

PE days:

News and reminders

Hazel: Monday and Wednesday**Holly:** Monday and Friday**Pear:** Monday (swimming) and Friday**Pine:** Monday and Tuesday

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.

Library days:

Hazel: Thursday or Friday (alternate weeks)**Holly:** Friday**Pear:** Thursday**Pine:** Tuesday

Homework

Just a reminder that homework is set on a Monday and is due by the following Monday.

The homework requirement in year 3/4 is:

- Maths task to be completed on Purple Mash
- 30 minutes across the week on TTRockstars (split into 3 x 10 minutes)
- 30 minutes across the week on Numbots
- Play at least 4 games on Spelling Shed
- Daily reading (complete at least one quiz on Accelerated Reader each week)
- Website for Accelerated Reader: <https://ukhosted93.renlearn.co.uk/6703196>

Spelling Tests:

Your child will be placed on a step depending on their previous spelling test results. Each step has 5 parts with up to 20 words (Step 1a, 1b, 1c, 1d, 1e). Each week a new part of the step will be released for them to practice on spelling shed. For example Week 1 – Step 5A, Week 2 – Step 5B and so on. At the end of the half term they will do a spelling test. They will be tested on 20 words from the 100 they have learned that half term. They need to get at least 18/20 if they are to move to the next step.

Superstar learners

Christian Values Certificates: Well done to the following children who have received a Christian Values certificate:

Hazel: Alex - Respect**Holly:** Biravin - Responsibility**Pine:** Lyle - Responsibility**Pear:** Asha- Responsibility

Highest number of coins on TTRockstars (over the past month)	Top score on Spelling Shed
Tanvi S (Pear)	David L (Holly)
Libby S (Pear)	Nirah S (Pine)
Nefeli M (Pine)	Gracie (Hazel)

Diary dates

Thursday 2nd March - World Book DayFriday 17th March - Progress reports go homeTuesday 21st/ Wednesday 22nd March - Parents eveningThursday 30th March - CinenightFriday 31st March - Bikeability

Friday 31st March - Last day of term school closes a 1pm.

Caldecotte instalments:

Friday 10th February - £40Friday 31st March - £44Friday 5th May - £40

Our current narrative writing focus is based on 'The True Story of the Three Little Pigs'. We are exploring different writing skills through our sentence staking lessons. The children are really excited if their sentence is chosen for our class wall.

We have completed 2 units this half term on length and mass. We have used our knowledge of number to read scales, work out the length of objects, weigh different items and use those skills to help us to solve problems.

Peering around the door the wolv stepped inside. He sneezed. ^{A loud} Boom! Dink Dink pugg! Hugg! Objects fell. Boom! Dink Dink! Thud! He sneezed a big sneeze. He sneezed a bigger sneeze. He sneezed the biggest sneeze.

[illegible]

This half term we have been exploring Hinduism and the meaning of Dharma and the rules they follow as part of their faith.

We have started our study of Ancient Greece. During our first lesson, we explore the geography of Greece and learnt about its mountain regions and its long coastline. We also create our own questions about what we wanted to find out. We have also been learning about the different roles that people had in those times.

What pets did they have?

What do they eat?

How big was their army?

What gods did they worship?

Were there doctors?

What was their religion?

Did any volcanoes erupt during Ancient Greece?

What were their houses like?

What were their horses like?

How much money did they have?

Lesson 1
What did we know about Greece?
 What did we learn about it first and about Ancient Greece?
 We looked at where Greece is on a map and discussed some of the important questions and what they mean for Greece. We made our own questions about what we would like to find out.

Lesson 2
What was life like in Ancient Greece?
 To explore this question we first created our own questions to ask about life in Ancient Greece and then we asked the class if they could answer them.

Other questions you have found in the class:

What was life like in Ancient Greece?	Why was it important?
What was the weather like?	Why was it important?
What was the food like?	Why was it important?
What was the clothing like?	Why was it important?
What was the housing like?	Why was it important?
What was the transport like?	Why was it important?
What was the entertainment like?	Why was it important?
What was the education like?	Why was it important?
What was the religion like?	Why was it important?
What was the medicine like?	Why was it important?
What was the art like?	Why was it important?
What was the music like?	Why was it important?
What was the sports like?	Why was it important?
What was the language like?	Why was it important?
What was the history like?	Why was it important?
What was the science like?	Why was it important?
What was the technology like?	Why was it important?
What was the culture like?	Why was it important?
What was the society like?	Why was it important?
What was the economy like?	Why was it important?
What was the politics like?	Why was it important?
What was the law like?	Why was it important?
What was the military like?	Why was it important?
What was the agriculture like?	Why was it important?
What was the industry like?	Why was it important?
What was the commerce like?	Why was it important?
What was the trade like?	Why was it important?
What was the communication like?	Why was it important?
What was the transportation like?	Why was it important?
What was the infrastructure like?	Why was it important?
What was the environment like?	Why was it important?
What was the climate like?	Why was it important?
What was the geography like?	Why was it important?
What was the topography like?	Why was it important?
What was the hydrography like?	Why was it important?
What was the meteorology like?	Why was it important?
What was the astronomy like?	Why was it important?
What was the astrology like?	Why was it important?
What was the cosmology like?	Why was it important?
What was the mythology like?	Why was it important?
What was the folklore like?	Why was it important?
What was the superstition like?	Why was it important?
What was the magic like?	Why was it important?
What was the witchcraft like?	Why was it important?
What was the sorcery like?	Why was it important?
What was the divination like?	Why was it important?
What was the fortune-telling like?	Why was it important?
What was the astrology like?	Why was it important?
What was the palmistry like?	Why was it important?
What was the horoscopes like?	Why was it important?
What was the zodiac like?	Why was it important?
What was the constellations like?	Why was it important?
What was the planets like?	Why was it important?
What was the stars like?	Why was it important?
What was the moon like?	Why was it important?
What was the sun like?	Why was it important?
What was the earth like?	Why was it important?
What was the water like?	Why was it important?
What was the air like?	Why was it important?
What was the fire like?	Why was it important?
What was the elements like?	Why was it important?
What was the philosophy like?	Why was it important?
What was the ethics like?	Why was it important?
What was the politics like?	Why was it important?
What was the economics like?	Why was it important?
What was the sociology like?	Why was it important?
What was the psychology like?	Why was it important?
What was the biology like?	Why was it important?
What was the chemistry like?	Why was it important?
What was the physics like?	Why was it important?
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What was the politics like?	Why was it important?
What was the law like?	Why was it important

Our learning

Literacy

We wrote a persuasive holiday brochure for our independent write. Children used persuasive language to convince readers to choose a holiday to Tromso, Norway.



We are now working on a narrative unit based on the picture book Float by Daniel Miyares. We have looked at creating sentences with detail being purposeful with our chosen adjectives and adverbs. We have also ensured are sentence starts varied by looking at fronted adverbials. We will complete this unit after the half term break, where children will independently write a narrative.

Independent Writing Examples:

Thursday 26th January 2023
Holiday Brochure: independent write

Tromsø Tromsø

Whether you're looking to relax and enjoy the art work at Nordnorsk Kunst museum or be more adventurous and go with big winter sledging, then Tromsø is the place for you.

A dream destination awaits

Tromsø has been rated the perfect destination because of the amazing Northern lights and it's inspiring diverse landscapes. Would you like to try ice skating while looking at the amazing Tromsø fjords. So what's stopping you both you're here! Tromsø awaits.

A winter wonderland

The snow in Norway is as white as the soft clouds. The arctic skies are a never-ending silk blanket that graces the snowy landscapes. And you'll hear the breeze whisper clear and breath.

A taste of Tromsø

Start off with a starter of mind-blowing Eskimo cheese, lobster salad. We have delicious main meals with a smelt, salmon steak, meat and potatoes. Sheep head with a scrumptious desert. Kumpale cookies are a gosh! Sugary, rolled waffle cookies.

Thursday 26th January 2023
Holiday Brochure

Tromsø Tromsø

Whether you're looking to Relax and look at the sky or if you're more adventures and do winter Sledging. Then Tromsø is the place for you.

A Dream Destination

If you come to Tromsø you will be able to see the spectacular Northern lights and do amazing activities such as whale watching and dog sledging. Wouldn't you want to do it or fishing while Relaxing with your favorite drink. Back now, what's stopping you?

Winter in Tromsø

The snow is as soft as a cloud. The Arctic skies are a never-ending silk blanket that graces the snowy landscapes of Tromsø. Although Tromsø is a cold place it's a really fun place.

A taste of Tromsø

A starter would be delicious main meal of salmon with lobster and salmon and a main stew, potatoes and sheep head and the best of all dessert Sugary rolled cookie waffle.

A Gem to behold

Tromsø is a rich Ruby flying to Norway. The Arctic cathedral is the best part and so is the Northern lights. Even the polar museum is the best. The polar museum is really famous because thousands of people come to learn about polar bears and some people say that they want to have an arctic.

Sentence Stacking Examples:

Dashing along the pavement, the boy imagined where he could sail his boat. The fence was as jagged as a stormy sea - exact clashing, rolling tumbling.

Suddenly, the sky turned an ominous shade of black.

Rumble tumble, Rumble tumble. The boy curious. Pitter patter, Pitter patter. The boy was interested. Splish splash, splish splash. The boy was frightened.

The boy glanced attentively at the hat. The hat was placed was successfully launched for the first time. Inside the puddle, most needed. The dominoes danced and trees twinkled.

Suddenly, the boy had a better idea.

Splash after splash. Splash after splash. Stamp after stamp. After a little amount of time he saw an even bigger stream.

In a blink of an eye, rain poured from the sky. It impressed the boy and refused to let him go.

Relentless rods of rain fell for what seemed like hours.

As it finally faded away the boy was relaxed and grateful.

Maths

We have looked at fractions over the past couple of weeks, building on knowledge gained in Year 2 and 3. We have learned to count in hundredths, write mixed numbers and show those mixed numbers on a number line. We then looked at equivalent fractions – finding fractions with different numerators and denominators but are equal to the same value. Then we moved on to recap how to simplify fractions, moving on to simplify mixed numbers and improper fractions.

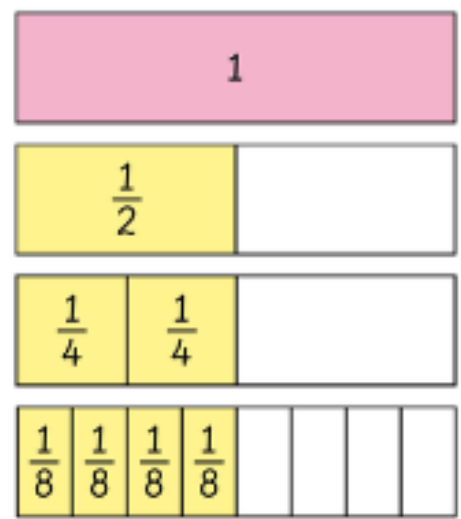
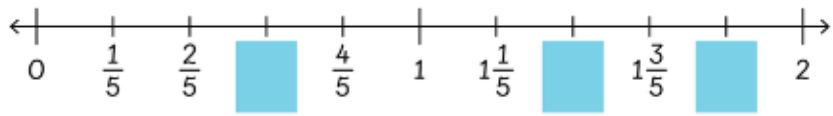
Finding equivalent fractions and simplifying fractions require a good knowledge of our times tables.

We ended the unit looking at adding and subtracting fractions with the same denominator.

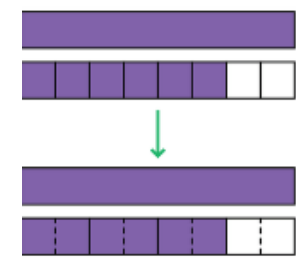
numerator → $\frac{2}{5}$
The number above the fraction bar. It tells how many equal parts.

denominator → $\frac{2}{5}$
The number below the fraction bar. It tells the total number of equal parts.

Count in fifths to complete the number line.



Simplify $1\frac{6}{8}$.



$\frac{6}{8} = \frac{3}{4}$

6 eighths become quarters.

$1\frac{6}{8} = \frac{\text{ }}{\text{ }}$

$\frac{10}{4} = \frac{\text{ }}{\text{ }}$

Science

Our Science unit, Living Things and their Habitats has been lots of fun. We started by identifying a variety of habitats and gained an understanding of why organisms live in different habitats. We then looked at how scientists classified living things, including work by Carl Linnaeus, who created a system for grouping living things called classification. Classification keys helped us to identify different types of animals.



Humanities

We continue to learn about the Roman invasion of Britain. We learned how Julius Caesar failed to invade Britain twice in 55AD. Claudius, was the Emperor who successfully invaded Britain in 43 AD. We don't know for certain his reasons for trying to invade but we looked at many resources to discover different reasons as to why he wanted to invade Britain. We have also looked at Boudicca, an Iceni leader who led a Celt rebellion against the Roman invaders.

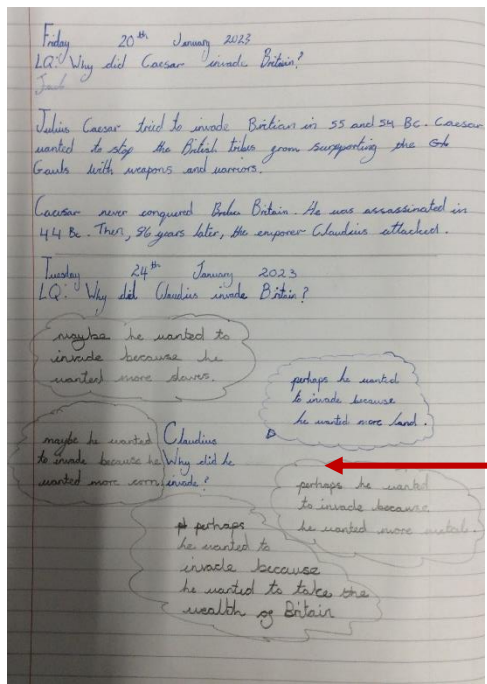
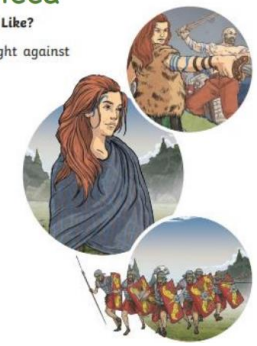


Boudicca

Who Was Boudicca and What Was She Like?
Boudicca was a British queen. She fought against the Romans.

Boudicca is believed to have:

- been very tall;
- had long, **auburn** hair;
- been scary to be around;
- had a fierce look in her eye;
- had a **stern** voice;
- worn a thick, colourful cloak;
- worn a large, golden necklace.



Reasons Claudius may have invaded.

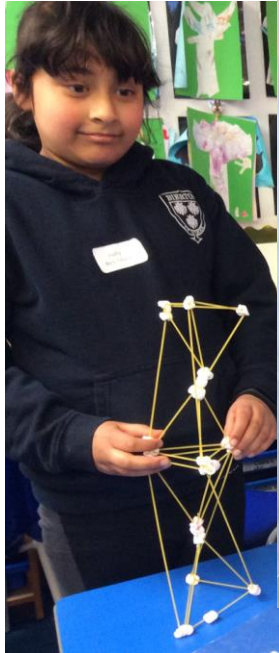
Visit to the Natural History Museum in Tring

Last week, we all visited the Natural History Museum in Tring as our part of our science learning. Both Year 3 and Year 4 are currently learning about animals including humans and participated in workshops about classification. We learnt about the difference between vertebrates and invertebrates and also looked at the different groups of vertebrates. At the end of the workshop, we showcased everything we had learnt about the different types of animals. When exploring the museum, we also looked at different skeletons and teeth, which will help us during the rest of our current science unit.



Children's Mental Health Week

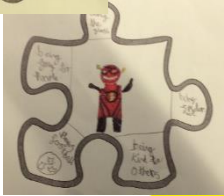
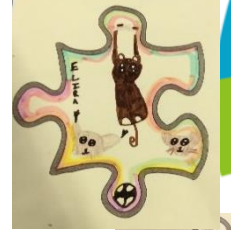
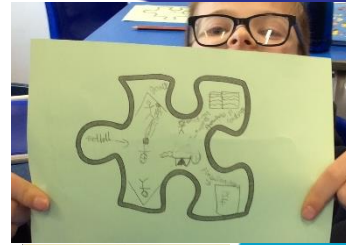
This week we have been doing some activities for Children's Mental Health week. Each class have completed a jigsaw piece to represent themselves, created a collaborative piece of art and on Friday each child had the opportunity to try out a different activity by going to different classes.



Holly and Hazel Class-
Collaborative Art



Pine class - Collaborative Art

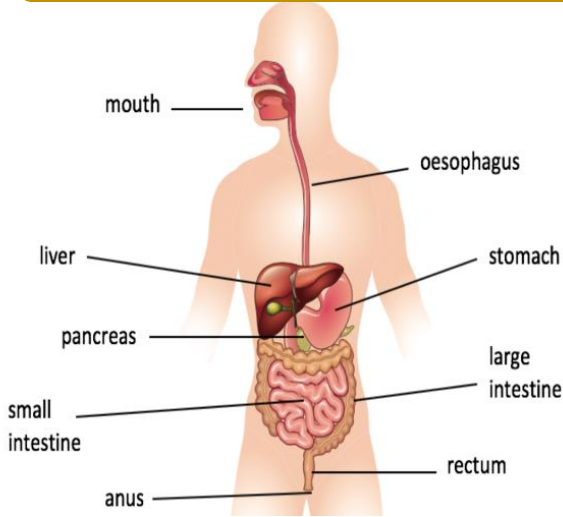


The knowledge organiser for year 4's next Science unit.

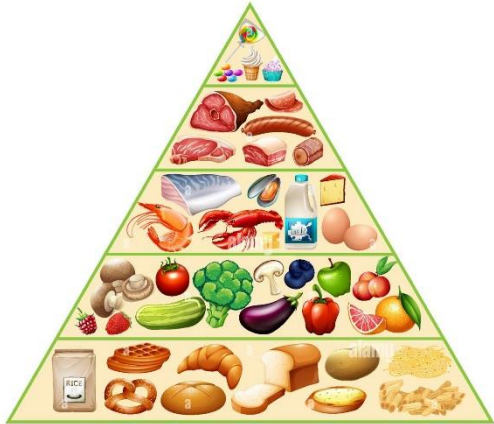
Key Vocabulary	
Key Word	Meaning
salivary gland	A gland which produces saliva (spit) to help you digest your food.
oesophagus	A muscular tube connecting the throat and the stomach.
intestines	Including the large and small intestine, these are the tubes which pass your food from stomach to anus and help 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.

Knowledge Organiser
Unit: Animals, Including Humans

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!