



## News and reminders

	PE Days	Library
Beech	Thursday and Friday	Friday
Birch	Monday and Thursday	Monday
Cedar	Thursday and Friday	Friday
Cherry	Wednesday and Thursday	Friday

In order to give the forest a break, there will be no Forest School for Year 1 and Year 2 during the first half of the Spring Term.

Children should come into school in their correct PE kit for PE days.

Please ensure that your child is wearing the Bierton P.E. hoodie, blue Bierton P.E. t-shirt and black leggings/joggers.

We would also like to remind everyone that due to health and safety, earrings need to be removed or taped for PE lessons. Unfortunately, we cannot help children to remove their earrings or put them back in.

## Homework

Just a reminder that homework is set on a Friday and due by the end of the following Thursday.

The homework requirements in Year 1 and 2 are:

- Maths task to be completed on Purple Mash
- Spelling task to be completed on Purple Mash
- 15 minutes across the week on Numbots
- 15 minutes across the week on Times Table Rock Stars (Year 2 only)
- Daily reading; either phonics book and book bag book or Accelerated Reader book (complete at least one quiz on Accelerated Reader each week)
- Website for Accelerated Reader: <https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196>

## Superstar Learners

Well done to these children who have received a certificate since our last newsletter:

	Beech	Birch	Cedar	Cherry
26th February	Marcia	Phoebe		Yashvi
4th March	Abdullah	Evie C	Caleb	

	Highest number of coins on Numbots	Highest number on coins on TTRS (Year 2)	Class with the highest quiz average
1st	Alexander (Birch)	Thanvi (Cedar)	Birch
2nd	Kacper (Beech)	Yashvi (Cherry)	Cherry
3rd	George (Beech)	Nancy (Cherry)	Cedar

## Diary dates

- **Monday 17th March:** Parent Coffee Morning
- **Friday 28th March:** Key Stage 1 Easter Performance (9am)
- **W/C Monday 31st March:** Theme Week - Speaking and Listening
- **Tuesday 1st April:** Eid Festival
- **Wednesday 2nd April:** EYFS and Key Stage 1 Gymnastics Final (9am)
- **Thursday 3rd April:** Teaching Talons Workshop
- **Thursday 3rd April:** FOBS Disco
- **Friday 4th April:** Speech Cup Final
- **Friday 4th April:** Easter Bonnet Parade
- **Friday 4th April:** School closes at 1pm

## Literacy:

We are starting our literacy this half term with 'Last Stop on Market Street'. It is about a little boy's journey on a bus and what he does when he gets off the bus. We acted out going on a bus in class to help us think more deeply about the story.

Our next story will be 'The Way Back Home'.

## Learning for Life:

We have been looking at our emotions and how they feel. We will be looking at different ways to help ourselves when we feel angry, sad, scared or worried. Please ask us what we have learnt and help us to practise at home.

## Phonics:

We are getting ready for our Phonics Screening test in the summer term. To help us please read with your child at home. When reading, it would be helpful if you could ask them to spot the special friends.

## R.E.

In RE, we are remembering the different creation stories, talking about who owns the planet and asking the question "Why should we care for world?" We have been talking about stewardship and how we need to look after the planet.

## Maths:

In maths, we have been learning our numbers up to 40. We have been looking at how many tens and ones are in the numbers. We have started to look at the greatest and smallest numbers. We are starting to use these numbers in word problems.

## Humanities:

In Humanities, we are moving on from looking at the local area to looking at a wider area. This half term we will be studying the UK and the 4 countries which make up the UK. We will be taking part in a virtual field trip around the UK.

## PSHE:

In PSHE this half term, we are looking at economic wellbeing. We have been investigating what British money looks like, how to keep money safe and why we need to save. It would be wonderful if your child could use real money when out shopping with their family.

## Science:

In Science, we have been learning about animals and their habitats. We have looked at how animals need food, water and shelter to live. We are looking forward to applying this knowledge when Teaching Talons come to visit us in school.

This half term we are looking at humans and our senses.



Here are some of the characters we created on World Book Day using an AI tool.



Kitty - By Gabriella



Super Eyes - Sophia



Lottie



Aaira



Mr Elephant - by Jeremiah

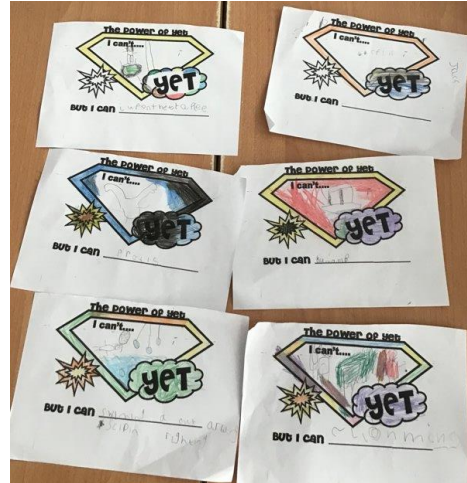


Jelly Helper -  
Hoorain



Max





**Literacy:**

In Literacy, we have been looking at a story about a little boy trying to find his mother a birthday present. We have been trying to use speech within our writing. Both Mr N and Mrs Rhodes have been extremely impressed with the children's effort and how well they have done.

**Humanities:**

In Humanities, we have been looking at the Great Fire of London and what caused this. We have also studied how it affected the Great City and how the event changed the landscape of London.

**Maths:**

In Maths, we have looked at different 2D shapes and what a repeated pattern is. The children have all tried really hard with this and can now tell you the difference between different types of triangles and how to recognize them.

**Music:**

In Music, we have been rehearsing our Easter Musical. The singing is sounding amazing and we cannot wait to perform in front of our first audience.

**R.E.**

In RE, we have been exploring what a prophet is and what this means to different religions. We have looked at many different religious stories. We discussed what the prophet in the story was trying to tell people and how hard this may have been for the prophet.

**Spanish:**

In Spanish, we have been looking at how we ask for different shops and areas within a town.







## World Book Day

Yesterday, we celebrated World Book Day. There were so many fascinating costumes and there was a buzz of excitement throughout the school. We chose to focus on heroes and villains and the children loved completing a range of activities, including designing their own villain or hero using AI.

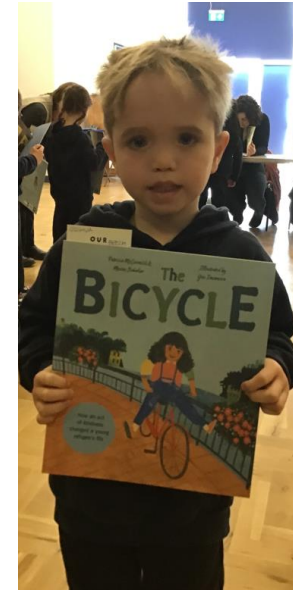
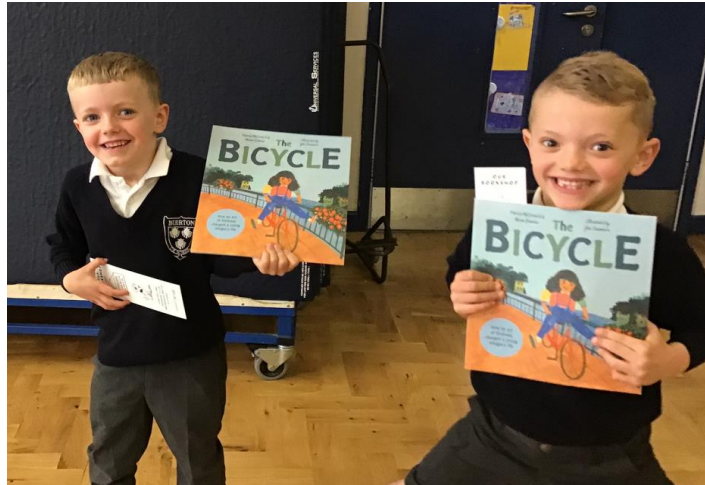




# School Events

## Author Visit: Mevan Babakar

This morning, we were extremely lucky to welcome Mevan Babakar, who shared information about her life and read her book - 'The Bicycle'. Her book is based on her life-story as a young refugee and how acts of kindness can impact so many. The children loved the story, asked interesting questions and then created their own kindness garland.





## Knowledge Organiser Unit: Animals, Including Humans, All About Me

Key  
Question 1

- Can I name the basic parts of the body?

Key  
Question 2

- What are the basic parts and functions of the eye?

Key  
Question 3

- What are the parts and function of the ear?

Key  
Question 4

- What are the parts and functions of the tongue?

Key  
Question 5

- Can I explore my sense of touch?

Key  
Question 6

- How does my nose smell?

## Key Vocabulary

Key Word	Meaning	Key Word	Meaning
head	the top part of a human or an animal's body	ear	the organs, or body parts, in humans and many other animals that allow them to hear
body	the whole of a human or animal, including the head, brain, heart, legs and arms	sound	vibrations, or sound waves, that we can hear
brain	the control centre of the body	tongue	moving organ in the mouth that is used for talking, tasting, eating and licking
pupil	the black spot in the middle of the eye that lets in light, colour and shapes	taste	the sense by which sweet, sour, bitter, or salty flavours are detected through taste buds in the tongue

### Body Parts



### 5 Senses



## Knowledge organiser – United Kingdom

### What will we be learning?

- The location of the four countries.
- The four capitals and surrounding seas.
- Human and physical features of the UK.
- Human and physical features of the capital cities.
- Sharing our understanding of the UK.

### Key facts

The countries of the United Kingdom:  
England, Scotland, Wales and Northern Ireland.

The four capital cities:  
London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).



### Key knowledge

The United Kingdom is part of the continent of Europe.  
It is made up of four countries, which all have their own capital city.  
Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack.  
The United Kingdom is an island: it is surrounded by water.  
The UK has human and physical features. Human features are made by people and physical features are made by nature.

Place names	Geographical terms and processes	Locational terms
Ben Nevis English Channel Europe Ireland Irish Sea North Sea My town or local area	city country river sea town village	across northern

### Glossary

**capital city:** the city where a country's government is, such as London or Edinburgh

**country:** an area of land that has its own government, such as the UK or France

**feature:** something you would find in a place that is usually there (such as a hill or a house)



## THE GREAT FIRE OF LONDON

Y2

### Key Vocabulary

<b>bakery</b>	A shop where bread is made and sold.
<b>diary</b>	A book that people write about their lives in.
<b>fire engine</b>	A vehicle that carries things used to put out fires.
<b>firefighter</b>	People who put out fires as their job.
<b>St Paul's Cathedral</b>	A very large church in London. <b>St Paul's Cathedral</b> was <b>rebuilt</b> by Sir Christopher Wren after the fire.
<b>rebuilt</b>	Building something again after it has been broken or destroyed.
<b>river Thames</b>	The river that runs through the middle of London.
<b>17<sup>th</sup> century</b>	From the year 1601 to 1700. The Great Fire of London happened in the <b>17<sup>th</sup> century</b> , in 1666.

### Key People



Samuel  
Pepys



Sir  
Christopher  
Wren



King  
Charles  
II

### Top Takeaways

I can say when the fire started and when it ended.

I can say where the fire started and why.

I can explain why the fire spread so quickly.

I can explain what happened after the fire (the consequences).

### Historical Skills Vocabulary

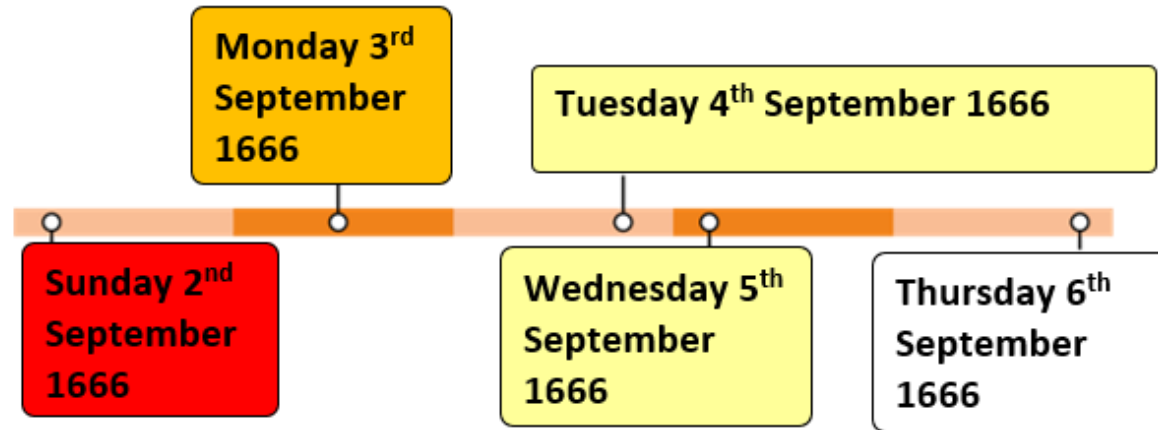
<b>primary source</b>	Information and objects that come from the time being studied.
<b>secondary source</b>	Interpretations of information and objects which are produced after the time being studied.

## THE GREAT FIRE OF LONDON

Y2



### Timeline of events (showing spread of fire)



### Timeline of Key Events

