

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>



This week our friend from Southcourt Baptist Church, Graham, came in to run a special assembly on Lent. He helped us to understand why this time is so special for Christians.

Diary dates

- Wednesday 26th March - DT day in year 3
- WC 31st March - Speaking and listening week
- Thursday 3rd April - Easter church visit (St James' in Bierton)
- Thursday 3rd April - School disco
- Friday 4th April - break up for Easter at 1pm
- Wednesday 23rd April - School reopens

Literacy - Year 3 have been working on a new fiction unit based on 'The Magic Paintbrush' by Julia Donaldson. They enjoyed an experience day where amazing Chinese style art was created and moved on to developing our writing skills. These included noun phrases, adverbial phrases and repetition for effect as well as dedicating time to proofread and check their work for errors.



Maths

We have continued to work on our money unit and have been developing our confidence in adding decimals. We looked at how taking away a penny from both numbers can help with more complex calculations eg $100.00 - 32.65$ could be solved easier when changed to $99.99 - 32.64$. We are finishing the unit by applying our skills to worded problems. Next week we will start a unit on time so exposure to this at home can really support the children; specifically telling the time on an analogue clock to the nearest minute.



R.E.

We continue to explore the big question, "What happens when we do wrong?" by looking at how some religious people seek forgiveness and how they believe wrongdoing can affect the soul.

Science

We continue to explore 'Animals including humans', and have been consolidating our knowledge on bones, muscles, tendons and ligaments through online quizzes.

History - We continue to learn about Ancient Egypt and have been comparing other ancient civilisations and consider how there are similarities between them as well as differences. We looked at the Shang Dynasty, Sumer and the Indus Valley civilisations and also thought about what a civilisation means and how this is different from what went before. The children reflected that this can often be connected to art, culture, architecture, religion, manufacturing and democracy.

Spirituality

This week as the weather has improved we have enjoyed spending more time out of class and taken some of our learning outdoors. As well as completing our tasks we have taken time to enjoy the weather and listened to sounds of nature.

Red Nose Day for Comic Relief – the children had a lot of fun today dressing in something red or something funny and completed some Red Nose Day challenges. The jokes were flowing in Bierton today...

**What did the traffic light say to the traffic? Don't look, I'm changing!
Sophia S (Year 4)**



What's a chicken's worst day of the week? Fry-day! Funmi (Year 3)



Why does it take a pirate so long to learn the alphabet? Because they get stuck at 'C' - Poppy (Year 3)

Why did the clown go to the doctor? Because he was feeling a bit funny! Emily B (Year 3)



What do you call a person without a body or a nose? Nobody nose
- Aditri (Year 3)



When do ducks wake up?
At the quack of dawn!
Imogen - Year 4



History

Year 4 have been learning about Antarctica this half term. We have thought about what Antarctica is, considered if anyone lives there and whether we survive could survive there, We have explored the Union Glacier Camp and the areas around it. We have also been describing the environment in comparison to Bierton and England.

Computing

This term, we have been writing for different audiences. This is a cross curricular link with Literacy. We have been thinking about the different styles of writing that are regularly used in different technology like a newspaper report. The children have been thinking about titles, subtitles, prices etc.

RE

In RE we have been looking at 'Who was Jesus?' And thinking about prophecies. We have been discussing the different names that our family and friends call us and comparing this to how many names Jesus has.

Literacy

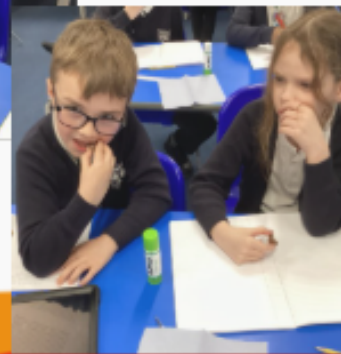
Our current topic for Literacy is still Charlie and the chocolate factory. The children have been trying lots of different chocolates to gather vocabulary and similes. This helps them describe how it tastes, smells and feels. As well as this, they will be thinking about how they can develop characters, such as Charlie Bucket's grandpa.

Science

This term we have been learning all about sound and using different instruments and websites to understand a range of pitch and volume. We have also been using string cups to explore vibrations to talk to each other.

Maths

In maths we are now looking at money. We have been looking at different representations of money and how we can convert these amounts to make prepare ourselves for it to be presented in any way possible on a quiz paper. Next, we will be moving on to performing calculations with money.



What are the different types of nutrients?

- Protein help your body to grow and repair itself examples include **red meat, yogurt, beans**
- Carbohydrates give you energy examples include **bread, potatoes, pasta**
- Fats give you energy examples include **nuts, oils, avocados**
- Vitamins keep your body healthy examples of foods high in vitamins include **oranges, carrots and nuts**
- Minerals keep your body healthy examples of foods high in vitamins include **milk, sweetcorn, spinach**
- Fibre helps you to digest the food that you have eaten examples of foods high in fibre include **wholegrain bread, cereals and lentils**
- Water helps to move **nutrients** in your body and get rid of waste that you don't need examples of foods high in water include **celery, cucumber, tomatoes**

1

• Is nutrition important?

2

• How can I keep healthy through diet?

3

• What are voluntary and involuntary muscles?

4

• What are the different parts of the skeleton?

5

• What are tendons and ligaments?

6

• How are skeletons and muscles used for support, protection and movement?

Knowledge Organiser Unit: Animals, Including Humans

Brain



The Brain is like a computer and controls our nervous system. It controls our breathing, movement and our thoughts.

Skull

- Protects brain
- Creates facial structure

Ribcage

- Protects heart and lungs
- Supports shoulder and chest muscles

Spine

- Protects spinal cord
- Balance and structure
- Enables flexible motion

Limbs

- Movement
- Handling and carrying

Muscles



Our muscles are attached to our bones by tendons. They contract and relax, and always work in pairs. There are over 650 muscles in our bodies!

Pelvis

- Supports upper body weight
- Attachment for lower limbs
- Protects organs

Key Vocabulary

Key Word	Meaning
skeleton	The set of bones on a human or animal, joined together to make our structure.
tendon	A tough, elastic tissue which connects the muscles and bones
involuntary muscles	Muscles not controlled by an individual's will.
voluntary muscles	Muscles whose actions are controlled by an individual's will

What are the different food types?

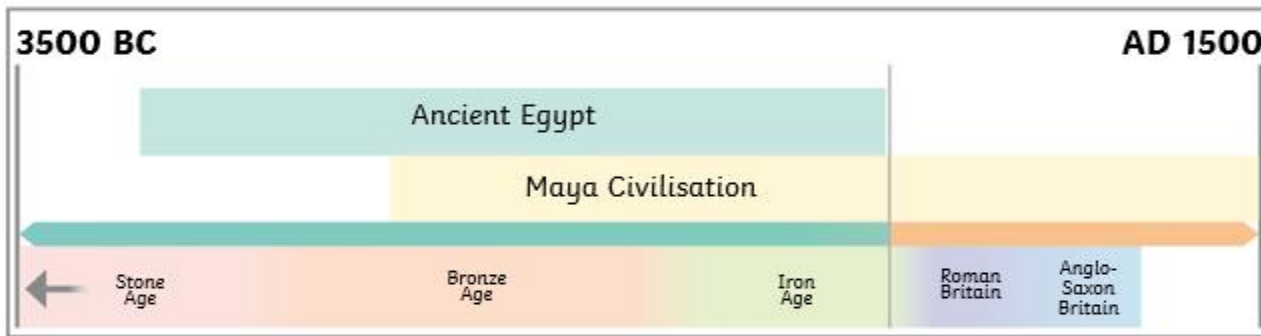
- Fruit and vegetables
- Bread, rice, potatoes, pasta and other **starchy** foods.
- Milk and dairy
- Oils and spreads
- Meat, fish, eggs, beans and other non-dairy sources of protein.



The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two **Egyptian** kingdoms to build the empire of **ancient Egypt**. It lasted until 30 BC when the Romans took over.

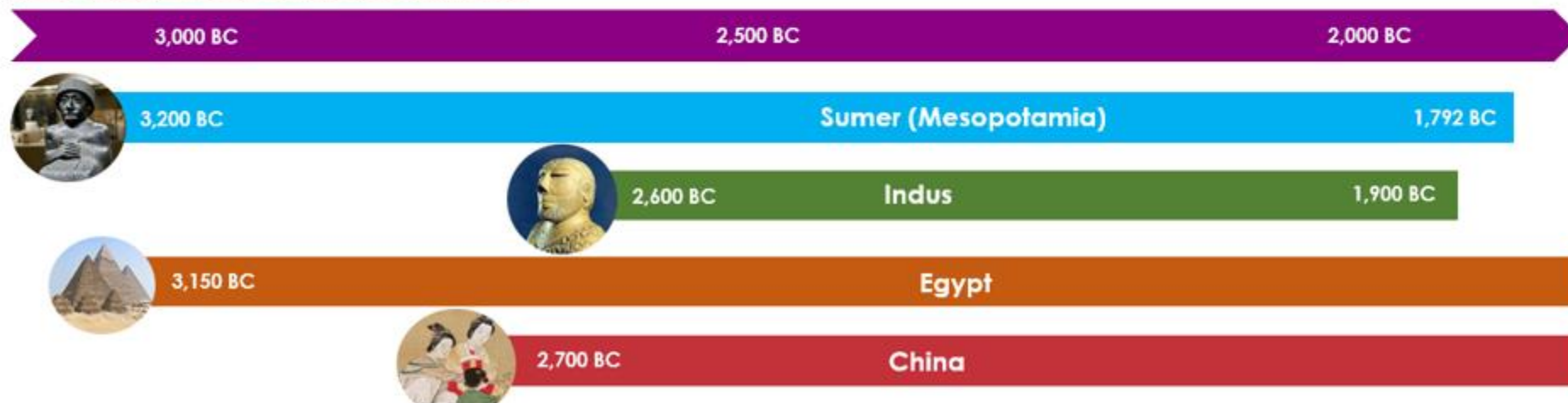
Comparative timeline of eras in Britain



Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.	AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.
-----------	---	-----------	---

A comparative timeline of the first civilisations



Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.
pharaoh	A ruler of ancient Egypt.
tomb	A sealed room where a person was placed after death.

Top Takeaways

I can explain that Ancient Egypt is just one of 5 major ancient civilisations which emerged about 5000 years ago, each being organised with cities and having their own form of communication.

I can explain that Egypt was ruled by Pharaohs who were seen more like a god than just a person. Tutankhamun is the most famous whose tomb was only discovered 100 years ago.

I can explain the Egyptians worshipped hundreds of gods, many represented by animals.

I can explain how much of daily life in Egypt was influenced by the Nile which flooded every year, essential for growing crops.

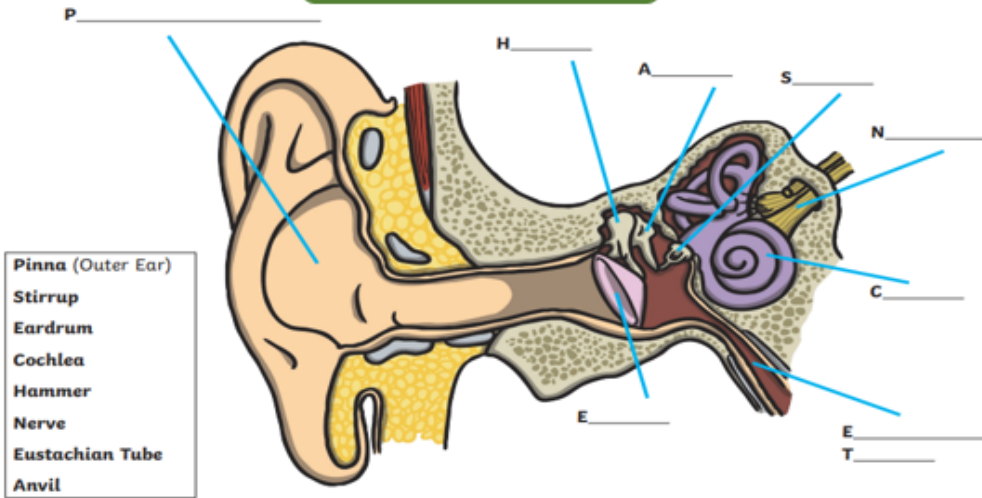
I can explain that the Egyptians thought that people who died went to a new world and there are lots of artefacts used in the mummification process.

Historical Skills Vocabulary

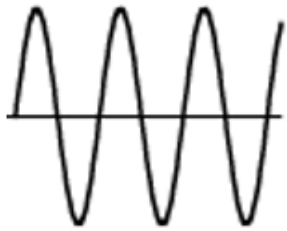
primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.

Knowledge Organiser - Unit: Sound

The Human Ear

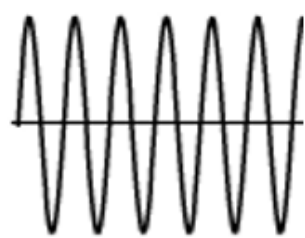


low pitch sound



- The sound waves are wider apart.
- Has a lower frequency in hertz (Hz)
- The sound wave moves slower.
- On a musical instrument, a thicker string will produce a lower sound.

high pitch sound



- The sound waves are closer together.
- Has a higher frequency in hertz (Hz)
- The sound wave moves quicker.
- On a musical instrument, a thinner string will produce a higher sound

Key Question 1

• How are sounds made? How do sounds travel?

Key Question 2

• What is the relationship between distance and volume?

Key Question 3

• What is the difference between pitch and volume?

Key Question 4

• Do different types of materials affect how sound travels?

Key Question 5

• How can I protect my ears from sound?



Protecting your ears

- If a sound reaches 85 decibels (dB) or stronger, it can permanently damage your hearing.
- Your ear drum can get perforated, or burst, if you don't protect your ears.
- Ear defenders are used by workmen and those who work in noisy environments to protect their ears from the sound.

Key Vocabulary

Key Word	Meaning
vibration	A movement back and forth to create a sound.
speed of sound	The distance travelled per unit volume by a sound wave.
soundproof	Something such a material that prevents the passage of sound through it.
sound wave	A form that sound takes as it moves through air, water etc. Recorded on a graph.
frequency	The number of cycles per second that a sound oscillates, recorded in Hertz (hz).
decibel	A unit measurement given to the loudness or intensity of a sound.
eardrum	The part of the ear that vibrates when receiving sounds.
pitch	The quality related who whether sounds are 'high' or 'low.'

Knowledge organiser – Antarctica

What will we be learning?

- The location of Antarctica and its key features.
- What life in Antarctica is like.
- The importance of Antarctica.
- What the threats to Antarctica are.
- How we can help protect Antarctica.

Key facts

- Antarctica is the coldest, windiest, and least populated continent on the planet.
- It is in the Southern Hemisphere and it is surrounded by the Southern Ocean.
- Antarctica's nearest neighbour is the tip of South America, although this is still around 1,000km away.

Key knowledge

There is no colder place on earth than this great white continent of rock and snow. Antarctica is so cold that nobody lives here full time. This continent is much larger than Europe, but less than half the size of Africa. Antarctica is a continent unlike any other – because it has no countries. Instead, there are areas called territories, claimed by different countries on other continents. Lake Vostok is the continent's largest lake. It is found under the ice sheet.



Place names	Geographical terms and processes	Locational terms
Antarctica Antarctic Circle Arctic Circle Antarctic Peninsula East Antarctic Ice Sheet Punta Arenas Ross Ice Shelf Ross Sea Union Glacier, Weddel Sea West Antarctic Ice Sheet	climate compass points glacier ice iceberg icefall landscape renewable energy temperature volcano	east equator north, north east, north west Northern Hemisphere south, south east, south west Southern Hemisphere Tropic of Cancer Tropic of Capricorn west

Glossary

Antarctica treaty: countries have agreed to certain rules in order to share, study and protect this wonderful wilderness.

glacier: a large area of thick ice that remains frozen from one year to the next

peninsular: piece of land surrounded by water on three of its sides.

renewable energy: a natural source of energy that will never run out (eg, wind, the sun and water are renewable energy sources that can be used to create electricity).