pages?

Week 1

**Learning
Objectives**

Introduction

Activity

Day 1

To identify and sort features of a coastal environment.

The second page shows a map of Crabby Spit. It is very detailed and shows lots of features that we see at the coast and sometimes elsewhere. Look very carefully at all the different buildings, car parks, bridges etc. Also look at the natural features like the pools and beaches.



Draw a two-column table and label the columns Natural and Manmade. Can you list the features from the map in the correct column? Some of these features you will only find on the coast e.g. the beach, but some features can be found elsewhere e.g. bridges. Circle or colour the features that you can ONLY find at the coast.

Natural	Manmade

Additional activity:

Use the map of Crabby Spit to answer these questions.

What shop is west of the fish and chip shop?

What is north of the school?

What is south of the lighthouse?

What direction is the ghost tree from the cinema?

What direction is the BBQ area from the toilets?

Now bury some treasure and write instructions using compass directions to get there from 'Our Camp'. Make at least five directions.

C1: I can list at least 6 items and identify features only found at the coast.

C2: I can list at least 10 items and identify features only found at the coast.

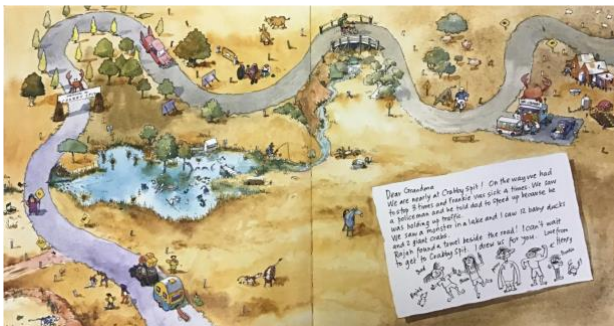
C3: I can list at least 14 items and identify features only found at the coast.

*C I can list at least 14 items and identify features only found at the coast. I can complete the additional activity.

Day 2

To write a description of a journey.

On page three, the picture shows the journey the children take through the countryside. Read the postcard to get some more details of the journey. Can you see poor Frankie being sick? Can you spot the monster, ducks, crabs and the policeman?



Imagine you are one of the children in the car on this journey to Crabby Spit. How are you feeling about going on holiday? What is it like in the car? Hot, smelly and cramped or cool, fresh and fun? Are you having fun with your brothers and sisters or are you fighting? There are lots of things in the picture not mentioned in the postcard. Take a careful look at the picture and see what else you can spot.

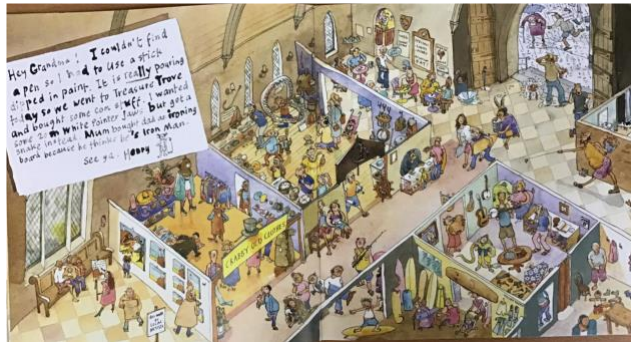
Write a detailed account of your journey and use interesting vocabulary when writing about what you see - not just a monster but a wretched, stinking, bog monster! Remember to include details about what its like in the car!

- C1: I can write at least 3 sentences about a journey.
- C2: I can write at least 6 sentences about a journey.
- C3: I can write a paragraph about a journey.
- *C: In addition to the above, I can use adventurous vocabulary.

Day 3

To write an advertisement.

Continue reading until you come to this picture. It's the dreaded rainy day! There are lots of interesting items for sale in the Treasure Trove. Look very carefully at the picture and find something that you would like to buy.



You are going to create an advert for either the Treasure Trove or an item you like in the picture. Think about what it looks like. Are there any unusual features that would make it interesting? Is it rare, beautiful or useful? Use persuasive language to sell the item or shops e.g. Sensational shark bite special! Fool the sharks by using a pre-bitten board. Only one left in store!

Remember to include a bold heading, the price, special features and a picture (you could label the picture with its features). If you are writing an advert for the shops, remember to include where to find them!

Use the list of persuasive words to help you (separate attached file).

C1: I can create an advert including a heading, picture and at least three details.

C2: I can create an advert including a heading, picture, price and at least five details.

C3: I can create an advert including a heading, picture, price and at least seven details.

*C: I can create an advert using persuasive language including all of the above.

To write a diary entry.

Continue reading until you reach this page.



A shipwreck and sunken treasure! I wonder how that ship got there. Was it a pirate ship or a naval ship that had defeated the pirates? Talk to someone about what happened on the boat and how it was sunk.

Imagine you are a member of the crew on board that ship. You are going to write a diary entry about the day the ship sank. Include what is going on. Is it a storm, are you being attacked or has the ship hit some rocks? How are you feeling? What plans are you making for your escape?

Remember to start your entry with Dear Diary and write in first person, including pronouns such as 'I', 'my', 'we' and 'our'.


C1: I can write at least four sentences explaining the situation and my feelings.

C2 I can write at least six sentences explaining the situation and my feelings.

C3 I can write a paragraph explaining the situation and my feelings.

*C I can write an extended piece.

Week 2

	Learning Objectives	Introduction	Activity
Day 6	To write a postcard.	<p>On the next page, the children have been sailing and discovered a cave.</p>  <p>Imagine what could be in that cave! Henry thinks pirates might have used it. What could be inside that cave -more shipwrecks, gold and treasure, sparkling gems, bats or seagulls? Does it have water all the way in or is there a dry area for storage?</p>	<p>Think about what it would be like inside the cave - cool, damp, cold and dark. Use a thesaurus or this link https://www.thesaurus.com/ to find synonyms for those words and note down your favourite ones. This will help you to create atmosphere in your writing.</p> <p>Google search for famous caves and click on images to get ideas for what the cave might look like inside. Now turn on your torch and wander inside the cave. How are you feeling; nervous, excited or scared?</p> <p>You are going to write a postcard to Grandma telling her all about the cave. Remember to start with Dear Grandma and sign off with your name. Don't forget to include some of those words you found to create atmosphere. If you have time, you could draw a front for the postcard.</p> <p>C1: I can write a postcard with at least four sentences describing the cave. C2: I can write a postcard with at least six sentences describing the cave. C3: I can write a postcard with a paragraph describing the cave. *C I can write a postcard with a paragraph describing the cave and creating atmosphere.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 7</p>	<p>To create a fact profile for an animal.</p>	<p>Continue reading to the end of the book. You might have noticed that the children came across lots of animals on their holiday. I counted 14, including the mosquito! How many can you find?</p>	<p>Choose one of the animals mentioned in the story that interests you. You are going to research this animal using the internet. I had to look up swamphens and leafy sea dragons because I wasn't sure what they looked like.</p> <p>You are going to create a fact file for your animal. You can write it or create it in Word or PowerPoint. Think about a suitable title and any subheadings such as habitat, diet and features. You could include a fact box with any interesting information. Maybe include the country/countries it can be found and how long it lives. Don't forget to include a picture. Examples of animal fact files can be found here https://www.nationalgeographic.com/animals/facts-pictures/.</p> <p>C1: I can write a fact file for an animal with at least two subheadings.</p> <p>C2: I can write a fact file for an animal with at least three subheadings.</p> <p>C3: I can write a fact file for an animal with at least four subheadings.</p> <p>*C: I can write an extended piece including an amazing fact box.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 8</p>	<p>To create a holiday brochure for Crabby Spit.</p>	<p>The children enjoyed their holiday to Crabby Spit and there were lots of things for them to do there. Look back over the story and see how many different activities were going on in the pictures. There was sailing, surfing, swimming, hang gliding etc. Make a note of the activities you would like to do the most. There were also lots of places to go and see like the river, beach, rockpool, estuary and shops. Some places that are on the map, like the playground and bowls club, aren't mentioned in the story but might be places people would like to go.</p>	<p>You are going to create a brochure to encourage people to come and holiday at Crabby Spit. Think of the activities and places you would like to experience.</p> <p>You can create your brochure using the 'holiday brochure template' provided, creating your own design on paper or using Word or PowerPoint. Make sure you include some general information about Crabby Spit, places to see and things to do. Include pictures or drawings to catch the reader's eye.</p> <p>C1: I can create a holiday brochure for Crabby Spit using the template.</p> <p>C2: I can create a holiday brochure including general information, places to see and things to do.</p> <p>C3: I can create a holiday brochure including general information, places to see and things to do, using persuasive words.</p> <p>*C I can create a detailed holiday brochure including general information, places to see and things to do, using a variety of persuasive words.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Day 9</p>	<p>To tell a story in a picture.</p>	<p>Remember the boy on the bicycle that lost all his items in the story? Did you spot him and his lost items? If not, go back and take a look now. The items he lost were – towel, backpack, camera, sandals, binoculars, phone, umbrella, stool, easel, brush, paints and a hat.</p> <p>Think about what items you would take to the beach - maybe a bucket and spade, sandwiches, frisbee, football, drink or sun cream? Make a list.</p>	<p>You are going to create your own Where's Wally style picture. Draw a beach scene with lots going on just like the ones in the story. You should have lots of ideas for activities on the beach now. You are telling a story with your picture just like the author. In the picture you are going to hide some of the items you would take to the beach and have lost! If you can, give your picture to someone else and see what stories they make up from your picture and if they can find your hidden items!</p> <p>C1: I can tell a story with a picture and hide three items.</p> <p>C2: I can tell a story with a picture and hide five items.</p> <p>C3: I can tell a story with a picture and hide seven items.</p> <p>*C: I can tell a story with a very detailed picture and hide at least seven items.</p>
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<p style="text-align: center;">Day 10</p>	<p>To write a diary entry.</p>	<p>Your holiday has now come to an end and you don't want to forget about all the fun you had while you were at Crabby Spit. If you can, talk to someone about all the interesting things that happened on this holiday. Look back at the pictures to remind yourself and note down your favourite parts of the story.</p>	<p>You are going to write a diary entry as if you were one of the children on holiday. Choose your favourite character and pretend you are them. Starting with 'Dear Diary', write about the highlights of the trip to Crabby Spit. What would you have enjoyed the most about this trip and write about that.</p> <p>Don't forget to write in first person, including pronouns such as 'I', 'my', 'we' and 'our'.</p> <p>C1: I can write at least four sentences about the highlights of the holiday. C2: I can write at least six sentences about the highlights of the holiday. C3: I can write a paragraph about the highlights of the holiday. *C I can write an extended piece about the highlights of the holiday.</p>
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