

## News and reminders

PE days:

**Year 3:** Wednesday

**Year 4:** Monday and Friday

Children should come into school in their correct PE kit. 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 Monday and is due by the following Monday.

The homework requirements in Year 3 and 4 are:

- Maths task to be completed on Purple Mash
- Spelling task to be completed on Purple Mash
- 30 minutes across the week on TTRockstars (split into 20 minutes garage and 10 minutes studio)
- 30 minutes across the week on Numbots
- Daily reading (complete at least one quiz on Accelerated Reader each week)
- Website for Accelerated Reader: <https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196>



Last week the author of the treehouse books, Andy Griffiths, came all the way from his home in Australia to talk to us about his life, what he gets inspired by and how he comes up with ideas for his books. The children were very excited to be visited by a 'proper celebrity'!

### Diary dates

- Monday 5th May - bank holiday - school is closed
- Thursday 8th May - Year 3 Waddesdon trip
- Friday 16th May - mufti for summer fayre donations
- Friday 23rd May - Break up for half-term

**Literacy** - Year 3 have been working on a new fiction unit based on 'The true story of the three little pigs' by Jon Scieszka. They have been very inventive with their reworking of this story and have included some excellent similes, onomatopoeia and verb starters.

## Science

We have started a new unit on plants and have been looking at why the roots of a plant are so important and how different growing conditions can affect how well a plant will grow. We also looked at how the stem of a plant can transport water and nutrients to the other parts of the plant.

**Geography** - This half-term we will be exploring our local area. We have considered the differences between a continent, country, county and town and looked at some of the man-made and physical features found in each. We also took a walk around our local area in order to spot these. The children were able to identify fields, woods, farms as well as a well, a stream, the church, roads, paths and the school itself. We noted the difference between types of houses and considered why they might look different.

## Spirituality

We have returned to school and focused on our new value of 'Honesty'. We considered what this might look like in school and noted that as well as admitting wrong choices it can also be demonstrated through being honest when you are struggling to grasp an idea or concept in lessons and subsequently ask for help.



**Maths** - we continue to learn about different areas of time including 12 and 24 hour clock and Roman numerals. Lots of the children have been persevering with these tricky and often confusing skills to build their confidence.

**Music** - We have started learning how to play djembe drums with Mrs Wiseman from Bucks Music Centre and look forward to bashing out rhythms this term!



**R.E.** We have started a new unit called: 'Why is water symbolic?' and will explore how water can be used in some religious rituals and how it can often represent something

**Year 3 – geography  
walk around Bierton**



## History

Year 4 have been getting to know all about the Romans so far this term. We have begun to look at the differences in houses before and after the Romans invade Britain and what lasting impact they had on many cities in England.

## Computing

This term, we have just begun looking at Logo and animation design. This involves a lot of coding. As a result we have had to go over previous units and recap prior learning to ensure that we are ready to begin developing our own independent animation.

## RE

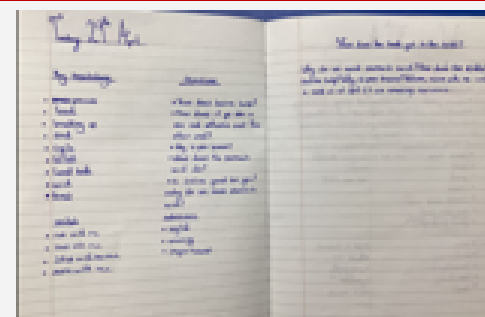
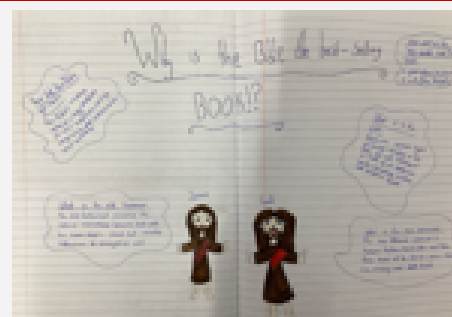
In RE we are looking at understanding why the Bible has such a far reach across the world. We are looking at understanding what are its core values and how does this effect their day to day life?

## Literacy

In Literacy we have been diving back in to informative non-fiction texts. We have been looking at the layout of an informative piece about the digestive system. We have been focusing so far on eye-catching titles and subheadings that can then lure the reader, complemented with a powerful introduction

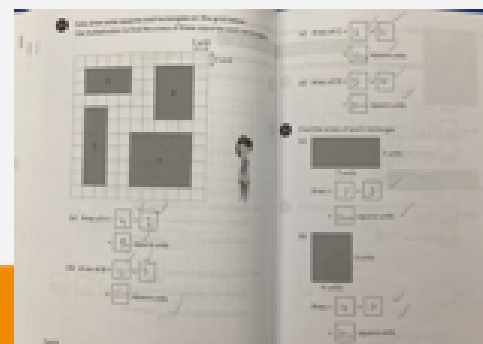
## Science

Over the past few weeks, Science has been closely linked to our Literacy. We are doing the digestive system in animals and living things including humans. We have been learning all about the differences in process and body parts such as the small and large intestines.



## Maths

In Maths we have been delving in to the world of Area and perimeter. We have also been beginning to build strategies to help us understand vocabulary in a longer worded question. This has required a good understanding of different mathematical vocabulary. As well as knowing what certain vocabulary is asking me to do.





## LKS2 Bonnet parade

Just before half term Lower Key stage 2 took part in a bonnet parade. All the children paraded their hats to each other and celebrated Easter. We also had great fun celebrating Eid and learning all about it.





## Knowledge Organiser Unit: Plants

Key  
Question 1

How do plants soak up water?

Key  
Question 2

What is the life cycle of a plant?

Key  
Question 3

How do plants make their own food?

Key  
Question 4

Can I name the parts of the flower and describe what they do?

Key  
Question 5

What is the process of pollination?

Key  
Question 6

What are the different ways plants share their seeds?

### PARTS OF A FLOWER

All these parts are vital. The petal is bright and pretty to attract insects. The anther makes pollen and is held up by the filament. The stigma is sticky to stop the pollen dropping, and this sits on a tall style to make sure the insect can find it!

### Types of seed dispersal

#### How Seeds Travel

##### by the wind



milkweed



dandelion



maple

##### by animals



beggar-ticks



sandbur



blackberry

##### by water



lotus



cattail



coconut

##### by bursting



violet

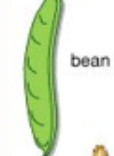


jewelweed



witch hazel

##### by humans



bean



wheat

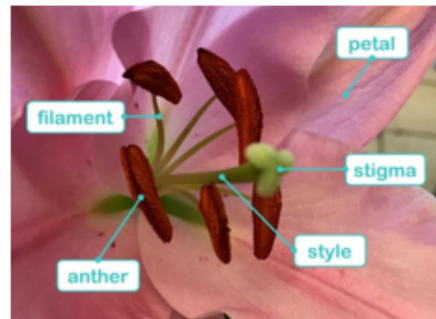
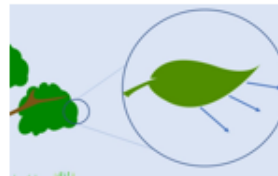


cherry

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### TRANSPIRATION

Water escapes from the leaves, which forces the plant to suck more water up via the xylem to replace what it has lost.



## Key Vocabulary

Key Word	Meaning
Transpiration	Water escaping through plant leaves.
Photosynthesis	The chemical reaction in plants that allows them to make their own food.
Carbon dioxide	A colourless, odourless gas, it is taken in by plants.
Pollination	The process of moving pollen from one flower to another.
Dispersal	The spreading of plant's seeds over a wide area.
Xylem	A tube that transports water from the roots, through the stems, to the leaves.
Phloem	A tube that transports water from the roots, through the stems, to the leaves.
Glucose	A sugar made during photosynthesis.

## Y3 Knowledge organiser – Our Local Area: Bierton

### What will we be learning?

- Locating our local area on an aerial map and Ordnance survey maps.
- Features of our local area.
- Exploring the local area through fieldwork.
- How to record features of our local area on a map.
- Using maps to see how the local area has changed.
- How the local area could be improved.

### Key knowledge

Bierton is a village in Buckinghamshire, England, about half a mile northeast of the town of Aylesbury. It is mainly a farming parish. There is a school, playing fields, a well, a church, a stream, a restaurant and houses. There are no shops. Previously, it was surrounded by fields but many new houses have been built around Bierton in recent years.



Place names	Geographical terms and processes	Locational terms
Aylesbury Bierton Buckinghamshire England United Kingdom	aerial view key landmark local map view scale bar	northern hemisphere 4-point compass terms (e.g. north-west, south-east, etc.)

### Glossary

**key:** a guide which explains what symbols on a map mean

**land use:** what land is used for (such as housing, recreation, farming, etc.)

**symbol:** a picture to show important landmarks, places and areas on a map

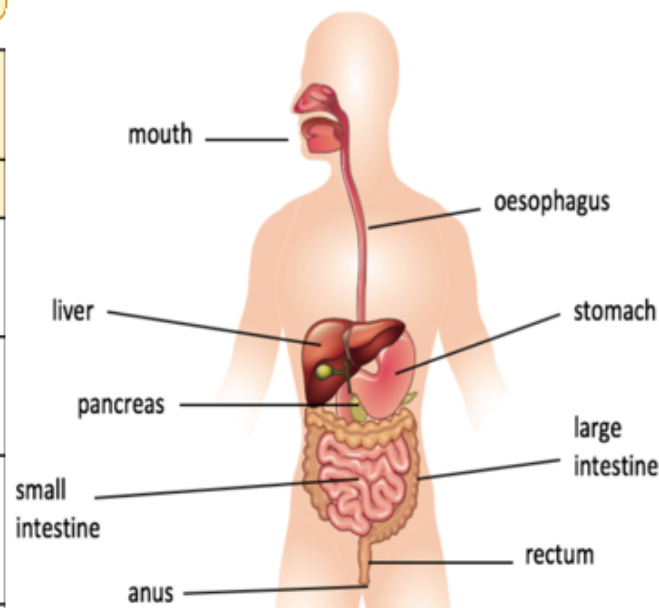
## Knowledge Organiser

### Unit: Animals, Including Humans

## Key Vocabulary

Key Word	Meaning
salivary gland	A gland which produces saliva (spit) to help you digest your food.
oesophagus	A muscular tube connecting the throat and the stomach.
intestines	Including the large and small intestine, these are the tubes which pass your food from stomach to anus and help sort food and waste.
food pyramid	A graphic which outlines different food and healthy eating.
nutrient	A substance that offers nourishment to the body. We need these to be healthy.
vitamin	A group of compounds which are essential for healthy growth, they are found in food.
digest	To break down food within the body.
decomposer	An organism that breaks down organic material.

## The Digestive System



## The Food Pyramid



Our small intestine measures around 6 metres long if you stretched it out! Hardly 'small' is it?

1 Can I understand the function of the taste buds and salivary glands?

2 Can I describe the functions of different types of teeth?

3 Can I explain what happens to food from the point it enters your mouth and exits your body?

4 What is the importance of the food pyramid and a balanced diet?

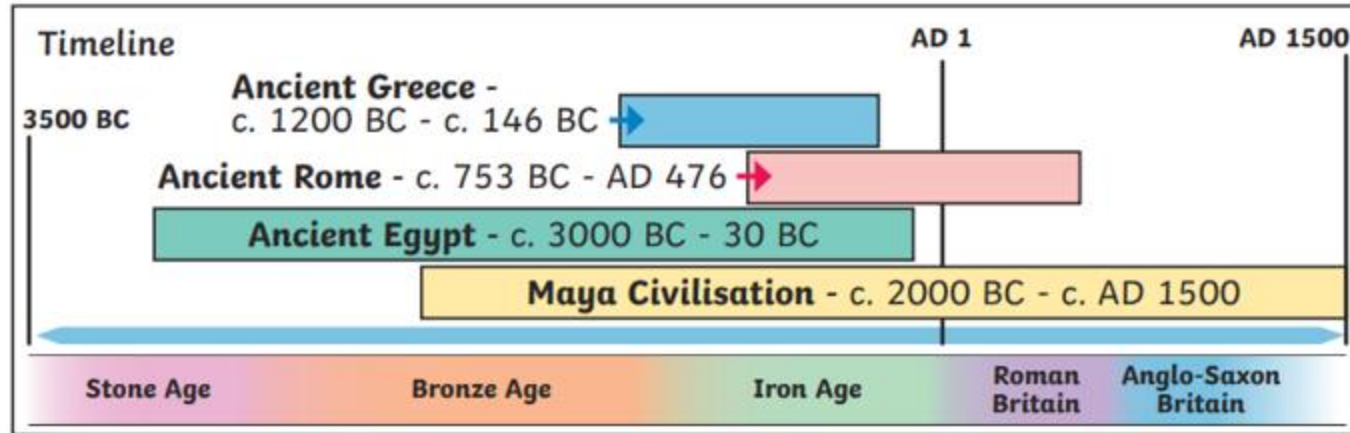
5 Can I describe vitamins and minerals and the effects a lack of these have on us?

6 Can I understand the difference between producers, consumers and decomposers?

## Fun Food Facts!

- Most of our protein comes from meat, fish, eggs and nuts.
- Fruit and vegetables are full of the vitamins we need to be healthy.
- A food chain is vital for nature to survive.
- We are 'consumers' as we eat food to make the energy we need.
- In the UK, 1.9 million tonnes of food is wasted each year!

The average adult human produces about 160kg of poo in a year!



Iron age

Romans

Saxons

55 BC

Julius Caesar's army lands and briefly defeats some tribes and then leaves



43 AD

Claudius invades and stays. Romans begin 367 years of continuous occupation



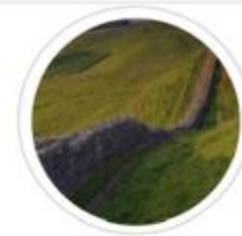
61 AD

Queen Boudica of the Iceni leads rebellion against Romans but is defeated



122 AD

Romans start to build Hadrian's Wall, marking the northern edge of their empire



410 AD

Roman army leaves Britain



## Key vocabulary

<b>Conquer/conquest</b>	To take over land belonging to another country
<b>Empire/Emperor</b>	A sovereign ruler of an empire.
<b>Frontier</b>	Area near boundary with another country
<b>Gaul</b>	Name for area we call France
<b>Govern/governor/government</b>	The way the country is ruled
<b>Hypocaust</b>	Central heating system
<b>Invade/invasion</b>	When an army or country takes over another country
<b>Legion</b>	Very large group of soldiers
<b>Province</b>	Part of a country brought under control of a government
<b>raid</b>	
<b>Rebellion</b>	When people resist how they are being treated by using force against the ruler
<b>Rule/ruler</b>	
<b>Slave</b>	Person who was owned by and worked for another
<b>Tax/taxes</b>	Money people had to pay to the government each year
<b>temple</b>	Place of worship
<b>Tribe/tribal</b>	Group of people, often from same family, who live in same place and have the same interests
<b>Trade</b>	Buying and selling goods
<b>villa</b>	Large country house for the rich, lots of which have survived
<b>Worship/worshipped</b>	To show a strong feeling of respect for a god(s)

## Top takeaways

Having studied this topic you should be able to:

- Explain why Claudius invaded Britain when Caesar didn't stay
- Describe how Boudica stood up to the Romans
- Explain why we have different interpretations of Boudica today
- Describe 4 of the most significant changes the Romans made to how people lived, and how we know for sure
- Explain why the Romans were so powerful but then left Britain after nearly 400 years
- Describe the main ways in which the Romans still impact on our lives today, 2000 years later

### 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.