

Isis Learning 20 April - 1 May

Well done on all you did at home before Easter. We hope you all managed to enjoy the break from learning and ate lots of chocolate.

We have taken on board the feedback from the survey responses, and tried to make our expectations clearer and better-suited to your families' needs.

As a result, we will try to:

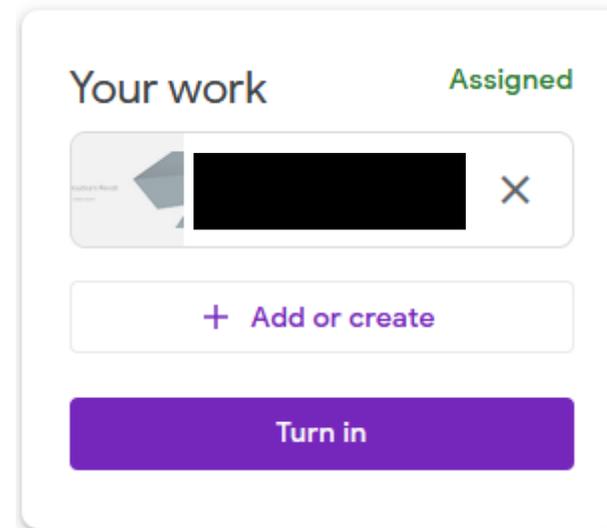
- make it clear what needs doing each day;
- set out the learning objectives, and link you to appropriate activities and/or resources; and
- provide ideas for alternative approaches, equivalent non-digital activities, and extensions.

For those parents wanting worksheets, we have included links to websites that provide some at the end of this letter; please contact us via office@radleyprimary.uk if you are unable to print at home.

Below are our suggestions for the next 2 weeks of learning.

Regular learning activities

Following the example of Thames Class, we have produced a simple tick-sheet to track the daily activities described in our last letter. A digital copy of this will be assigned via [Google Classroom](#) each week, and can be "Turned in" by the following Sunday.



	ReadWorks (comprehension)	Spelling Tutor	Own choice spellings	Reading for Pleasure 20 mins (record on Biblionasium)	Ed. City Maths Task OR Paper equivalent	TT Rockstars	Typing Club
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Literacy	Learning objectives	Activities and Resources
Week 1	<p>Range of purposes and audiences:</p> <ul style="list-style-type: none"> • Bronze – Write a letter with mostly accurate use of capital letters, full stops, question marks, commas for lists and apostrophes for contraction. • Silver – Write a letter with mostly accurate punctuation and paragraphs. • Gold – Write a letter with mostly accurate punctuation and paragraphs, thinking about the <i>tone</i> and your choice of words. <p>Tenses:</p> <ul style="list-style-type: none"> • Bronze – write about personal experiences in a clear and ordered way. • Silver – use tenses mostly consistently and correctly. • Gold – use tenses consistently and correctly. 	<p>Activity (aim to complete by 24th April): Write a letter to a teacher at school, telling them about what you did during the Easter Holiday. You might tell them about things you’ve read, websites you’ve explored, things you’ve made... We would love to know! Please write your letter by hand, if possible. You could even post it to us!</p> <p>Resources: Click here to go to a Google Drive folder with examples of what makes a good letter, checklists, word mats and templates. It is also accessible through Google Classroom assignment <i>Letter to a teacher</i>.</p> <p>Extension ideas:</p> <ul style="list-style-type: none"> • Write a letter to a relative or friend about your holiday (would you use the same tone in your writing as to a teacher?) • Write a kindness postcard to someone in self-isolation (see Google Drive folder)
Week 2	<p>Read aloud and perform poems, showing understanding through:</p> <ul style="list-style-type: none"> • Expression • Tone • Volume • Action 	<p>Activity (aim to complete by 1st May): Find a poem you like. Practise it until you are ready to give a performance. Ask your audience for feedback on how to make it better. You could video the finished performance.</p> <p>Suggested plan with resources:</p> <ul style="list-style-type: none"> • Monday – Watch Michael Rosen and children perform poems, listen to poetry, and get some advice from professionals. • Tuesday – Choose a poem (links are only suggestions – feel free to find poems elsewhere). It should take at least 20 seconds to read at a clear, unrushed pace. • Wednesday – Practise reading the poem aloud and plan your actions. What mood should you show? Expression? How loud? • Thursday – Practise performing until you know it by heart. Ask for feedback from a family member on how to make it better. • Friday – Improve your performance and share it with your audience. You could even video it!

Maths - Learning objectives	Activities and Resources
<p>These are the objectives for the next 2 weeks.</p> <ul style="list-style-type: none"> • Shape (Mrs Bratley) <ul style="list-style-type: none"> - Recognise angles as a property of shape or a description of a turn. - Identify right angles; recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; - identify whether angles are greater than or less than a right angle. - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines. - (Year 4 only) Identify acute, obtuse and right angles • Length (Miss O'Reilly) <ul style="list-style-type: none"> - Measure, compare, add and subtract: lengths (m/cm/mm) 	<p>Click here for a Google Drive folder with some relevant worksheets.</p> <p>Education City Classworks have been set up with all the relevant activities and learn screens. Doing a search for the activity names should bring up a printable worksheet. We suggest working through them as follows, but understand you may want to work at a different pace to support the more practical ideas suggested below.</p> <p>Shape</p> <ul style="list-style-type: none"> • Monday – Angling for Angles and Who do you think you Arr? • Tuesday – Counting right angles (and Wrecked Angles for Year 4) • Wednesday – Hold the Line and Speed Between the Lines <p>Length</p> <ul style="list-style-type: none"> • Thursday – Rockets Rule and the Year 1 Space City • Friday – Slithering Heights and the Year 2 Space City • Monday – Kuko Run and School Rules • Tuesday – Desk Assessment and the Year 3 Space City <ul style="list-style-type: none"> • Wednesday to Friday – Do some practical work involving angles and lengths. Some ideas include: <ul style="list-style-type: none"> - Draw a treasure island and plan directions for people to find the treasure. - Plan a treasure hunt for someone in your family to do. It could be outside or inside. Use the language of angles and turns, and give distances for them to move. - Make a maze out of Lego, cardboard boxes etc and give directions for a toy to escape from the centre. - Make a floorplan or map of a room in your house, or your garden. <p>Or anything else you think of that uses these skills!</p> <p>BBC Bitesize KS2 Length and Measurement Learner Guides and Class Clips</p> <p>The BBC will be producing daily lessons to help with home-learning from April 20th, but as of the time of writing we do not know what content will be covered. You could check it out and let us know what you think!</p> <p>A highly-recommended online maths teacher is Gareth Metcalf (http://www.iseemaths.com/) who has some excellent Maths lessons for Years 3 and 4. Please try and watch at least one a week.</p>

Open-ended work

Subject	Activity	
Topic	<p>We begin our next History topic on the Vikings. We would like you to watch BBC Bitesize (Key stage 2 history) 1 Who were the Vikings? (Please don't go on and watch the rest as we will be setting work based on subsequent topics each 2 weeks.)</p> <p>Twinkle also have lots of really good resources on Vikings.</p> <p>Some ideas for work based on this include:</p> <ul style="list-style-type: none"> • A map showing where the Vikings came from. • Research on one of the countries the Vikings came from: what is it like there now? • A slideshow or poster on how and why the Vikings came to Britain. • A story pretending to be a Viking on one of those voyages. • Find pictures of the prows from Viking ships. Can you draw, paint or make your own model of one? <p>We would also have been starting a class story based in the past. <i>Raiders</i> by Lynne Benton can be found on Amazon by putting "Literacy World Fiction Stage 2 Raiders" into the search bar fits perfectly into our Viking topic; however, any book with a historical setting would be acceptable. Jeremy Strong has also written a series of <i>Viking at...</i> books (e.g. <i>Viking at School</i>) which are great fun to read.</p>	
Science	<p>We begin a topic on Plants this term. The learning objectives for the first two lessons are:</p> <ol style="list-style-type: none"> 1. Name the different parts of flowering plants and explain their jobs. 2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow). <ul style="list-style-type: none"> - Set up an investigation - Decide what to change and how to keep it fair - Make predictions <p>Click here for a Google Drive folder with the Twinkl resources for the first two weeks' lessons/objectives.</p>	<p>Other activities that link to this topic, and may be ongoing projects, are:</p> <ul style="list-style-type: none"> • Use Education City <i>Plants</i> Classwork (will be updated for Weeks 3-4). • Plant your own sunflower: who can grow the tallest? Challenge: Link it into Maths, measuring how tall the sunflower is each day, and record in a table and line graph. • Plant your own tomato: who can grow the biggest? • Observational drawing / painting of a plant or flower. • Design your own plant / flower – make a drawing/painting/model and label it to show what each part does. • Compare some very different plants – for example, trees, daffodils, carrots, cacti and venus fly trap. What's the same? What's different? • Go to the Nature section of the Ideas for School Closure Activities. Go on a virtual tour of a park and compare the kinds of plants you see, start a gardening project, or explore a natural history museum. <p>BBC Bitesize KS2 Learner Guides and Class Clips (look for titles linked to our learning objectives)</p> <p>Kew Gardens Learning at Home resources</p>

RE	<p>We return to our topic on the Hindu religion this term. We are learning to understand the Hindu belief that there is one God with many different aspects.</p> <p>For our engagement task think about this question: Who are you and what do you mean to different people? E.g. daughter, sister, friend, Brownie, pupil, grand-daughter, etc.</p> <ul style="list-style-type: none"> • Children could have a photo of themselves replicated on the net of a cube and graffiti each photo, to show each role they have. • Children could then put the net together to show the different sides of them. • Think about what it is that stays the same. <p>Reinforce that there is only one of them and whilst they are different things to different people, they are still themselves. All the sides are parts of the same YOU. What is it about you that is inside the box that makes you, you?</p>
ICT	<p>This term, we would be starting a topic on animation. Obviously this is very tricky to do at home, so this is an optional topic to be worked on up until half-term. Your challenge is to create your own animation, using any software, apps or websites you have access to. Click here for a Google Drive folder with the Twinkl resources for the topic.</p> <p>You will need to explore and experiment, finding out how your program works. You can make your animation about anything you like. Some suggestions of free sites, programs and apps to use are:</p> <ul style="list-style-type: none"> - PivotAnimator - MovieSoup (download the trial version for free) - JellyCam (download for Mac and PC) - Stop Motion Studio (iOS, Android) - ToonTastic (iOS and Android) - Animation Kit (iOS) - Tellagami (iOS) - Animoto (iOS, Android) - FlingaClip (iOS, Android) - PuppetPals (iOS) - Animation Desk (iOS, Android) - Stick Nods – Animator (iOS)

We are tracking the work the children complete, and will email out merit certificates when we are able to. Merits can be earned for:

- Regular completion of daily online tasks such as Spelling Tutor, Education City, TTRS, Readworks and Typing Club;
- Every 10 books recorded as read;
- Each piece of open-ended work submitted (emailed, shared, posted, photographed) by 3.00pm Friday 1st May

Home-learning Rules

We are very lucky that most families will be able to access these remote-learning services (please notify the office if internet access is not possible so we can provide alternatives). We do ask that all children agree to these rules to be safe and responsible:

- ✓ I will only use the provided websites and apps to help me learn and complete tasks from teachers.
- ✓ I will only use technology when an adult in the house knows that I am using it.
- ✓ I will not reveal my passwords to anyone.
- ✓ I will be responsible for my behaviour and actions when using technology, and I will make sure that they are sensible and kind.
- ✓ I will not browse, download, upload or send messages or material that could be considered offensive on purpose. If I accidentally come across any such messages or material, I will report it immediately to a parent or trusted adult, who can let my teacher know.
- ✓ I understand that, when using websites or apps provided by the school, my teachers can check what I am doing.
- ✓ I understand that these rules are designed to keep me safe and that if I do not follow them, my parents will be contacted and there will be consequences from the school.

More resources about staying safe online can be found in the [Ideas for School Closure Activities document](#).

Thank you for supporting your child's learning during this challenging time.

Jackie Bratley and Rosemary O'Reilly

Websites

Please note that usernames and passwords are usually case-sensitive. Some children have had difficulty logging in on a tablet or smartphone device that automatically capitalises the first letter in what it thinks is a sentence.

- [School email, Google Classroom, Slides etc](#)
- [Education City](#)
- [Spelling Tutor](#)
- [Times Tables Rockstars](#) and [NumBots](#)
- [Typing Club](#)
- [Espresso](#)
- [ReadWorks](#)
- [Biblionasium](#)

**** Year 3 and 4 Word List ****
Use this list for *ideas* and to *check* your spelling!

accident	century	experiment	interest	particular	remember
accidentally	certain	extreme	island	peculiar	sentence
actual	circle	famous	knowledge	perhaps	separate
actually	complete	favourite	learn	popular	special
address	consider	February	length	position	straight
answer	continue	forward(s)	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	(although)
build	earth	heart	notice	purpose	thought
busy	eight	height	occasion	quarter	through
business	eighth	history	occasionally	question	various
calendar	enough	imagine	often	recent	weight
caught	exercise	increase	opposite	regular	woman
centre	experience	important	ordinary	reign	women

Resources

- The website Twinkl, which has a huge number of excellent resources to help with children's learning, is providing free access to parents and carers for a month. To set this up, go to <https://www.twinkl.co.uk/offer> and enter the code **UKTWINKLHELPS** . If you search for **parents** in the search bar, you can access the Twinkl Parents Hub, where there are activities and homework help pages, which we hope you will find useful.
- [Espresso](#), a website with many fun videos, games and daily news as well as quizzes and worksheets for topics across the curriculum:
- [Free ebooks and audiobooks via Oxfordshire libraries](#)
- [High Frequency Words](#) (focus on First 100 and Next 200)
- Information about the Vikings:
 - [BBC Bitesize KS2 History Vikings Topic](#)
 - [The School Run Viking Topic](#)
- Information about Hinduism
 - [BBC Bitesize What is Hinduism?](#)
 - [BBC Bitesize KS2 Hinduism Class Clips and Learner Guides](#)
 - [Twinkl KS2 Hinduism Topic](#)
 - [The School Run Hinduism topic](#)

Don't forget the [Ideas for School Closure Activities](#) list, which has many, MANY links to websites with interesting and educational activities, stories, and things to explore.