

# Pine Home-Learning

## Grid 3: Boudicca

**Free eBook library:** The Oxford Owl has a library of free eBooks for ages 3-11. You can browse by age or book box colour. <https://home.oxfordowl.co.uk/books/free-ebooks/>

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

### Reading Boudicca



#### Skills

- I can locate and record key information from a non-fiction text.
- I can interpret phrases to establish meaning.

1. Read all about who Boudicca was and answer the questions. (You can choose the difficulty by looking at the stars at the bottom of the pages, 3 stars is the most challenging.) <https://www.twinkl.co.uk/resource/lks2-boudicca-differentiated-reading-comprehension-activity-t-e-2549392>

You could also choose to read this PowerPoint for more information about Boudicca and what she did. <https://www.twinkl.co.uk/resource/t2-h-228-boudicca-information-powerpoint>

2. Choose an activity:

- Create a 'Wanted' poster for Boudicca – why is she a wanted person? How would people recognise her?
- Role play – pretend to be Boudicca and write some questions for someone to use to interview you.

Extension: See below

### Writing composition Diary in role



#### Skills

- I can use examples of existing writing to help me plan the structure, vocabulary and grammar in my own work.
- I can give clear viewpoints in my writing.
- I make it clear what I am writing about by using the features of the genre.

1. What are the features of a good diary entry? Follow the link, read the entry and find the features it includes. Choose the features you think you could use in your own writing. <https://www.twinkl.co.uk/resource/t2-or-302-analysing-the-features-of-a-diary-entry-the-little-red-riding-hood-collection-example-text>

2. Access the PowerPoint in the LKS2 Learning pack area 'Boudicca's rebellion'. Meet the characters involved, choose a character to play, find out what happens in the rebellion and think about the questions at each step.

3. Write a diary in role as your character. See below for details and ideas.

### Spelling, punctuation and grammar Apostrophes



#### Skills

- I can use the possessive apostrophe accurately, including regular (girls') and irregular plurals (children's).
- You're hopefully feeling super confident using apostrophes for contractions and for singular possession. Can you find out what happens when something belongs to lots of people/animals etc.?  
e.g. If a nest belongs to one bird you would say it is a bird's nest. What if the nest belongs to lots of birds?

Access the PowerPoint in the LKS2 Learning packs area 'Plural Possessive Apostrophes'. Follow the explanations and activities, including the Bitesize link at the end.

#### Possible activities:

- Choose one or more of the challenges on this link (the answers to the challenges are on the last page) <https://www.twinkl.co.uk/resource/au-t2-e-2419-apostrophes-for-possession-with-plural-nouns-activity-sheets>
- Access the 'Plural Possessive Apostrophes Challenge' in the LKS2 learning pack and have a go at writing your own sentences using plural possessive apostrophes.
- Use plural possessive apostrophes in your Boudicca poster, interview questions or in your diary.

### Maths Angles



#### Skills

- I know that an angle is a measure of a turn: one right angle is a quarter turn, two right angles make a half turn, three make three quarter turns and four a whole turn.
- I can describe angles as right, acute or obtuse and order angles.

1. Access the PowerPoint in the LKS2 Learning packs area 'Turns and angles'. The PowerPoint is split into three parts and each part gets more challenging. Follow Part 1 and choose a challenge from below.

2. Choose an angles activity (see resources below)

3. If you are confident, you can then follow Part 2 and choose another challenge. If you want an even trickier challenge, follow Part 3 and choose another challenge!

Extension The White Rose Maths website have some great daily videos and activities available for a range of maths topics. These use the methods we teach at school. You can access previous weeks/days at anytime. <https://whiterosemaths.com/homelearning/>

### Science Light



#### Skills

- I notice that light is reflected from some surfaces.
- I recognise that shadows are formed when light is blocked by a solid object.
- I can explain how shadow length changes according to the position of light source (including the position of the sun).

#### Light investigation

See below for a choice of activities you could do to find out about light, reflections and shadows.

Whichever activities you choose, make sure you understand these key words: source, opaque, transparent, translucent, reflect, shadow

Extension Create Boudicca's camp (see the Outdoor Learning activity for more details). Can you make a sun dial to add to the camp using what you have learned about how the sun moves and shadows change?

### History

#### How the Romans impacted Britain



#### Skills

- I can find out about changes during a time period.
- I give reasons why changes may have occurred.

1. Boudicca was a Celt, which means she lived during the Iron Age. What can you remember about the Iron Age? What would Boudicca's life have been like? (You could think about your Stone Age boy sequel or look at this eBook to help remember. <https://www.twinkl.co.uk/resource/t2-h-4621-iron-age-ebook>)

2. How did the Romans change life in Britain? Access the PowerPoint in the LKS2 Learning pack area 'The Roman Legacy' and choose one invention/change to find out about. See below for possible activities to then do using what you have learned.

Extension: The Roman Invasion  
See below for details

### Geography Maps



#### Skills

- I can make sketch maps of human and physical features in the local area.

Make a map of a place of your choice. Draw your map from a birds-eye view. Make sure your map includes a key. Try to make sure you think about how big different things in your map are compared to each other and how far away they are from each other.

#### Map ideas:

- Build Boudicca's camp (see the Outdoor Learning activity for more details) and draw a map
- Go on walks from your house and make a map of the area you live in
- Make a Roman town from any resources of your choice and draw map of your creation

<p style="text-align: center;"><b>Computing</b> <b>Internet safety</b></p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I demonstrate the school's e-safety rules in all aspects of my ICT work.</li> </ul> <p>Lots of people communicate online, especially at the moment! Can you find out all about the best ways to act when communicating online or using any type of messaging? How can you be kind? How can you stay safe?</p> <p>Explore the Thinkuknow website. <a href="https://www.thinkuknow.co.uk/8_10/stay-safe/">https://www.thinkuknow.co.uk/8_10/stay-safe/</a> You can:</p> <ul style="list-style-type: none"> <li>- Follow the links on the 'Stay Safe' tab to find advice about safe ways to game, chat and share online.</li> <li>- Play Band Runner by collecting stars and helping your character decide what to do in different online situations. Find the game in the 'About the game' tab.</li> </ul> <p><b>This link is aimed at 8-10 year olds. There is also a 4-7 year old area on the website which you could access instead if you feel this would be more appropriate for your child.</b></p> <p><u>Possible activities:</u></p> <ul style="list-style-type: none"> <li>- Create a poster of things you think you and your family can do when you're online – including phones, tablets or computers.</li> <li>- Create a comic or story where your character solves some online dilemmas.</li> </ul>	<p style="text-align: center;"><b>Design Technology &amp; Art</b> <b>Celtic Art</b></p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I look at art work from other cultures and times.</li> </ul> <ol style="list-style-type: none"> <li>1. Follow the link to find out about some of the art that would have been made when Boudicca was alive. Which art work do you like the best? Why? <a href="https://www.twinkl.co.uk/resource/ks2-all-about-celtic-art-t-h-291">https://www.twinkl.co.uk/resource/ks2-all-about-celtic-art-t-h-291</a></li> <li>2. Create your own piece of Celtic art. You could: <ul style="list-style-type: none"> <li>- Use modelling materials to make an object or pattern you found out about in the PowerPoint. You could use plasticine, playdough, clay etc. Follow this link for a recipe to make your own playdough <a href="https://www.bbcgoodfood.com/howto/guide/playdough-recipe">https://www.bbcgoodfood.com/howto/guide/playdough-recipe</a></li> <li>- Collect stones from your garden or from a walk and make Celtic patterns on these using paint, chalk etc.</li> <li>- Draw your own patterns on paper or pavements</li> <li>- Use string to build up a pattern. Follow this link for an example. <a href="https://www.twinkl.co.uk/resource/ks2-celtic-stone-art-activity-t-h-292">https://www.twinkl.co.uk/resource/ks2-celtic-stone-art-activity-t-h-292</a></li> </ul> </li> </ol>	<p style="text-align: center;"><b>PE</b> <b>Virtual school games</b></p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>• I give reasons why physical activity is good for my health.</li> </ul> <p>Access the weekly challenges posted by Northamptonshire Sport either via this link or on their social media pages. There will be video challenge based on a different sport each week and some home activity cards to go with it. You can just do it for fun, or you can sign in and collect points for the school for the weekly leader board. <a href="https://www.northamptonshiresport.org/school-games">https://www.northamptonshiresport.org/school-games</a></p> <p><u>Other possible activities</u></p> <ul style="list-style-type: none"> <li>- Online daily workouts e.g. 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.</li> <li>- Runs, bike rides and walks from your home with your family</li> <li>- Garden games</li> </ul>	<p style="text-align: center;"><b>Outdoor Learning</b> <b>Shelter building</b></p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>• I enjoy solving problems or challenges outdoors.</li> </ul> <p>Boudicca was a Celt, which means she lived during the Iron Age. What can you remember about the Iron Age? What would Boudicca's home have been like? (You could think about your Stone Age boy sequel or look at this eBook to help remember. <a href="https://www.twinkl.co.uk/resource/t2-h-4621-iron-age-ebook">https://www.twinkl.co.uk/resource/t2-h-4621-iron-age-ebook</a>)</p> <p>Can you create a shelter for Boudicca? Decide what the most important features are for Boudicca's shelter. Consider what resources you have available and what is going to be most useful. When you have built your shelter, think about which materials you used would have been available in the Iron Age and which ones wouldn't.</p> <p><u>Extension</u> – Make or do something in your shelter e.g.</p> <ul style="list-style-type: none"> <li>- Collect nettles on a walk from your home and make nettle tea to drink in your shelter.</li> <li>- Create a game using stones.</li> <li>- Decorate your shelter using the Celtic Art you have made (see the Art activity for details).</li> <li>- Cook or make some food outside and eat it in or near your shelter.</li> </ul>
<p style="text-align: center;"><b>Music</b> <b>Responding to music</b></p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>• I describe music using words such as duration, timbre, pitch, beat, tempo and texture.</li> <li>• I listen to several layers of sound and talk about the effect on the mood and feelings.</li> </ul> <ol style="list-style-type: none"> <li>1. Choose two of these terms and find out what they mean: duration, timbre, pitch, beat, tempo, texture</li> <li>2. Choose three Italian songs to listen to (see below for some suggestions). <ul style="list-style-type: none"> <li>- Can you describe the music using the two terms you found out about?</li> <li>- Do you like the music? Are there parts of the song you like more than other parts?</li> <li>- Which of the ones you chose are your favourite and why?</li> <li>- How does the music make you feel?</li> </ul> </li> <li>3. Emoji music matching <ul style="list-style-type: none"> <li>- Can you find pieces of music which makes you feel like an emoji? (See below for examples).</li> </ul> </li> </ol>	<p style="text-align: center;"><b>RE</b> <b>Comparing religious celebrations</b></p>  <p><u>Skill</u></p> <ul style="list-style-type: none"> <li>• I begin to compare the differences and similarities of at least three religions.</li> </ul> <p>There are three religious celebrations coming up around the same week:</p> <ul style="list-style-type: none"> <li>- Eid-UI-Fitr (24<sup>th</sup> – 27<sup>th</sup> May)</li> <li>- Shavuot (28<sup>th</sup> – 30<sup>th</sup> May)</li> <li>- Whitsun/Pentecost (31<sup>st</sup> May)</li> </ul> <ol style="list-style-type: none"> <li>1. Can you find out: <ul style="list-style-type: none"> <li>Which religions celebrate these different events?</li> <li>What is each event celebrating?</li> <li>How is this event celebrated?</li> </ul> </li> <li>2. Can you compare the religions? <ul style="list-style-type: none"> <li>- Find ways that the celebrations are similar.</li> <li>- Find ways that the celebrations are different.</li> </ul> <p>You can present your comparison in any way you would like, outdoor resources, drawing, computing etc.</p> </li> </ol> <p>See below for resources and activity ideas.</p>	<p style="text-align: center;"><b>Something kind</b></p>  <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I understand that my behaviour and actions lead to consequences.</li> </ul> <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;"><b>Something unusual</b></p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• I am excited when I explore new situations and don't worry when my ideas don't go to plan.</li> </ul> <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"> <li>- The Wild Art Competition (see details uploaded in the Learning Pack area)</li> <li>- Marie Kondo Tidying – find all the things that bring you joy!</li> </ul>

## Reading - Boudicca

### Extension

With an adult, look at some of the report written by Tacitus about what it was like when the Romans came to Britain. It was written at the time it happened. It is tricky and uses lots of unfamiliar words.

Can you pick one chapter and work out what it means? Perhaps you could draw a picture of what Tacitus has described happening, act something out, rewrite it in your own words or use outdoor resources to show what happened?

<https://www.twinkl.co.uk/resource/t2-h-5220-an-account-of-boudiccas-rebellion-ad61-by-tacitus-powerpoint>

## Writing composition - Diary in role

### Write a diary in role as your character

Staying in role as the character you chose, write a diary entry about the events surrounding Boudicca's rebellion.

Remember to imagine that you are the character and tell about the events from your character's point of view. You can use the information that you were given about your character, but you can also make up small details about your character too if you would like.

You could include details about:

- Prasutagus' death and how it affected you
- How the Romans dealt with the Iceni and how that made you feel
- How Boudicca formed her army and whether you thought it was a good idea
- What happened in the first attacks and how the fighting affected you
- How Paulinus won the final battle and how you felt about how it all ended
- What you are going to do next

### Diary checklist

Make your own diary checklist using the features you chose from the diary entry example.

## Maths - Angles

### Angles activities

-Can you create a maze around your garden/home and direct a parent/sibling/toy around the maze by asking them to turn in right angles? What sort of shape will your maze need to be if you can only turn in right angles?

-Make an 'angle checker'. Can you make a right angle to help you check if angles you find are acute angles, right angles or obtuse angles.



-Around your home and/or garden, can you find 10 right angles, 10 acute angles, 10 obtuse angles? You could record what you find by taking photos or by writing in a table. Can you order the angles you have found from smallest to largest?

-Can you create a Maths stick picture? In your picture, find right angles, acute angles and obtuse angles. How could you show these? E.g. You could put a Lego brick in each right angle, you could paint the end of sticks that meet at an acute angle in blue.



-Complete the angles challenges on the LKS2 Learning Packs area that match the part of the PowerPoint that you have followed.

-Complete the angle activities on Mathletics.

## Science - Light

Introductions to light, reflections and shadows: <https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr>  
<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/zqdx82> <https://www.twinkl.co.uk/resource/t2-s-1375-how-do-shadows-change-powerpoint>

### Investigations

Choose an investigation to carry out. Whichever investigation you choose, can you answer the following questions?

**Key questions:** How can you make the shadow shorter? How can you make the shadow longer?

Suggested investigations:

-Shadow guessing games: Collect a selection of random objects, make sure you have a range of materials. Shine a light so that your family can see the shadow it creates, but not the object. Can they guess what object you are holding from the shadow it makes?

-Shadows in the sun:

1. Choose a spot in the ground somewhere outside (garden, pavement, patio etc.).
2. Stand in the spot and mark where you are so you can always find it (draw around your feet with chalk, use pebbles etc.).
3. Mark the outline of your shadow and label it with the time (draw around it in chalk, fill your shadow with outdoor resources etc.). You could take a photo instead if this is easier.
4. Go and stand in the same spot every hour and mark your shadow again with the time.
5. At the end of the day, look at all the different shadows. What do you notice? Can you explain why?

-Design and make shadow puppets and a stage for a shadow puppet theatre. Where will you need to hold the light and puppets for this to be most effective.

-Multiple shadows: (You could do this without the coloured film that it suggests.)

<https://www.bbc.co.uk/teach/terrific-scientific/KS2/zv9qf4j>

## History - How the Romans impacted Britain

### Possible activities

-How was life now different from the Iron Age? Can you make something to show the 'before and after' e.g. a drawing, making something

Roman baths:

- Create a system in your garden to move small amounts of water inspired by the aqueducts.
- Create a leaflet/poster/guide to persuade someone to visit your baths. You could tell visitors all about the different features of the baths. You could include pictures, plans or maps.

Roman roads:

- Use outdoor resources to create a map of some Roman towns and make roads between them.
- Design, plan and make a 3D model showing a cross-section of a Roman road. You could use any resources you have, e.g. junk modelling or paint. Make sure that you show all of the different parts of the road.

Hadrian's wall:

- Can you find Hadrian's wall on a map? Can you find out the names of some places that the wall passed through? What counties are they in? What else can you find out about them?
- Build your own Hadrian's wall using any resources of your choice. Can you show the names of some of the places it goes through?

Crime and punishment:

- Can you write your own set of laws like the 'Twelve Tables'? How are you going to make sure they are fair? Who might you need to talk to before you make them?

### Extension: The Roman Invasion

Access the PowerPoint in the LKS2 Learning pack area 'The Roman Invasion of Britain' to help you find out:

- When and how did the Romans invade Britain?
- What happened when they came to Britain?
- What did Boudicca do when the Romans came? Where else did the Romans go?

## Music - Responding to music

### Italian song suggestions

- La Ragazze by Neri per Caso <https://www.youtube.com/watch?v=fLs2uiLkaxM>
- Roma-Bangkok by Baby K and Giusy Ferreri <https://www.youtube.com/watch?v=ReX9fLKcNtM>
- Con Te Partiro by Andrea Bocelli [https://www.youtube.com/watch?v=E\\_0i7Ariep4](https://www.youtube.com/watch?v=E_0i7Ariep4)
- Boogie Man by Ghali featuring Salmo [https://www.youtube.com/watch?v=A0e-txAO\\_U8](https://www.youtube.com/watch?v=A0e-txAO_U8)
- Il Cielo Della Vergine by Marco Masini <https://www.youtube.com/watch?v=N7XXYhZr45w>

All song links are to lyric versions/still album cover photos, not music videos. I do not know the English translation of any of these songs, so would recommend sticking to the Italian lyrics to be safe!

### Emoji music matching

1. Choose some emojis
  2. Find a song/part of a song/piece of music that makes you feel like that emoji.
- Extension: Can you describe the music and how it makes you feel?

Examples of some emojis you could use:



## RE - Comparing religious celebrations

### Resources to help you find out about the celebration

-Eid-UI-Fitr (24<sup>th</sup> – 27<sup>th</sup> May)

We found out about Eid-UI-Fitr when we were learning about Egypt. Can you remember anything about it?

<https://www.twinkl.co.uk/resource/t2-r-063-eid-al-fitr-powerpoint> <https://www.twinkl.co.uk/resource/t-re-368-what-is-ramadan-and-eid-al-fitr-activity-powerpoint>

-Shavuot (28<sup>th</sup> – 30<sup>th</sup> May)

<https://www.twinkl.co.uk/resource/t-re-349-ks1-shavuot-differentiated-fact-file> <https://www.twinkl.co.uk/resource/t-t-2547406-shavuot-assembly-pack>

-Whitsun/Pentecost (31<sup>st</sup> May)

<https://www.twinkl.co.uk/resource/t-re-353-ks1-pentecost-differentiated-fact-file> <https://www.twinkl.co.uk/resource/t-re-372-pentecost-story-ks1-powerpoint>

### Possible activities

-Cooking: have a look at these Eid recipes and see if there's something you could make.

<https://www.twinkl.co.uk/resource/t-t-20989-eid-recipe-book> <https://www.twinkl.co.uk/resource/t-t-21941-making-eid-biscuits-recipe-sheet>

-Make a Ramadan paper lantern <https://www.twinkl.co.uk/resource/t-re-357-ramadan-lantern-paper-craft>

-Make a Pentecost windmill <https://www.twinkl.co.uk/resource/cfe-re-23-pentecost-windmill-activity>