

## News and reminders

## PE days:

**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. 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

## Trip to Tring Museum:

Year 3 and 4 are going to be visiting Tring Museum on Friday 3<sup>rd</sup> February to develop their scientific skills and understanding. Further information about this visit will be sent out shortly.

## Superstar learners

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

**Hazel:** Elsie - Responsibility**Holly:** Jodie - Cooperation**Pine:** Ethan - Respect**Pear:** Seth - Responsibility

Highest number of coins on TTRockstars (over the past month)	Top score on Spelling Shed
Tanvi S (Pear)	David L (Holly)
Nefeli M (Pine)	Zaydaan U (Holly)
Amairah M (Pine)	Furayah M (Pine)

## 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>

## Diary dates

**Friday 3<sup>rd</sup> February** - Year 3 and 4 trip to Tring Museum

**W/C 6<sup>th</sup> February** - Children's Mental Health Week

**Friday 10<sup>th</sup> January** - First instalment (£40) due for those children attending the residential

**Friday 10<sup>th</sup> January** - Last day of half term (school closes at normal time)

# Our learning

## Literacy

Our current narrative writing focus is based on 'The Magic Paintbrush' by Julia Donaldson.

The children enjoyed reading the story and have already practiced using a variety of writing skills, including speech, similes and repetition. At the end of the unit, the children will write their own narrative using the skills they have learnt.

Each fortnight, the children are also having opportunities to independently write for different audiences and purposes.

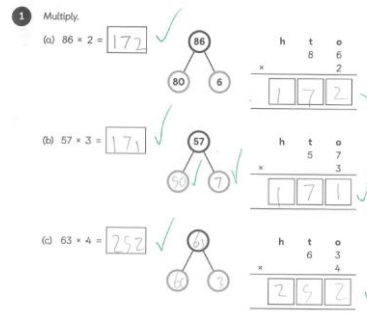


## Maths

We are coming to the end of our multiplication and division unit and the children have practiced multiplying and dividing 2-digit numbers by a

1-digit number. They have also learnt some

new vocabulary: **factor**, **product**, **dividend**, **divisor** and **quotient**. After this unit, the children will be learning about length.



## Science

The children have been extremely enthusiastic when learning about forces and magnets. They have learnt about the law of magnetic attraction, how the earth behaves like a magnet and how this helps compasses to work. Hazel Class loved using magnets to make their own compasses and learnt that in Science not everything goes to plan the first time. We are sure Holly Class will have just as much fun when they complete this activity.



## Computing

The children have started to learn about spreadsheets in computing. They have learnt about data, cells, rows and columns and have practiced entering data into cells.

## Humanities

The children have continued to learn about the physical and human features of England and Norway and are going to use what they have learnt to create their own information booklet about the country of their choice.

Our next humanities topic is going to have a history the Ancient Greeks.

England Fact File	
Capital City: London	Country Flag:
Population: 55,481,111	
Language Spoken: English	
Bordering Countries: Scotland, Wales	
Human features: The Epsom Project	Physical features: Snowdon Forest
Tallest building: Merit 2001	Highest mountain: Snowdon 928m
Famous sculptures: Angel of the North	National parks: Cheddar Gorge
February 1992	Double Port Port
3000 years old	White Cliffs of Dover
Longest tunnel: Channel Tunnel 32km	Longest river: River Sever 220 miles
Other features you found: London Bridge	Largest lake: Windermere 1400m

## Spirituality

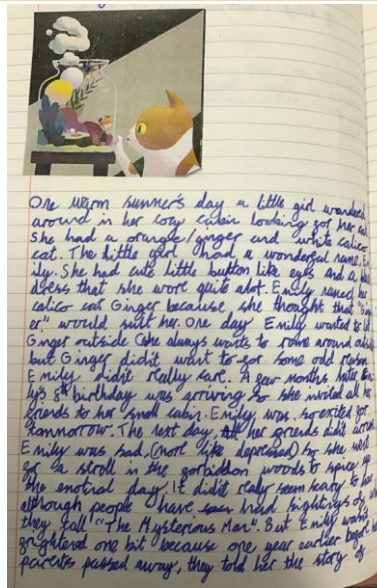
Our Christian Value focus for this half term is 'Love'. The children discussed how they can show love with their words and actions. They delved deeper into the idea and also gave examples of how our value of love also links to our other values.



## Literacy

For our current unit of work we are focusing on persuasive writing. At the end of the unit we want to create a holiday brochure that persuades the reader to choose a holiday to Sicily. We have focused on positive language to overemphasize the great things that Sicily has to offer, looking at the geographical landscape, interesting sights and tasty food.

Once a fortnight we give the children an opportunity to independently write for different purposes and audiences.



## Science

We have started our new Science unit, Living Things and their Habitats. We have been looking different ways to classify animals.

## Maths

This week we have finished our unit on Further Multiplication and Division, where we learned how to use bus stop method to solve division problems. We are about to begin our a new unit on Graphs and data handling. Looking at different types of graphs and what data we place in these graphs. This will be a short unit before we then move on to fractions. fractions.

## Humanities

This term Year 4 have been looking at the Romans. We have started looking at why the Romans invaded the UK and what impact tis had on the UK. We also learnt about Julius Caesar and why he was so keen to build the Roman Empire. This led to great discussions within our classes all about the British Empire.



# Art and DT Day

Today the children have all been enjoying their art (Year 3) and DT day (Year 4). Thank you as always to all the parents, carers and family members who came in to help the children with their learning.

## Year 3

The children have used a range of skills today: sketching like an artist by looking for shapes; using shading to show tone; creating a frottage (using rubbings of different textures and combining them to produce a piece of art) and observational drawings of plants. The children then combined and utilised these skills to create their final pieces.





# Art and DT Day

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## Year 4

The children built a car chassis using wooden dowels, lollipop, straws and wheels. They created a launcher with the help of a paper clip and elastic band. We then looked at air resistance and how for things to move quickly and effectively through the air, they would need to have a small surface area. This knowledge helped when designing the body of the car. As a bit of fun some children got to race their cars.





## 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

### Pelvis

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

### 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!

## 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

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.



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?

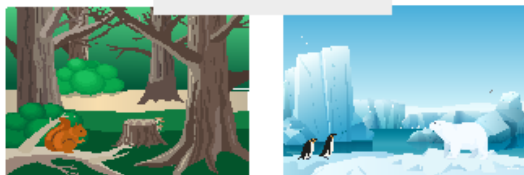
4 Can I use a classification key to identify animals?







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