

Pine Home-Learning

Grid 2: Pompeii and pasta!

Use the code UKTWINKLHELPS to access all of the Twinkl resources free for the duration of school closures.

Reading **The Pack of Pompeii**



Skills

- I am aware that texts have different contexts, like historical settings or cultural background.
- I can quote or refer to the text to help me explain my opinion or in answering a question.

Access the eBook 'The Pack of Pompeii' on Twinkl. There is a 'Teacher Note' page at the beginning which may be worth parents reading before starting the story. https://www.twinkl.co.uk/resource/the-pack-of-pompeii-ebook-t-tp-2548618#tabbed_content

Share the book together and discuss the story. There is a PowerPoint of discussion prompts to use with the eBook if you would like. <https://www.twinkl.co.uk/resource/the-pack-of-pompeii-guided-reading-questions-t-tp-2548844>

Extension

You could choose a part of the story to rewrite from the perspective of a different animal. This could be another dog character in the story, or another animal completely, like a bird.

Writing composition **Recipes**



Skills

- I can use examples of existing writing to help me plan the structure, vocabulary and grammar in my own work.
 - I use commas after fronted adverbials like: Slowly,
1. Have a look at some recipes. This could be in a recipe book or online. Make a list of what a good recipe needs. What features do they have? (e.g. ingredients, imperative/bossy verbs etc.)
 - 2. Make pasta using Mrs Read's video (see Design Technology activity) OR help make any meal.
 - 3. Write a recipe to go with Mrs Read's video OR write a recipe for the meal you made instead.
- #### Recipe checklist
- Can you include the features from the list you made?
 - Can you include a variety of sentences starters for the steps in your method? This could include:
 - Time conjunctions (Next,...)
 - Fronted adverbials (Carefully,...)
 - Subordination/ A WHITE BUS (After the mixture has cooled,...)

Spelling, punctuation and grammar **Apostrophes**



Skills

- I can use the possessive apostrophe (singular)
1. Remind yourself how apostrophes for possession work, using the Twinkl PowerPoint below. <https://www.twinkl.co.uk/resource/t-1-53627-year-2-apostrophes-for-possession-warm-up-powerpoint>
 2. WARNING! Sometimes it is easy to accidentally put an apostrophe with every "s" you write. Remember, we also use "s" to make words plural and these do not need an apostrophe. Can you play the plural or possessive game (see resources below) and work out when the "s" has been added to make the word plural and shouldn't have an apostrophe, and when it has been added to show possession and would need an apostrophe?
- #### Extension
- Can you include apostrophes for possession in your recipe and make sure you don't use any apostrophes in plural words?

Maths **Telling the time - digital**



Skills

- I can read the time to the nearest minute on a 12-hour digital clock.
- I can read 24hr clocks.
- I can write and convert times between analogue and 24hr digital clocks.

12-hour Minutes: can you add big labels to the analogue clocks in your house to show what the equivalent minutes would be on a digital clock?

24-hour Hours: can you add big labels to the analogue clocks in your house to show what the equivalent hours would be on a 24hr digital clock?

Tell the time as much as you can throughout the day. Try to read the time on both digital and analogue clocks. When you use an analogue clock, try and tell someone what this would look like on a digital clock and vice versa.

See resources below for examples of clock labels, games you can play and some problem solving.

Science **Rocks**



Skills

- I can group rocks according to their appearance and simple physical properties.
- I use scientific vocabulary to describe my observations.

1. Finding out about different types of rocks.
2. Carry out the 'Chocolate Rock Cycle'.
3. Rocks in life around us.
4. Minecraft

See resources below for links and activities for each of these steps.

History **Pompeii and Mount Vesuvius**



Skills

- I can place events and people that I have studied onto a time line.
1. Pompeii was a Roman town. Think about/discuss what you already know about what life was like for the Romans. What might Pompeii have been like?
 2. Read the information about Mount Vesuvius. **Please be aware that the PowerPoint includes a photo of the ash-covered bodies.** <https://www.twinkl.co.uk/resource/t2-g-4040-mount-vesuvius-ks2-information-powerpoint>
 3. Look at the photos of Pompeii today. Does it look how you expected? **Please be aware that the PowerPoint includes a photo of the ash-covered bodies.** <https://www.twinkl.co.uk/resource/t2-h-5271-pompeii-photo-information-powerpoint>
 4. Look at the timeline of events during the eruption of Mount Vesuvius. <https://www.twinkl.co.uk/resource/ad-79-mount-vesuvius-eruption-timeline-powerpoint-t-tp-2548828>
- See resources below for possible activities you could then do.

Geography **Volcanoes**



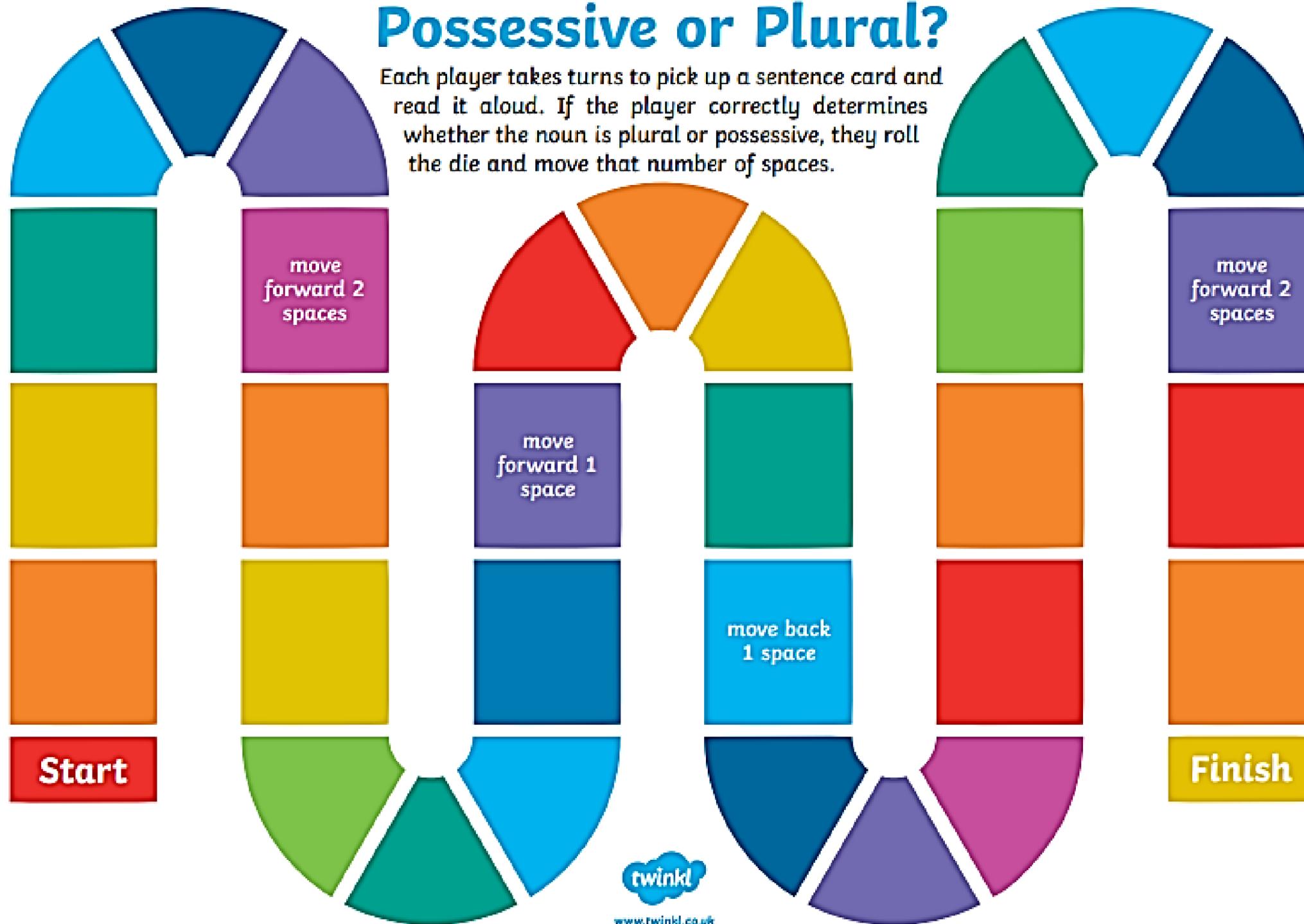
Skills

- I can describe some aspects of physical geography: volcanoes.
1. Find out:
 - What's the inside of the Earth like?
 - How are volcanoes formed?
 - What happens when a volcano erupts?
- The link below and the Volcanoes PowerPoint uploaded to the website this week can help you find out the answers. **Please be aware that the Volcanoes PowerPoint on the website includes one photo of the ash-covered bodies in Pompeii.** <https://www.twinkl.co.uk/resource/t2-g-3768-all-about-volcanoes-information-powerpoint>
2. Complete these online activities - labelling parts of a volcano and a multiple-choice quiz - using what you have learned. <https://www.twinkl.co.uk/resource/parts-of-a-volcano-interactive-labelling-activity-tg-312-newlink> <https://www.twinkl.co.uk/resource/volcanoes-multiple-choice-quiz-tg-454>
- See resources below for possible activities you could then do.

<p style="text-align: center;">Computing Programming</p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can navigate a programming APP. • I can create a sprite for a game. • I can add inputs to control my sprite. <ol style="list-style-type: none"> 1. Access the class account on the Scratch website. 2. Watch the four parts of the 'Getting Started' Tutorial. 3. Use the 3 instructions grids and 1 challenge card from this week's uploaded resources in the LKS2 Learning Pack area to get used to some of the different things you can do with your sprite. <p><u>Extension</u> Create your own Scratch project using a tutorial of your choice.</p> <p>(See below for instructions on how to log in, access the tutorials and create and save a project.)</p>	<p style="text-align: center;">Design Technology & Art Cooking pasta</p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can use a selection of ingredients to meet an identified need. • I measure accurately using a range of equipment (ml, l, g, Kg). • I work in a safe and hygienic way. <p>Choose the option which works best for you (ingredient dependant!). We would love to see photos and read your recipes.</p> <p><u>Option 1: Making pasta</u> Watch Mrs Read's video of how to make your own pasta and a sauce to go with it. The ingredients you need are on the beginning of the video. I will upload the video into the 'Files' section of the Office 365 group. If possible, the video will also be uploaded on the website with the Learning Packs, but it is quite large, so may be on the school Facebook page instead.</p> <p><u>Option 2: Making a meal</u> Make or help make a meal for your family, thinking about what ingredients you are using and measuring accurately.</p>	<p style="text-align: center;">Outdoor Learning & PE Being active</p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> • I use plans and diagrams to help me get from one place to another. <p>Plan an outdoor obstacle course/circuits course for you and your family. Think about what resources you have to use and what activities you would like to include. Draw out your plan and use this to create your course.</p> <p><u>Skill</u></p> <ul style="list-style-type: none"> • I give reasons why physical activity is good for my health. <p>Continue to complete a daily work out e.g.:</p> <ul style="list-style-type: none"> -Joe Wicks -GLK YouTube work out -Jive or Waltz dancing (the folder with the breakdown of the steps and the music are in the Office 365 group) -Mindfulness or Yoga activities 	<p style="text-align: center;">Music Singing</p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> • I can sing songs from memory with accurate pitch. • I sing in tune and pronounce words clearly. <p><u>Possible activities</u></p> <ul style="list-style-type: none"> -Family karaoke – there are lots of sing-a-long songs on YouTube. -Song writing – you could choose a song you like and know well and re-write the lyrics on a topic of your choice. -Have a go at an online singing or choir session e.g. Let's Sing on Facebook.   
<p style="text-align: center;">RE World Red Cross and Red Crescent Day - 8th May 2020</p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> • I ask and respond to questions about what individuals and faith communities do and why. • I use a range of different media to creatively express my own ideas, thoughts and opinions. <p>Friday 8th May is World Red Cross and Red Crescent Day.</p> <ul style="list-style-type: none"> -Can you find out a bit about the Red Cross and the Red Crescent? -Look at the two symbols, which religions are these symbols from? -How and why do you think this organisation helps people? <p><u>Possible activities</u></p> <ul style="list-style-type: none"> -Create the symbols using outdoor resources. -Present what you have learned in any way you like. -Create a poster about World Red Cross and Red Crescent Day. -Think of and do something to help someone. 	<p style="text-align: center;">Speaking and listening</p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> • I can talk and listen in a range of situations. • When I speak, I think about my audience and make sure that what I am saying is appropriate. • I ask relevant questions based on what I hear. <p>-Call/video call someone you haven't spoken to in a while or someone who you think might have spent lots of time on their own recently. Ask them how they are and listen to what they have been doing. Can you ask relevant questions based on what you have heard?</p> <p>This could include joining the Pine Class Show and Tell video meeting on Fridays at 11am (see the Office 365 group calendar https://outlook.office.com/calendar/group/grendonprimary.org.uk/pineclass2020/view/month).</p>	<p style="text-align: center;">Something kind</p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> • I understand that my behaviour and actions lead to consequences. <p>Can you do something super kind for someone you know? What will the consequence of this action be?</p> <p>You could secretly leave a kind note for someone, send something you've made or written to someone, phone/facetime a friend, bake something... the list is endless!</p>	<p style="text-align: center;">Something unusual</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • I am excited when I explore new situations and don't worry when my ideas don't go to plan. <p>Can you do something you've never done before? A new skill? A new activity? Make something?</p> <p><u>Possible ideas</u></p> <ul style="list-style-type: none"> -The 30 day Lego Challenge (see photo uploaded in the Learning Pack area) -Learn British Sign Language <p>https://www.youtube.com/watch?v=rR2Zb7TbiOA&feature=youtu.be&fbclid=IwAR0pQbZm-RxQ-sISOfskHY0JwCKGiFcabgl-FB8c0qI09urYjAKx-Mb7bls</p>

Possessive or Plural?

Each player takes turns to pick up a sentence card and read it aloud. If the player correctly determines whether the noun is plural or possessive, they roll the die and move that number of spaces.



My new coat has lovely **buttons**.

She opened **Becky's** book.

I borrowed my **aunt's** pen.

The **owls** sat on a branch.

Willow has ten **balloons**.

Today is **Daniel's** birthday.

My **bicycle's** tyre was flat.

Marika had two **kittens**.

The shop was selling lovely **hats**.

The **giraffe's** neck was two metres long.

The **car's** wheel was flat.

The **whales** swam in the sea.

It was my **dad's** turn to play.

I fed some bread to the **ducks**.

He read **Achol's** story to the class.

Ashton was trying on shoes.

Fatima's favourite programme was on TV.

The **chair's** leg was broken.

Lots of **chairs** got broken.

Doctor Who is one of my favourite programmes.

Sally's grandmother came to stay.

The **parents** arrived for the show.

Purple is **Edward's** favourite colour.

The **house's** windows were new.

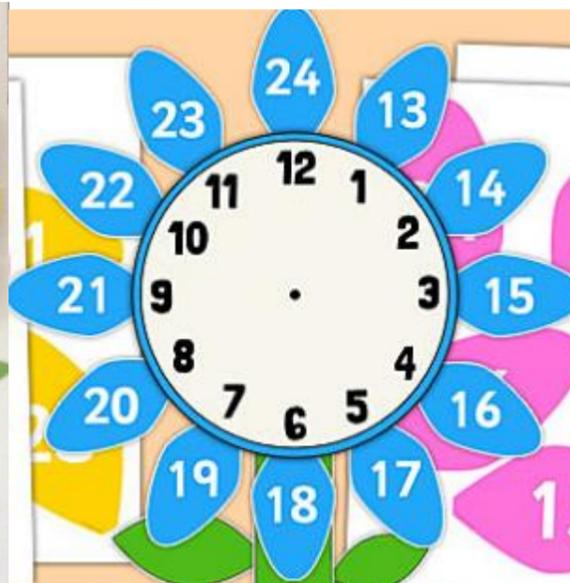
Maths - Telling the time

Labelling a clock examples

Minutes (learning 12 hour)



Hours (learning 24 hour)



Online game

This game shows the time on an analogue clock, and you choose the matching digital time. You can change the level and choose if you would like a timer or not:

<https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

Extension: problem solving

If you are confident telling the time on both analogue and digital clocks, you could have a go at these tricky problems. These are also for older children, so start with the problems with 1 star.

The more stars, the trickier the problem. <https://nrich.maths.org/9027>

Science - Rocks

Finding out about different types of rocks

Watch this video about rocks for an introduction about what you're going to be learning.

<https://www.youtube.com/watch?v=CeuYx-AbZdo>

This song could help you remember some of the new vocabulary you've just heard.

<https://www.youtube.com/watch?v=jPgE74Vltdc>

Watch this animation, read the information and answer the activity questions below it.

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/zsgkdmn>

Carry out the 'Chocolate Rock Cycle'

This investigation uses chocolate to represent the different types of rocks.

<http://howtostem.co.uk/wp-content/uploads/2017/03/Chocolate-Rock-Cycle.pdf>

Rocks in life around us

Can you find out about at least 3 common examples of each type of rock and what they are used for?

In your garden or during a walk, notice rocks around you and try to work out what type of rock they might be.

Minecraft

If you're a Minecraft fan...

Find out which Minecraft blocks are real rocks and which ones are made up.

For the real blocks, do the Minecraft blocks look like the real rock? What type of rock are they?

Can you build something on Minecraft using only igneous or sedimentary or metamorphic rocks?

History – Pompeii and Mount Vesuvius

Possible activities

-Create your own timeline summarising the key events of the eruption of Mount Vesuvius. This could be written, using drawings or you could choose outdoor resources to represent different parts and put these in order.

-Choose a place in Pompeii that you saw in the photo PowerPoint. You could recreate the place using any resources of your choice. You could open your own venue inspired by the photos. You could create one of the products or performances mentioned.

-Find out about Herculaneum.

Geography – Volcanoes

Possible activities

-Make and erupt your own volcano. <https://www.twinkl.co.uk/resource/t-t-27419-make-your-own-volcano-science-activity>

-Research volcanoes in Italy, the UK or around the world. <https://www.twinkl.co.uk/resource/t-g-059-world-volcanoes-comprehension-worksheets>

-Find out about space volcanoes. <https://www.twinkl.co.uk/resource/t-he-707-space-volcanoes-layer-book>

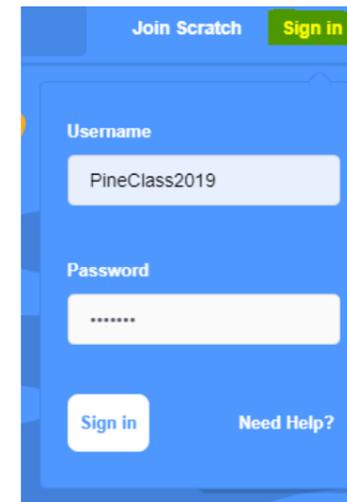
Computing – Scratch

Website: <https://scratch.mit.edu/>

1. Sign in at the top right corner

Username:
PineClass2019

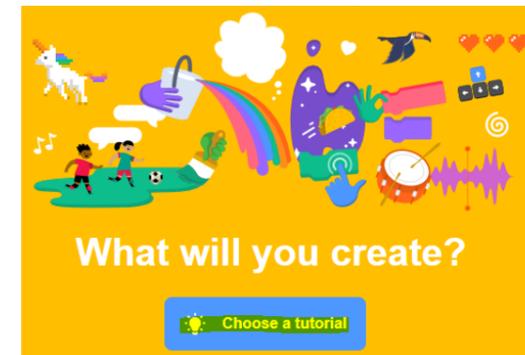
Password:
grendon

A screenshot of the Scratch sign-in page. At the top right, there are links for 'Join Scratch' and 'Sign in'. Below these are two input fields: 'Username' containing 'PineClass2019' and 'Password' containing 'grendon'. At the bottom, there are two buttons: 'Sign in' and 'Need Help?'.

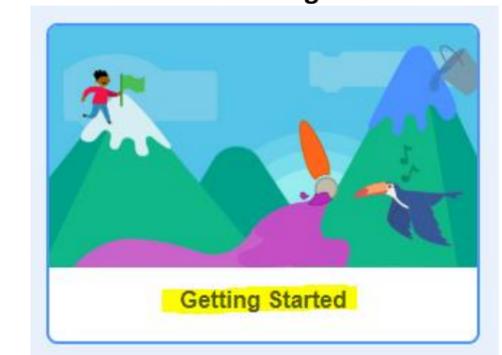
2. Select 'Ideas' on the top bar



3. Click 'Choose a tutorial'



4. Select 'Getting started'



Extension: Creating and saving your own project

1. Type your name and title of the project in the top bar where it says 'Untitled'.
2. Your project will save regularly automatically, but you can also press 'Save now' on the top bar.
3. To find your project again, click on the little arrow next to where you signed in and click 'My Stuff'.

If you finish a project and would like everyone else to have a look, message the Office 365 group with the name of your project and anyone can open 'My Stuff' and see it! Please be careful when you're in 'My Stuff' as everybody's projects are in the same place, please try not to delete or edit anyone else's work.

