



## News and reminders

PE days:

**Year 3:** Tuesday **Pear:** Monday (swimming) and Friday **Pine:** Wednesday 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>

## Diary dates

- **Friday 2<sup>nd</sup> February:** SEN coffee morning
- **Friday 2<sup>nd</sup> February:** Open classroom event - 2:45pm - 3:15pm
- **Friday 2<sup>nd</sup> February:** Data reports sent home - 4pm
- **Monday 5<sup>th</sup> - Friday 9<sup>th</sup> February:** Speaking and Listening Week
- **Monday 5<sup>th</sup> February:** Rap artist - Rob Bradley - workshops
- **Tuesday 6<sup>th</sup> February:** Parents evening
- **Wednesday 7<sup>th</sup> February:** Parents evening
- **Friday 9<sup>th</sup> February:** FOBs Break the Rules Day
- **Monday 12<sup>th</sup> - Friday 16<sup>th</sup> February:** Half term
- **Monday 19<sup>th</sup> February:** Start of Spring 2

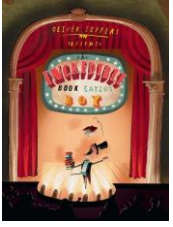
## Superstar Learners in December and January

Well done to these children who have received a certificate:

	Hazel	Holly	Pear	Pine
<b>15<sup>th</sup> December</b>	Lindsey Responsibility			
<b>12<sup>th</sup> January</b>	Lexie Responsibility	Logan Responsibility	Kharayh and Reuben Responsibility	Benson
<b>19<sup>th</sup> January</b>	Mithunika Cooperation	Imogen Responsibility	Arron Responsibility	Anaisha and Emilia
<b>Pen Licences</b>	Laylah Lexie Mithunika			

Highest number of coins on Numbots	Highest number of coins on TTRS	Highest number of quizzes passed
Rocco (Pine)	Cade (Hazel)	Holly (374)
Alex (Pine)	Albert (Hazel)	Pine (346)
Alex (Holly)	Arnas (Hazel)	Hazel (313)





## Literacy

Our narrative writing has been based on 'The Incredible Book Eating Boy' by Oliver Jeffers. We have practised using a range of skills to enhance our description and to aid cohesion: comparatives and superlatives; effective verbs and adverbs; dialogue and prepositions. Next week, we are writing our own adaptation.

## Computing

In computing, we have been learning about spreadsheets. We have learnt about different features: rows, columns, cells and data. We have also begun to enter data into cells and have learnt how a spreadsheet can be used to perform calculations.

## Music

This term in music we are focusing on singing and learning how to play the glockenspiel and xylophone. We have been learning how to keep to a beat and have practising playing the notes in different rhythms.



## Humanities

Our humanities unit for term in Ancient Egypt. We have only had one lesson and the children are already enthused and excited to learn more! Throughout the unit, we will look at different sources to reveal clues about this ancient civilisation.

## Spirituality

Pastor Graham visited our school to do an assembly on our current Christian value: LOVE. He challenged the children to show this in different ways through their minds, hands and hearts and will check-in with us later in the term to look at examples of this in action. We have also designed our candles to represent love.



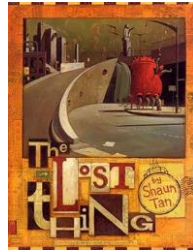
## Maths

Over the past few weeks, we have been learning formal methods to multiply and divide 2-digit numbers by 1-digit numbers. To support our understanding, we have also used pictorial representations of place value counters. We have also been practising drawing bar models to help us understand worded, contextualized problems. Next week, we are going to start learning about length and will look at lengths written in metres, centimetres and millimetres. This will help us to compare different lengths.

**Science:** Our focus this half term is 'Animals, including humans'. We kick-started this topic by visiting the Natural History Museum in Tring. We have already learnt about different food groups and nutrition. Over the next few weeks, we will also learn about the skeleton, joints and muscles. Please find a copy of the knowledge organiser later in this newsletter.

## Literacy

We have been focusing on 'The Lost Thing' based on a short film. As well as developing our writing skills, we really enjoyed designing our own lost things. Next week, we will be completing our independent write based on 'The Lost Thing' and then we will start our next poetry unit.



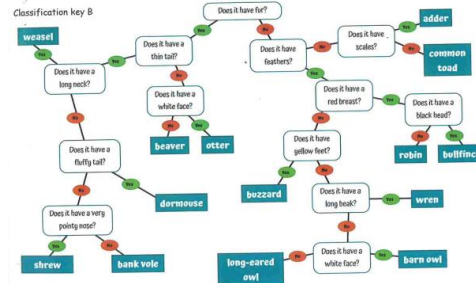
## Maths

We have been learning about graphs, including bar graphs, line graphs and pictograms. Our next unit is based on fractions. This will include us learning about mixed numbers, improper fractions and simplifying fractions.

## Science

We are currently learning living things and their habitats. We have looked at the classification of different animals and have practised using a classification key to identify which group certain animals belong to. We will also be identifying and classifying British plants, as well as considering the impact humans have on habitats and the environment.

Use the classification key B to name these British Animals.



## Humanities

We are currently focusing on Explorer. We have studied Ibn Battuta and analysed the validity of his journals. We have also debated whether Christopher Columbus was a hero or not. Throughout the half term, we will be researching other explorers.

**Challenges**

- 60,000 miles
- Was hated by bandits
- Little to eat or drink
- Very hot and cold
- Journey was 75,000 miles and took 29 years
- Never went the same way
- Was away from family for 29 years
- Visited 44 countries

**Motivations**

- to spread Islam and the Hajj

**Equipment**

- Used camels to travel
- The stars guided him
- Water
- Cool white cloth

**Ibn Battuta**

**Christopher Columbus**

**Clue 6:** In 1492, Columbus sailed the ocean blue

**Clue 8:** Some say the greatest discovery in the history of the world

**Clue 7:** The world has changed over the years, especially in 532 years

**Clue 5:** He was cruel to other people and killed them for not being obedient

**B:** He treated the people living in the new world very badly. He turned many into slaves, and brought new diseases.

**C:** He wasn't the first person to discover America. The Vikings had been there 500 years before Columbus didn't even get to America.

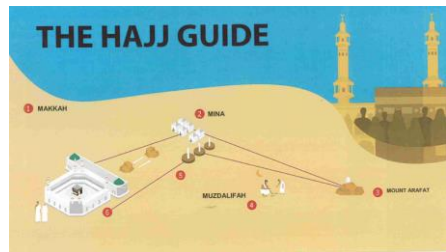
**A:** Columbus didn't even know he had stumbled upon the new world and believed, until his death, that he had found the shortcut to the Indies.

**D:** He even got the largest of the three ships that were given to him, the Santa Maria.

**I don't think Columbus should be a hero because he wanted to go to where else and he killed other people.**

## R.E.

We have started to look at the Hajj and are going to be exploring whether going on a pilgrimage makes you a good Muslim.



**Markah**

Muslims travel to Markah for the Hajj. It must be so tiring for them because they have to go 7 times round the Ka'bah anti-clockwise, I wonder why it has to be anti-clockwise or why it has to be clockwise. I do know why it's because most things turn anti-clockwise.

## Urban Strides

During the first week of term, it was amazing to have Urban Strides come into school and give us a street dance workshop. All of the children thoroughly enjoyed the sessions. We will use what we learnt during the workshop and build upon our skills when completing our dance PE lessons. This will culminate in some children being selected to perform in the 'Dance Competition Finals' in the second half of the Spring Term.



## Author Visit - Jess French

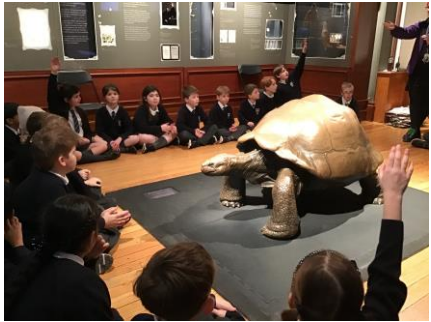
Today we had our first author visit on the term. Jess French came into school to talk about her book 'Beastlands: Race to Frostfall Mountain'.



She spoke about her life and the many adventures she had been on. She told us about her job as a zoo vet and some of the things she had done such as doing an ultrasound on a snow leopard and cuddling a 10 minute old puppy! She described trekking through rainforests, climbing mountains and visiting deserts. She discussed how these adventures inspired her work. She loves bugs and climbing trees. We also created our own beast pictures.

## Year 3 visit to the Natural History Museum

Last week, Year 3 went to the Natural History Museum in Tring to kickstart their Science learning about animals, including humans. While we are at the museum, the children participated in a workshop about classification. They learnt the difference between vertebrates and invertebrates and then explored how different vertebrates are classified. During the activity, they had to discuss many things about the animals they were observing, for example: whether they were hot or cold blooded; whether they gave birth to live young or laid eggs; what their body was covered in and how they breathe.



## Reading

Well done to the following children who have read at least 500,000 words (or the next 500,000 words) over the past two months: They have received their golden tickets! Good luck!

Golden Ticket

Hazel Class: George

Pear Class: Vidyut and Pranshu

Pine Class: Molly and Sophie S O

## Maths



Well done to the following children who have completed Diamond Stage on Numbots over the past two months:

Hazel Class :Mithunika and Riley

Holly Class: Mirthika and Ajen

Pine Class: Rocco

As well as participating in the workshop, the children enjoyed exploring the different galleries in the museum. They compared different skeletons, looked at the features of different animals and looked at different locations where each animal may live.



If your child has achieved something outside of school, we would love to hear about it and showcase it within our phase newsletter.



## 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.

### 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!

### Skull

- Protects brain
- Creates facial structure

### Ribcage

- Protects heart and lungs
- Supports shoulder and chest muscles

### Spine

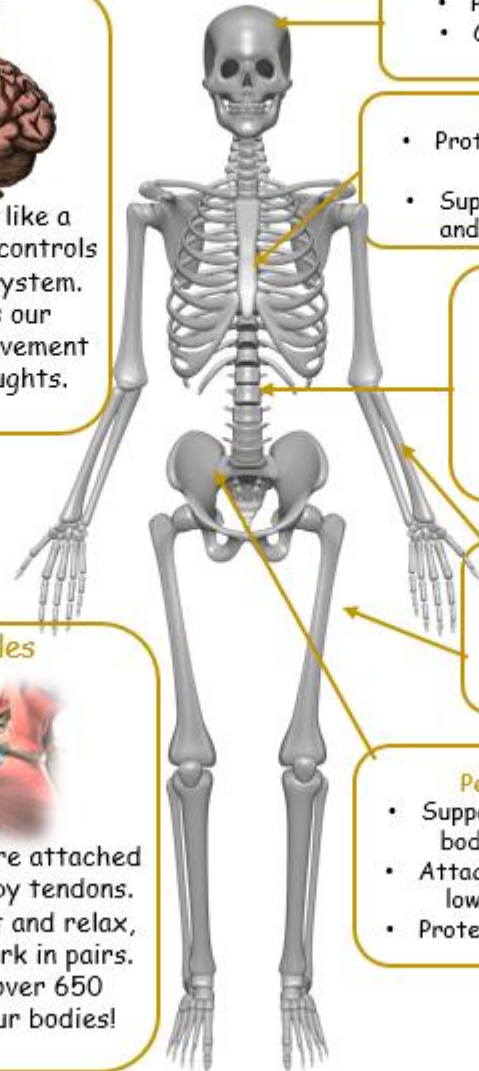
- Protects spinal cord
- Balance and structure
- Enables flexible motion

### Limbs

- Movement
- Handling and carrying

### 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.



## Knowledge Organiser Unit: Living Things and their Habitats

1

Can I identify a variety of habitats and understand why organisms live in different habitats?

2

How do scientists classify animals?

3

Can I identify animals into specific groups according to their characteristics?

4

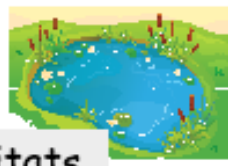
Can I use a classification key to identify animals?

5

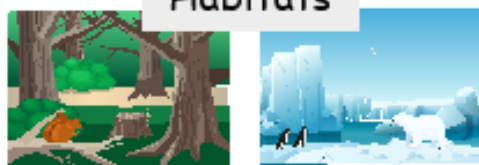
Can I identify and classify a variety of British plants?







6

Can I explore the human impact on habitats and environments?



Habitats



Type	Food	Body	Blood
Mammal 	Can be carnivorous, omnivorous or herbivorous	<ul style="list-style-type: none"> <li>Hair and fur</li> <li>Four-chambered hearts</li> <li>Females give milk</li> <li>Have teeth</li> <li>Vertebrates</li> </ul>	Warm-Blooded
Insect 	Can be carnivorous or herbivorous	<ul style="list-style-type: none"> <li>Made up of a head, thorax and abdomen</li> <li>Six legs</li> <li>Invertebrates</li> </ul>	Cold-Blooded
Bird 	Can be carnivorous, omnivorous or herbivorous	<ul style="list-style-type: none"> <li>Feathers</li> <li>Wings</li> <li>Beaks</li> <li>Lays eggs</li> <li>Vertebrates</li> </ul>	Warm-Blooded
Fish 	Mostly carnivorous	<ul style="list-style-type: none"> <li>Breathe with gills</li> <li>Scales</li> <li>Fins</li> <li>Can swim</li> <li>Most are vertebrates</li> </ul>	Cold-Blooded
Amphibian 	Can be carnivorous or herbivorous	<ul style="list-style-type: none"> <li>Live in water or land</li> <li>Can breathe through gills or lungs</li> <li>Vertebrates</li> </ul>	Cold-Blooded
Reptile 	Can be carnivores or omnivorous	<ul style="list-style-type: none"> <li>Most lay eggs</li> <li>Has scales</li> <li>Live in water or land</li> <li>Vertebrates</li> </ul>	Cold-Blooded

In 2018, scientists discovered 230 new species of animals and plants on earth.

A habitat is a natural environment for any type of living organism.

## Key Vocabulary

Key Word	Meaning
classify	To arrange or group things into categories depending on characteristics.
vertebrate	An animal with a backbone.
invertebrate	An animal without a backbone.
cold-blooded	An animal whose body temperature varies with the environment they are in, i.e. fish.
warm-blooded	Animals that maintain a regular body temperature
characteristics	The distinguishing features or qualities that are specific to a species.
habitat	The specific area or place in which particular animals or plants may live.
life processes	The things living things do to stay alive.

