Year 3 and Year 4: Hazel, Holly, Pear and Pine

Friday 29th September 2023

News and reminders

PE days:

Year 3: Wednesday **Year 4:** Monday and Friday (Pine Class go swimming on a Monday)

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.

Year 3 Stone Age Workshop: Your child will spend the day learning about and experiencing what life was like in Stone Age Britain. We are looking forward to seeing all of their costumes.

Year 4 visit to Cassiobury Park: Please refer to the information shared via ParentMail for what your child needs to wear and bring for a fun day of fieldwork at Cassiobury Park.

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

Diary dates

- **Wednesday 4th October:** Year 3 Stone Age Workshop
- **Thursday 5th October:** Year 4 visit to Cassiobury Park
- **Friday 6th October:** Numbots and Times Table Rock Stars Day
- **Friday 6th October:** Deadline to pay Year 4 residential deposit
- **Friday 13th October:** SEN Coffee Morning
- **Friday 13th October:** FOBs Break the Rules Day
- **Wb 16th October:** Diversity Week
- **Thursday 19th October:** Harvest Festival led by Year 3 (9am)
- **Friday 20th October:** Inset Day

Superstar Learners in September

Well done to these children who have received a certificate:

	Hazel	Holly	Pear	Pine
15th September	Albert Respect	Aniya Responsibility	Jeevan Responsibility	
22nd September	George Responsibility	Mirthika Responsibility	Millie Respect	
29th September	Noah Cooperation Georgie Growth Mindset			
Pen licences	Amber	Surayah Nevaeh	Theo, Millie Tom, Georgia, Holly, Dan, Pranshu, Khayrah, Zaydaan	

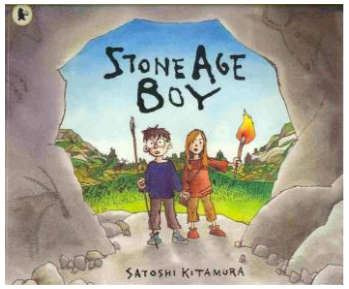
Highest number of coins on Numbots	Highest number of coins on TTRS	Highest number of quizzes passed
Ibby (Holly)	Ajen (Holly)	Hazel (230)
Ajen (Holly)	Molly (Pine)	Holly (139)
Saarang (Pear)	David (Pear)	Pear (120)

Our learning

Year 3

Literacy

Our learning has been focused on 'Stone Age Boy' by Satoshi Kitamura. We have practiced including a variety of literary techniques, including similes, noun phrases and repetition for effect. This week we have been planning and writing our own story based on the book. Next week, we will be beginning our first poetry unit of the year.



Maths

We have learnt about the place value of 3-digit numbers and have opportunities to compare and order them. We have just started learning about addition and subtraction, including recapping on fact families. Over the next few weeks, we will learn to add and subtract 3-digit numbers. Please find a copy of our maths knowledge organizer later in this newsletter. This includes further information about what we have learnt so far and soon the chapter will be added to the school website.

Science

This half term, we are learning about rocks. We have learnt about the formation of mountains and have used plasticine to show how the three types of rock are formed. For further information about what we will be learning throughout this unit, please see the knowledge organiser near the end of this newsletter.

Music

We have started to learn how to play the ukulele. Each Monday, Mrs Wiseman from Buckinghamshire Music Trust has taught us the different parts of the ukulele and also the names of the different strings. We love singing the songs and have started to play the ukulele when accompanying some songs.

R.E.

Our question this half term is, "Does taking bread and wine show that someone is a Christian?" We have discussed different types of group we belong to; identified ways that people may demonstrate they are a Christian and have started to look at the significance of sacrifice.

Humanities

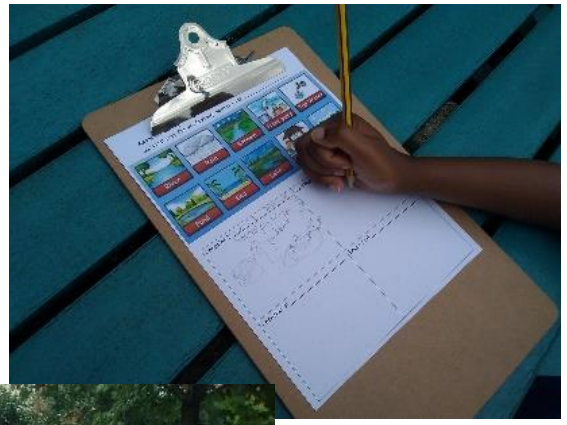
We are loving learning about life in Stone Age Britain. We have started to look at changes that occurred throughout this time and are very much looking forward to our Stone Age workshop taking place in a few weeks.

Spirituality

During some of our class assemblies, we have been watching Newsround. After watching the episode, we discuss our favourite parts and why we enjoyed them. We also discuss the impact of some of the stories, for example how rescued gorillas are now being released back into their natural, wild habitat.

Humanities

Pear and Pine class have been on a fieldwork expedition for our geography unit on water! We were looking for sources of water in our local area and managed to find a well, hand pump, a pond, a stream (although it had dried up), a lake and a canal all within walking distance from school. We spent time sketching the sources of water in different locations and discussing the differences between them. There were lots of tired legs by the end but the children had a great time! Y4 are fortunate enough to have another fieldwork trip on Thursday 5th October – please make sure to read all the information in the ParentMail that went out this week.



Let's celebrate reading!

Author Visit – Clara Vulliamy

Last week, we were very excited when we had a real-life author and illustrator visit us! Clara introduced her new book, "The Dog Squad", told us about the characters and taught us how she drew one of the dogs in the book – Wafer. We had a go drawing our own characters and some of us even got a copy of her book signed! Since her visit, several children have been creating their own books and stories, which has been incredible to see!




Reading Adventures

This week, we worked collaboratively and used our reading skills to solve different challenges as part of a reading adventure escape room! The hall was filled with enthusiasm and excitement with eight different teams competing to solve the puzzles.






Here are some quotes from children in Year 3:
"I liked that you had to complete the challenge before the time ran out."
"I loved all of it! It was amazing! It was like a dream in my head like an escape room and now I want to do it for my birthday!"

Knowledge Organiser
Unit: Rocks

Key Question 1
- How are mountains formed?

Key Question 2
- Can I recognise the differences between igneous, sedimentary and metamorphic rock?

Key Question 3
- Can I understand what a fossil is?

Key Question 4
- What is soil made of?

Key Question 5
- Can I identify common rocks?

Weathering

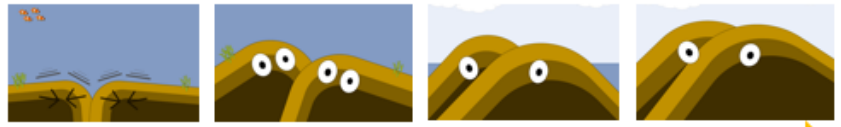
A good way to discover different types of weathering is by a trip to a graveyard.

Physical weathering is when rocks can be broken up by ice, which thaws in the rock and makes it crack.

Biological weathering is when plants and fungi, such as lichens and moss grow on the gravestone.

Chemical weathering can be caused by acid rain dissolving the rock over many years.

Rock Type
Rocks react to weathering in different ways. The most common rocks for gravestone are marble, slate and granite.



How mountains are formed.

The tectonic plates are constantly moving. Sometimes they join together and hit one another.

They don't break up, but instead push upwards in the water together.

They merge together underwater and eventually push above the water's surface to form a big mountain.

Eventually, a huge 'fold' mountain is formed. This is how the world's tallest mountain, 'Everest' was made.

Rock & Soil Types

Key Vocabulary

Key Word	Meaning
metamorphic rock	A rock made by changing existing rocks by heat or pressure.
igneous rock	A rock made from solidified lava or magma.
sedimentary rock	Rock made when sand, mud and pebbles join in layers.
soil types	These include clay, chalky and sandy and depend on the feel and density of the soil.
weathering	When rocks get worn away and break due to physical, chemical or biological processes.
acid rain	Rain which becomes acidic due to pollution.
fossil	The remains of a prehistoric animal or plant embedded in a rock.
mineral	A solid substance naturally formed underground i.e. coal.

Knowledge Organiser Unit: Electricity

Key Question 1 • How is electricity transported?

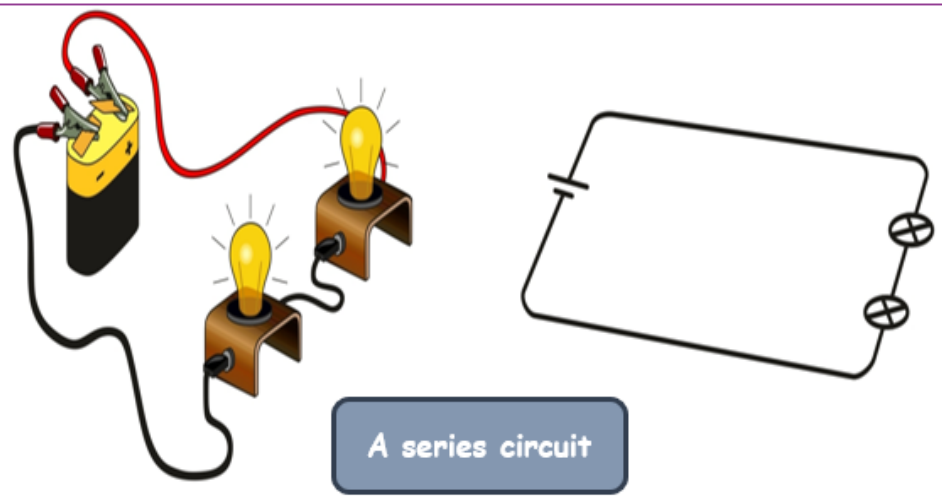
Key Question 2 • Can I describe the basic parts of a circuit?

Key Question 3 • Can I identify when a lamp will light in a simple series circuit?

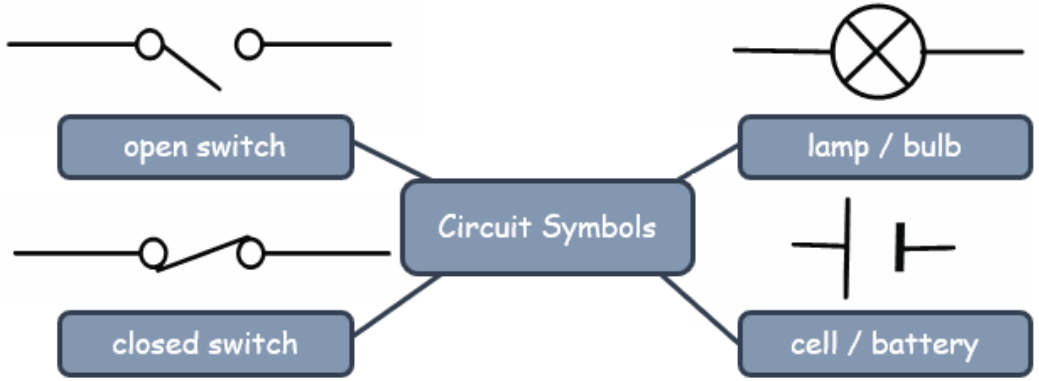
Key Question 4 • Can I explain how to recognise electrical conductors and insulators?

Key Question 5 • Can I understand the difference between a series and parallel circuit?

Key Question 6 • How do you work safely with electricity?



A series circuit



Key Vocabulary

Key Word	Meaning
series circuit	A looped circuit where the electricity flows from the positive to negative terminal of the battery.
circuit diagram	Electrical components shown in a picture by using standard symbols.
parallel circuit	A circuit with two or more pathways for the current to flow through.
conductor	Materials which allow electricity to flow through them with ease.
insulator	Materials that do not allow electricity to pass through them with ease.
loop	A complete circuit.
switch	A toggle which is changed by someone as way of controlling an electrical circuit or system.
resistance	A measure of how much an object opposes the flow of electrons.

All metals are good conductors of electricity and materials like rubber are good insulators.

It is very important to be safe with electricity. Electricians are trained to be safe with electrical circuits and equipment.

We can conserve energy by:
- Turning off electrical devices
- Turning lights off
- Using renewable sources such as solar and wind power
- Using energy-saving lightbulbs

Year 3: Chapter 1 – Numbers to 1,000

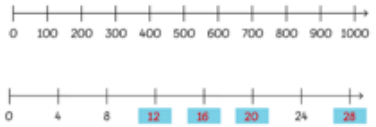
Chapter Overview

Lesson 1	Can I count in hundreds to 1000?
Lesson 2	Can I count in hundreds, tens and ones?
Lesson 3	Can I recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)?
Lesson 4	Can I compare and order numbers up to 1000?
Lesson 5	Can I count from 0 in multiples of 50?
Lesson 6	Can I find 10 more or less than a given number using number patterns?
Lesson 7	Can I find 100 more or less than a given number using number patterns?
Lesson 8	Can I count in fours and eights?
Lesson 9	Review and chapter consolidation.

Representations

number bond diagram (part-whole model or cherry model)

number lines (labelled in different ways)



physical objects and pictorial representations

tens frames

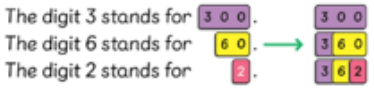
10 tens is equal to 1 hundred.

dienes (or base-10)

place value chart

hundreds	tens	ones
3	6	2

place value cards



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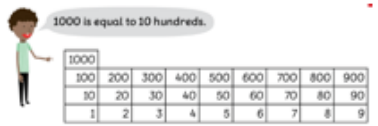
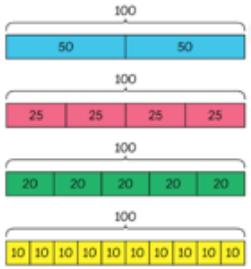


bar models



Vocabulary used in this chapter

- ones
- tens
- hundreds
- thousands
- equal to
- total
- number bond
- number bond diagram
- 2-tiered part-whole diagram
- divided into equal parts
- 20s (twenties)
- 25s (twenty-fives)
- 50s (fifties)
- place value
- place-value chart
- place-value cards
- greater/more than
- smaller/less than
- smaller
- smallest
- greater
- greatest
- estimate
- multiple
- number pattern
- 1 more
- 1 less
- 10 more
- 10 less
- 100 more
- 100 less
- fours
- eights
- 4 more
- 8 more

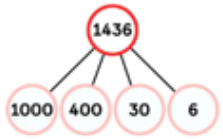
Year 4: Chapter 1 – Numbers to 10,000

Chapter Overview

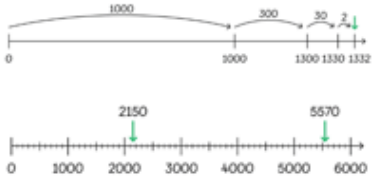
Lesson 1	Can I count in hundreds and twenty-fives?
Lesson 2	Can I count in thousands?
Lesson 3	Can I count in thousands, hundreds, tens and ones)?
Lesson 4	Can I understand and use place value to count?
Lesson 5	Can I recognise the place value of each digit in a 4-digit number?
Lesson 6	Can I compare and order numbers?
Lesson 7	Can I compare and order 4-digit numbers?
Lesson 8	Can I make number patterns (using 100, 10, 1 'more' and 'less')?
Lesson 9	Can I make number patterns (4-digit numbers)?
Lesson 10	Can I round numbers to the nearest 1,000?
Lesson 11	Can I round numbers to the nearest 10, 100 or 1000?
Lesson 12	Can I round numbers to estimate?
Lesson 13	Can I round numbers to estimate?
Lesson 14	Review and chapter consolidation.

Representations

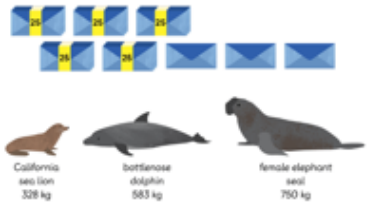
number bond diagram (part-whole model or cherry model)



number lines (labelled in different ways)



physical objects and pictorial representations



tens frames

dienes (or base-10)

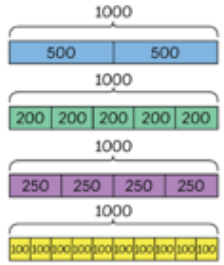
place value chart

thousands	hundreds	tens	ones
1	4	3	6

place value cards

place value counters

bar models



New Vocabulary

approximately equal to	A result that is not exact, but close enough to be used.

≈

Vocabulary used in this chapter

- numbers to 10,000 in numerals and in words
- tens
- twenty-fives
- fifties
- hundreds
- thousands
- ones
- digit
- ones place
- tens place
- hundreds place
- thousands place
- place value
- number bonds
- greater than
- more than
- greatest
- smallest
- smaller than
- less than
- 100/10/1
- more
- less
- number pattern
- 1000 more than
- 1000 less than
- rounding
- the nearest 1000
- exactly half way
- closer to
- round to the nearest 10, 100 or 1000
- approximately equal to
- estimate
- number line
- approximate total mass