



News and reminders

PE days:

Year 3: Wednesday **Year 4:** Monday and Friday (Both classes 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.

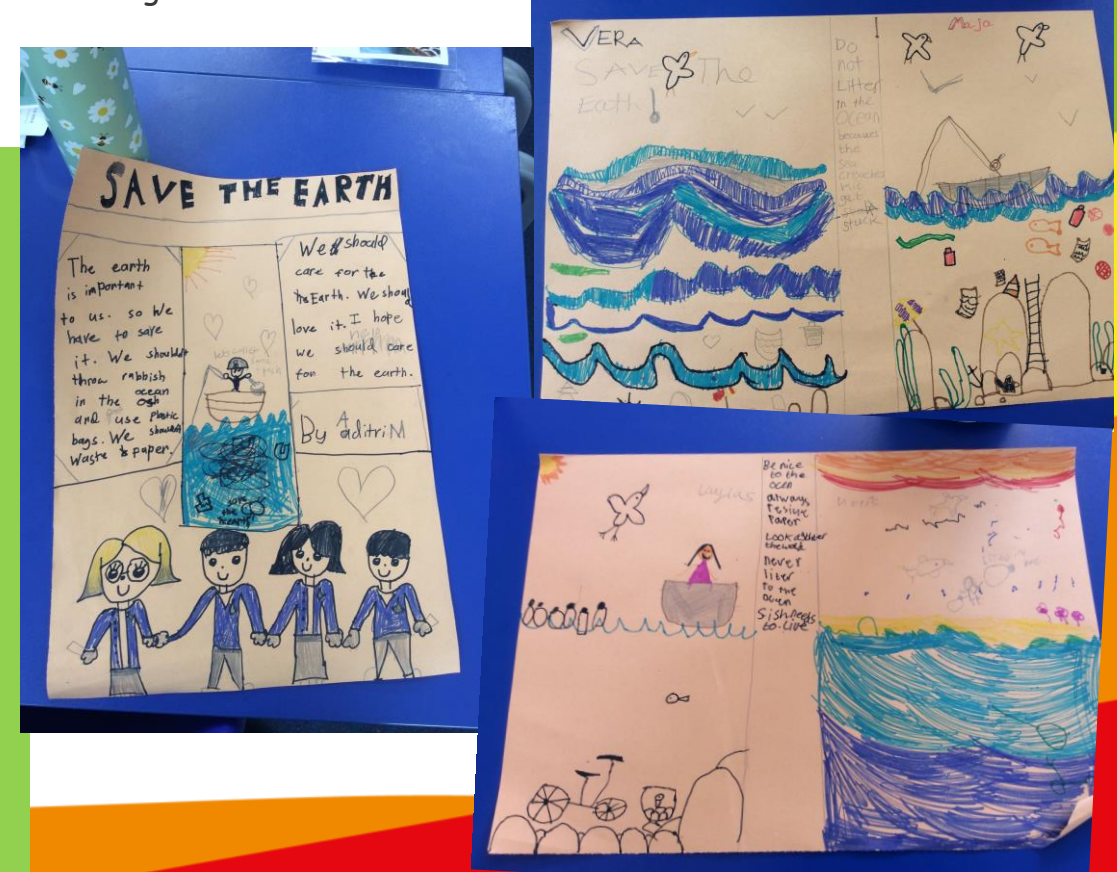
We would also like to remind everyone that due to health and safety, earrings need to be removed or taped for PE lessons. Unfortunately, we cannot help children to remove their earrings or put them back in.

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: You will shortly be receiving some information shared via ParentMail for what your child needs to wear and bring for a fun day of fieldwork at Cassiobury Park in Watford.

Kindness week

At the beginning of the term, we had Kindness Week. The children learnt how to be kind to themselves, others and the environment. They completed different activities around kindness like making puzzles decorated with a slogan and symbols that represent a person we love before gifting it to them, creating acrostic poems that represent kindness and giving each other kindness vouchers for an act of kindness we appreciated. We were particularly passionate about being kind to the environment and made some excellent posters to encourage people to think about looking after the world we live 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

- **Thursday 19th September** - Author visit to school - Jim Smith
- **Monday 23rd September** - Parent coffee morning
- **Tuesday 24th and Wednesday 25th September** - Parent's evening (virtual)
- **Wednesday 25th September:** Year 3 Stone Age Workshop
- **Tuesday 1st October:** Year 4 visit to Cassiobury Park
- **Friday 4th October:** Inset day
- **Friday 18th October:** Flu vaccinations and break the rules day
- **Wb 21st October:** Black and ethnic minorities history week
- **Thursday 19th October:** Harvest Festival led by Year 3 at St James' church, Bierton (9am)
- **Thursday 19th October** - 2.45pm Open classrooms

Literacy

Our learning has been focused on 'The Secret of Black Rock' by Joe Todd Stanton.

We have been practicing a variety of literary skills including similes, noun phrases and repetition for effect. We are also continuing to focus on our handwriting and presentation aiming to develop neat, cursive, joined up handwriting.



Science

This half term, we are learning about rocks. We will learn about the formation of mountains and will use 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.



Maths

We have been learning about the place value of 3-digit numbers and have opportunities to compare and order them. We will move on to learning about addition and subtraction, including recapping on fact families. Over the next few weeks, we will also learn to add and subtract 3-digit numbers. Please find a copy of our maths knowledge organiser later in this newsletter.

R.E.

Our question this half term is, "What makes us human?" We will examine what is meant by worldviews and consider what people believe the soul to be. Later in the unit we will think about spirituality and what this might look like to different people.

Humanities

We have started to learn about life in Stone Age Britain. We have looked at changes that occurred throughout this time and are very much looking forward to our Stone Age workshop taking place in a couple of weeks.

Spirituality

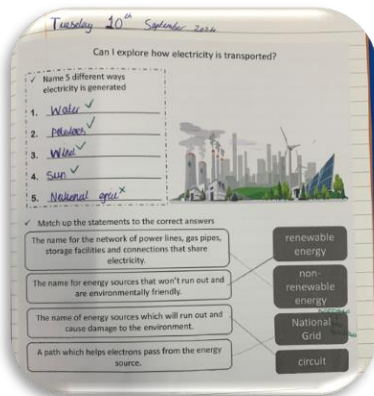
During 'Kindness week' we looked at the problem of plastic pollution and how it is caused. We considered what we could do to raise awareness and made posters to highlight this problem with suggestions on how it could be avoided.

Literacy

Our learning has been focused on 'Float' by Daniel Miyares. We have had lots of fun on our experience days making our own paper boats and racing them. Since our experience day we have begun to look at different onomatopoeias and similes in our work to describe the contrast in weather and environment throughout the story.

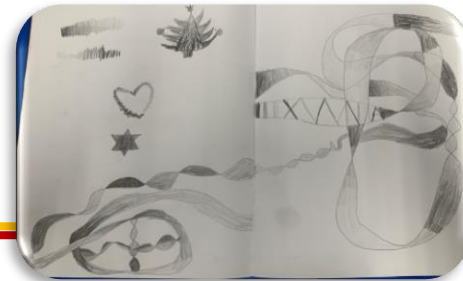
Science

This year in science we have had an introduction to electricity. We have researched, discussed and watched different types of electricity in action and what the purpose of electricity provides to us on a daily basis. We have identified the benefits of solar power, wind turbines and the national grid amongst many more.



Art

In art this term we have been beginning to draw three-dimensional pictures with different shades. Through our art this year, we want the children to explore and express themselves using their creativity and imagination.

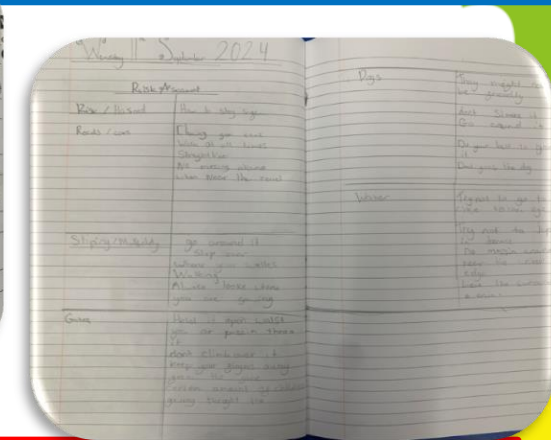
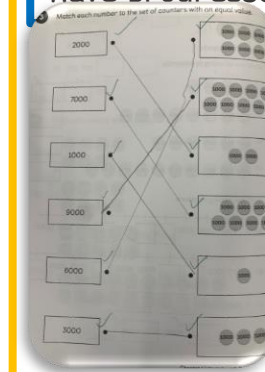


R.E.

This year in RE we are looking at all different religions. We are looking at how to respect different cultures and why this is important. It has been fantastic to hear in classroom discussion about different beliefs and how we should show our school values.

Maths

So far in maths we have been beginning to look at place value and being able to identify our thousands, hundreds, tens and ones. This has enabled us to refresh our memory on where digits should be correctly placed in a number before adding or taking away. By doing this first, we have been able to count in hundreds and thousands from any number as we have progressed this week.



Humanities

In humanities we have planned a risk assessment in preparation for our walk around the local area. We will be heading up to the Bierton pond by the church, then over to the coppice before heading over to Broughton to see all the lovely water features in our local area.

Spirituality

In our first week we have been discussing kindness to others. We have been learning about how to manage our stress bucket and how to build a recipe of kindness to ensure that we are being kind and considerate on the playground.

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.

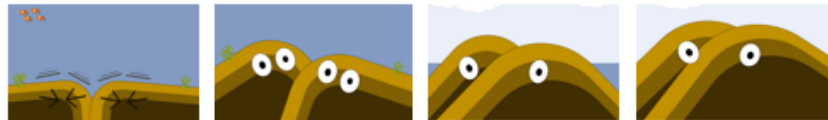
Physical weathering is when rocks can be broken up by ice, which thaws in the rock and makes it crack.

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.



Year 3: Chapter 1 - Numbers to 1,000



Chapter Overview

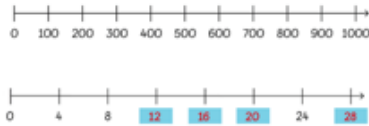
- Lesson 1** Can I count in hundreds to 1000?
- Lesson 2** Can I count in hundreds, tens and ones?
- Lesson 3** Can I recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)?
- Lesson 4** Can I compare and order numbers up to 1000?
- Lesson 5** Can I count from 0 in multiples 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)



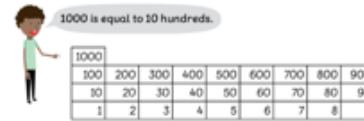
place value chart

hundreds	tens	ones
3	6	2

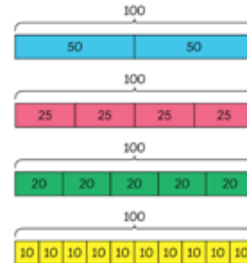
place value cards

The digit 3 stands for 300 .
 The digit 6 stands for 60 .
 The digit 2 stands for 2 .

Gattegno chart



bar models

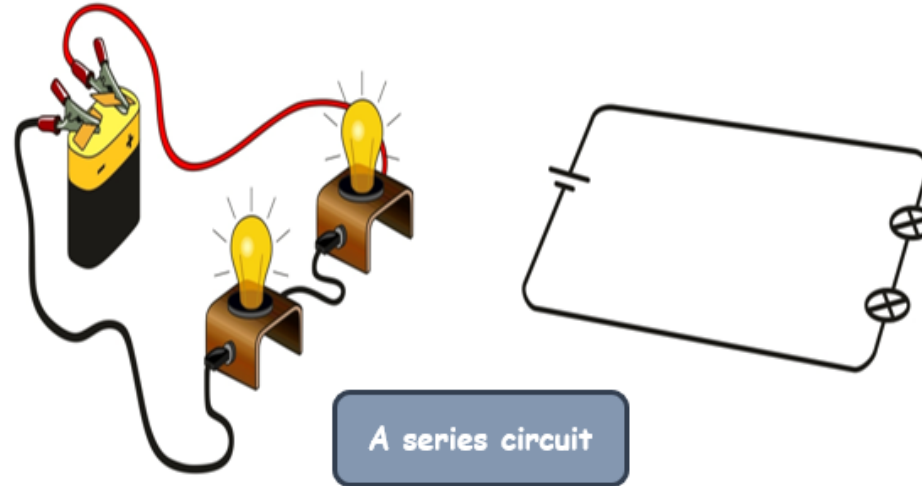


Vocabulary used in this chapter

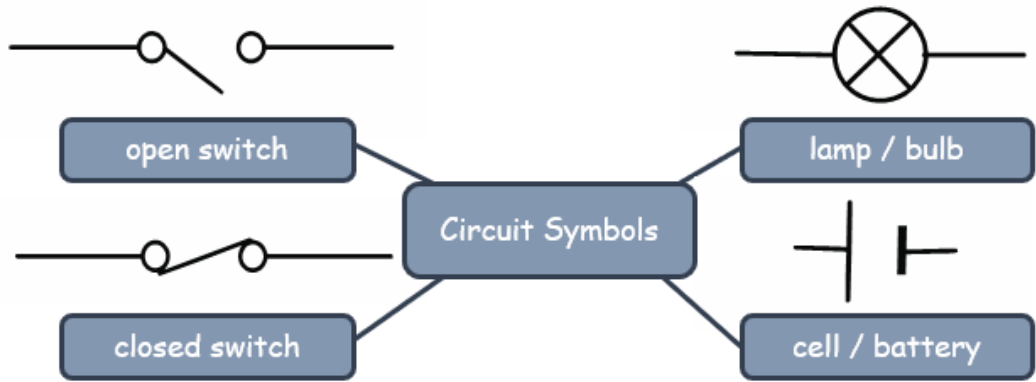
- ones
- tens
- hundreds
- thousands
- equal to
- total
- number bond
- number bond diagram
- 2-tiered part-whole diagram
- divided into equal parts
- 20s (twenties)
- 25s (twenty-fives)
- 50s (fifties)
- place value
- place-value chart
- place-value cards
- greater/more than
- smaller/less than
- smaller
- 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

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 4: Chapter 1 - Numbers to 10,000



Chapter Overview

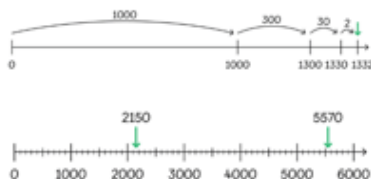
- Lesson 1 Can I count in hundreds and twenty-fives?
- Lesson 2 Can I count in thousands?
- Lesson 3 Can I count in thousands, hundreds, tens and ones?
- Lesson 4 Can I understand and use place value to count?
- Lesson 5 Can I recognise the place value of each digit in a 4-digit number?
- Lesson 6 Can 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

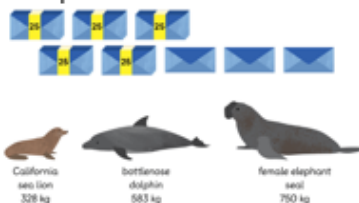
number bond diagram (part-whole model or cherry model)



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

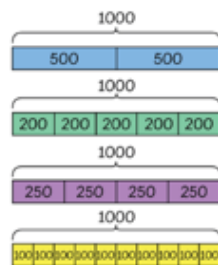
place value cards



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