

**PE days:****News and reminders****Hazel:** Monday and Wednesday**Holly:** Monday and Friday**Pear:** Monday and Friday**Pine:** Monday and Tuesday

Children from Pear and Pine who will be swimming this term will need to take their swim wear on 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.

**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 these children who have received a certificate:

**Hazel:** Elsie – Cooperation**Holly:** Khayrah – Co-operation**Pear:** Noah – Cooperation**Pine:** Nirah - Love

Highest number of coins on TTRockstars (over the past month)	Top score on Spelling Shed
Millie – Holly Class	Nefeli – Pine Class
Molly – Hazel Class	Molly – Hazel Class
Zaydaan – Holly Class	Manha – Pine Class

**Diary dates**

Friday 28<sup>th</sup> April - Break the rules day (pay in advance on ParentMail).

18<sup>th</sup> May - Cinenight

26<sup>th</sup> May - Mufti day

26<sup>th</sup> May - Art and D.T. day (Details will be sent out soon)

5<sup>th</sup> June Sports Week

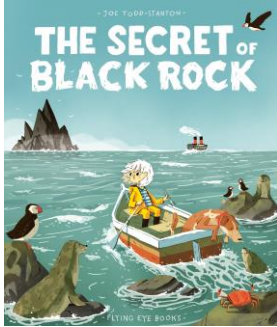
19<sup>th</sup> - 21<sup>st</sup> June Caldecotte Residential

**Caldecotte instalments:**

Friday 5<sup>th</sup> May - £40

## Literacy

Our current narrative writing focus is based on 'The Secret of Black Rock'. We are exploring different techniques that authors use to engage their readers and create different effects through their choice of words. The story also gives us an opportunity to explore ocean life through the experience days.



## Maths

We have started our study of time this week. We have explored the vocabulary linked to clocks and telling the time and used this to help us to read the time on both digital and analogue clocks. We have asked the children to look out for clocks they have at home and practice reading the time, thinking about whether it is am or pm.



## Science

This half term we will be learning about plants. Yesterday we learnt how the roots help anchor the plant and also absorb water and minerals from the soil. We completed an experiment to replicate the process of water moving through the plant. To find out more about our future learning, look at the knowledge organiser included in this newsletter.



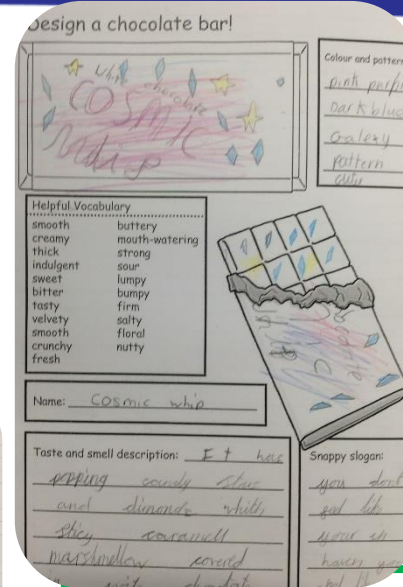
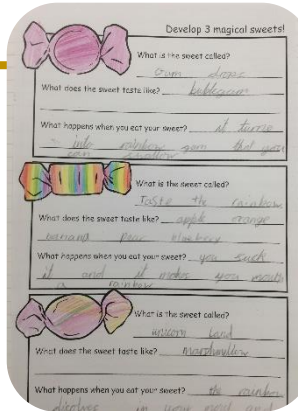
## Humanities

We are completing a study of our local area this half term. Throughout the unit we will be developing our knowledge of maps and how to read them and how we can use them to help us to find out information about an area. We will also be completing a traffic survey to monitor the amount of traffic around school at different times of the day.

## Our learning

### Literacy

Our current Literacy is based on the book *Charlie and the Chocolate Factory* by Roald Dahl. On our experience day we got to taste different types of chocolates before designing our own Chocolate bar and 3 different magical sweets. These will be used in our writing over the next couple of weeks.



### Science

We are starting our new topic in Science. This half term we will be focusing on sound. We will identify how sounds are made, recognize that vibrations from sounds travel through a medium to the ear. We will look for patterns between the pitch of a sound and features of the object that produced it. We will also look for patterns between the volume of a sound and the strength of the vibrations that produced it. We will also look at the relationship between the volume of sounds and the distance the source of the sounds are.

### Maths

This week we began looking at money. We will learn how to count and record in pounds and pence, making links between tenths and hundredths and decimal notation for money. We will compare amounts of money and will learn to round to the nearest pound.

### Humanities

In Humanities we will focus on a local area study, comparing Birtton to Aylesbury. We will locate our area within a county, develop our understanding of different scaled maps and plot our route to school. We will have a chance to plan and carry out a field investigation and create a messy map.



# Bikeability – Friday 31<sup>st</sup> March

On the last day of term some of the children took part in Bikeability. It was a very wet day but that did not put the children off and they did a fantastic job learning new skills which will help to keep them safe when they are on their bikes.

Here are the skills they learnt and demonstrated in order to earn their Level 1 Bikeability:

- **Prepare themselves for a journey** (know if they are ready to ride; check clothes are suitable; fit a helmet).
- **Check the cycle for a journey** (name the main parts of the cycle; check tyres, brakes, chains and handlebars).
- **Set off, slow down and stop** (get on the cycle; sit securely; look for hazards; set pedals; set off; brake smoothly; brake quickly; get off).
- **Pedal** (look behind; ride one handed; turn right and left; avoid hazards; control speed; cover brakes; share space; use gears).



The children enjoyed our school's Science week just before the holidays.

## Year 3

We focused on 'Where does our rubbish go?'. The children discussed how we can reduce, reuse and recycle items rather than just putting them in the bin. They identified objects and materials which could be sent for recycling and considered how we could reduce the amount of waste we produced in school. They were fascinated when learning about how some rubbish is being used to generate energy and power rather than being sent to landfill. The children also enjoyed collecting food peels, dry leaves, soil and coffee granules to create compost. We are hoping to see if we can use the compost to grow some plants as part of our current science unit.



## Year 4

We focused on 'Why is water so important?' The children discussed why they thought water was important and came up with some questions they thought were important.

If we didn't have water we wouldn't be alive - Mollie

I agree with Neo because without water we would have no water to drink and could die - Ollie

If there was no water you wouldn't be able to go for a swim - Neo

Do all living things need water? - Ethan

How can we protect the water in the oceans? - Nefeli

Why/How do our oceans/seas end up with pollutants? - Neo

How can we save water?

To build on Neo and Ollie's ideas I also think we need water to survive and to complete daily activities like brush our teeth - Safa

We looked at how we clean water and experimented with filtering dirty water.



We discussed different ways we could save water.

Don't throw out unused water from your water bottle - Effie

Don't use hoses too much - Rory

Turn the tap off when brushing your teeth - Noah

Be careful of how much water you use in your house - Louie



# Cultural Diversity Week – 18<sup>th</sup> April – 21<sup>st</sup> April

It has been wonderful to hear the children speak so passionately and with such confidence about their background and families. They shared information, retold religious stories and brought in an array of items: photographs, jewellery, traditional food and symbols. The other children also asked insightful questions and were eager to learn more about their friends and their families.

I shared information about the Hindu festival, Ganesh Chaturthi.



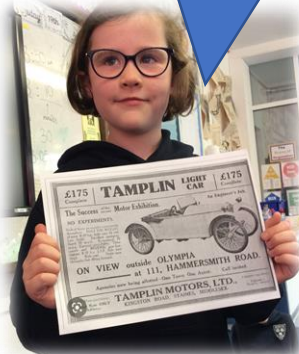
These are some examples of traditional jewellery I wore in Nigeria.



These are kola nuts. They are from the African rainforest and people throw them around to stop snakes coming into the house.



My great, great, great grandad Rex and his brother Edward designed, built and sold a type of car.



These are items linked to my Greek heritage.



We would like to say a massive thank you to Mr Parker-Allotey for coming in to speak to Year 3.

He spoke about the importance and benefits of diversity and then shared information about Ghana. We learnt about the weather, the country and even how to say some phrases!

We then worked in teams to build a strong structure. He then explained how this represents how cooperation, working together and celebrating diversity help to build strong and lasting relationships.

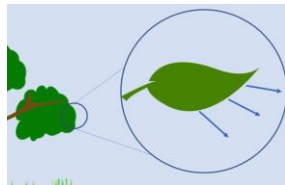
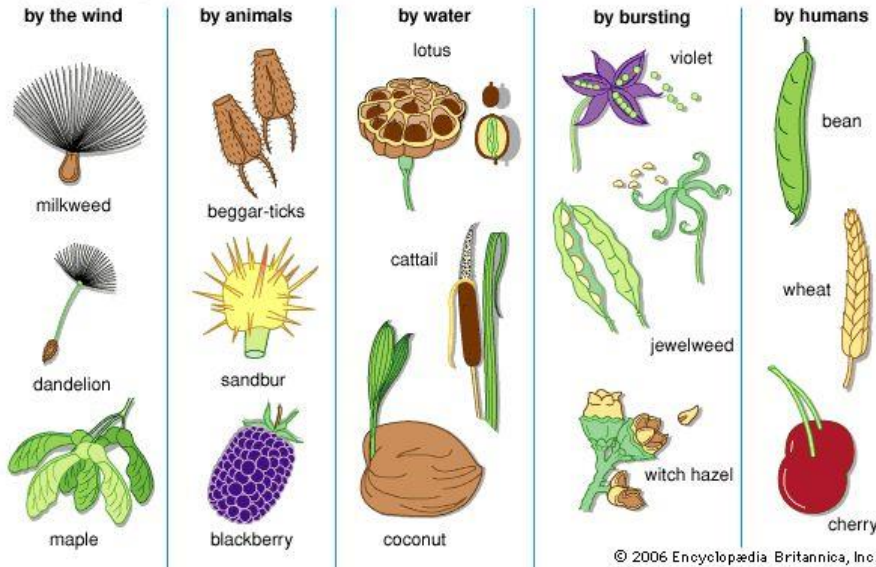


# Knowledge Organiser

## Unit: Plants Year 3

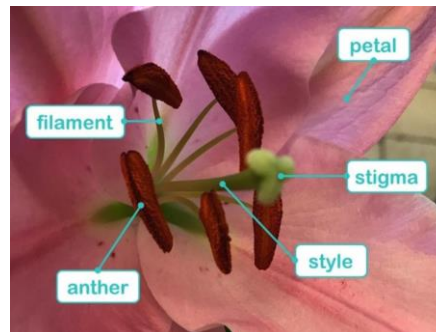
### Types of seed dispersal

#### How Seeds Travel



#### TRANSPIRATION

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



#### 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!

## 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.

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?

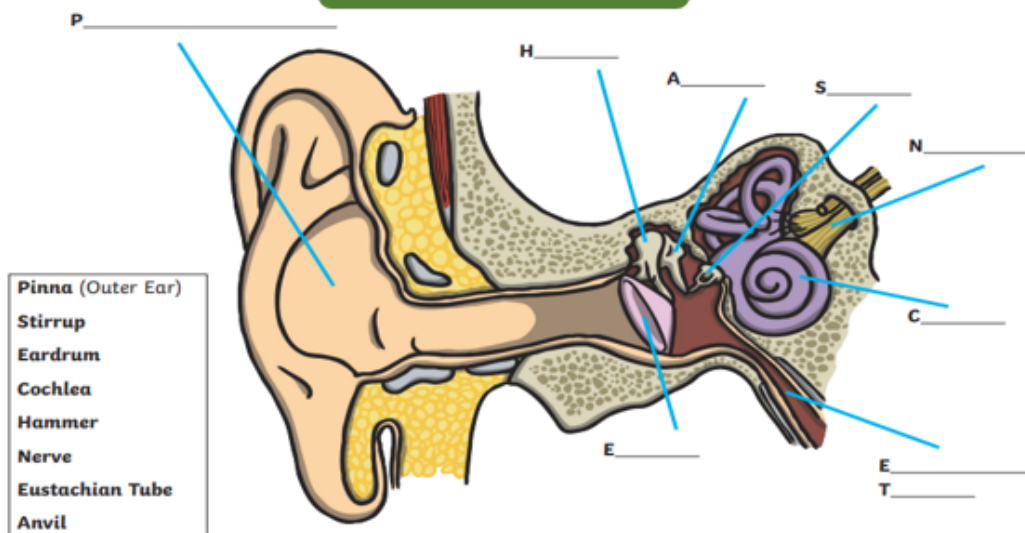
Key Question 6

What are the different ways plants share their seeds?

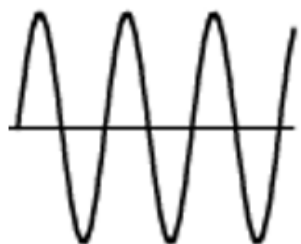


## Year 4: Knowledge Organiser - Unit: Sound

### The Human Ear

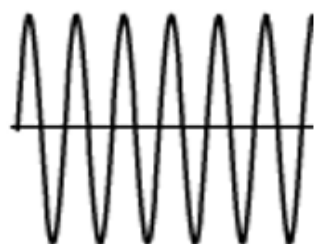


#### low pitch sound



- 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.



### 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 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?

## 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.'