



News and reminders

PE/forest/library days:

Beech: Forest - 6th and 20th March, PE 13th March and every Monday. Library - Tuesday

Birch: Forest - 12th March, PE - 5th and 19th March and every Thursday. Library - Monday.

Cedar: Forest - 5th and 19th March, PE 12th March and every Thursday. Library - Tuesday.

Cherry: Forest - 13th March, PE 6th & 20th March and every Thursday. Library - Wednesday.

Please ensure that your child is wearing the Bierton P.E. hoodie, blue Bierton P.E. t-shirt and black leggings/joggers. On forest days please ensure your child has wellies and waterproofs.

Please bring in a plastic bag on your child's forest day as we go out in all weathers and these are useful for muddy overalls.

All children should have their hair tied up if it is longer than their shoulders.

Easter show - please note that we are limited to 2 tickers per child for our Easter performance. This is due to the limit of space in the hall. Many thanks.



Down in the forest some children in year 2 cooked a staple food eaten in Mugaremeno. This is called nshimi and, surprisingly, many children tasted it and thought it was 'okay'.



Diary dates

- Monday 4th March - Author visit
- Tuesday 5th March - Year 1 phonics workshop for parents
- Thursday 7th March - World book day
- Thursday 14th March - Year 1 trip to Whipsnade Zoo
- Friday 15th March - Red Nose Day
- Wednesday 20th March - Spring disco
- Wednesday 27th March - KS1 Easter show performance to parents
- Wednesday 27th March - Finish for Easter - 1pm

Homework

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

The homework requirements in Year 1 and 2 are:

- Maths task to be completed on paper for Year 1.
- Spelling task to be completed on Purple Mash
- 15 minutes across the week on Numbots
- 15 minutes across the week on TTRockstars
- Daily reading; either phonics book and book bag book or Accelerated Reader book (complete at least two quizzes on Accelerated Reader each week)
- Website for Accelerated Reader: <https://global-zone61.renaissance-go.com/educatorportal/entry?t=6703196>

Maths

In maths we have been learning our numbers up to 40. We have been looking at how many tens and ones are in the numbers. We have started to look at the greatest and smallest numbers and are starting to use these numbers in word problems.

Science

In Science we have been learning animals and their habitats. We have looked at how animals need food, water and shelter to live. We are looking forward to applying this knowledge on our trip to the zoo very soon.

PSHE

In PSHE we have been looking at the impact of our choices on the environment. We have looked at the importance of recycling and other ways to care for the world we live in.

Spain

In Spanish we have started to learn the names of some jungle animals. We enjoy trying to say the words and singing Spanish songs.

Literacy

In Literacy we have been looking at the features of non-fiction reports. We have been busy writing non-fiction reports about pollution in the sea.

Humanities

In Humanities we are moving on from looking at the local area to looking at the wider area. This half term we will be studying the UK and the 4 countries which make up the UK. We will be taking part in a virtual field trip around the UK.

Phonics

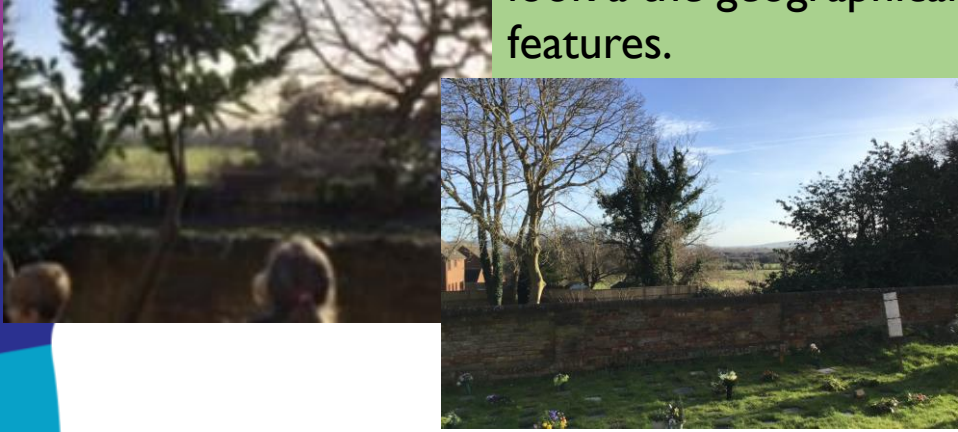
The children have moved to their new groups for this half term. If you would like to see what we get up to in year 1 phonics join us for the parent workshop on Tuesday 5th March.

R.E.

In RE we are looking at the question "should everyone follow Jesus?" We have been exploring the role of a leader.

Learning in Year 1

We took a walk around Berton to look at the geographical features.



We have been learning the different parts that make up a gymnastics routine.



We have made models of the things that God created.



We named the countries of the UK in forest school.

We measured the length of different whales in the classroom and outside.



Knowledge organiser – United Kingdom

What will we be learning?
<ul style="list-style-type: none"> • The location of the four countries. • The four capitals and surrounding seas. • Human and physical features of the UK. • Human and physical features of the capital cities. • Sharing our understanding of the UK.

Key facts
<p>The countries of the United Kingdom: England, Scotland, Wales and Northern Ireland.</p> <p>The four capital cities: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).</p>

Key knowledge
<p>The United Kingdom is part of the continent of Europe. It is made up of four countries, which all have their own capital city. Each country has its own flag. The United Kingdom also has a flag, which is sometimes called the Union Jack. The United Kingdom is an island: it is surrounded by water. The UK has human and physical features. Human features are made by people and physical features are made by nature.</p>



Place names	Geographical terms and processes	Locational terms
Ben Nevis	city	across
English Channel	country	northern
Europe	river	
Ireland	sea	
Irish Sea	town	
North Sea	village	
My town or local area		

Glossary
<p>capital city: <i>the city where a country's government is, such as London or Edinburgh</i></p> <p>country: <i>an area of land that has its own government, such as the UK or France</i></p> <p>feature: <i>something you would find in a place that is usually there (such as a hill or a house)</i></p>

Knowledge Organiser
Unit: Animals, Including Humans, All About Me

- Key Question 1 • Can I name the basic parts of the body?
- Key Question 2 • What are the basic parts and functions of the eye?
- Key Question 3 • What are the parts and function of the ear?
- Key Question 4 • What are the parts and functions of the tongue?
- Key Question 5 • Can I explore my sense of touch?
- Key Question 6 • How does my nose smell?

Key Vocabulary			
Key Word	Meaning	Key Word	Meaning
head	the top part of a human or an animal's body	ear	the organs, or body parts, in humans and many other animals that allow them to hear
body	the whole of a human or animal, including the head, brain, heart, legs and arms	sound	vibrations, or sound waves, that we can hear
brain	the control centre of the body	tongue	moving organ in the mouth that is used for talking, tasting, eating and licking
pupil	the black spot in the middle of the eye that lets in light, colour and shapes	taste	the sense by which sweet, sour, bitter, or salty flavours are detected through taste buds in the tongue

Body Parts

arm foot knee leg

5 Senses

nose eye hand ear tongue

SMELL SIGHT TOUCH HEARING TASTE

smell sight touch hearing taste

Literacy

The children have been working on an action packed adventure story: Evie and the Dragon. This term they have been working especially hard on developing our handwriting and time is dedicated to this in each lesson. We then focus on generating impressive vocabulary which we use in our writing.

Science

We have been working on our new unit 'Living things and their habitats' and discovered that all living things share certain characteristics. We used MRS GREN to help us understand this and went on a walk around the school to spot living things in our habitat.

R.E.

We have started a new unit: 'What is a prophet?' and explored a range of stories from different religions that show us how prophets responded to their important task of spreading a message from God. We have been able to compare the stories of Jonah, Mohammed, Moses and Abraham.

Maths - We are currently working through a unit on money. The children have learnt about the different denominations of coins and notes and have been working hard to try and add different amounts, remembering that you start with the biggest coins first. Please expose your child to this at home by encouraging them to count different coins as it can be confusing at first.

Music

In music we have been exploring dynamics and timbre linked to the theme of space. The children listened to a range of space sounds and then created amazing soundscapes of space using their voices.

Humanities

The children have really loved learning all about their new topic: "The Great Fire of London." We have discovered how and where the fire started and then made our own little houses that we set fire to in the forest (fortunately our Great Fire of Bierton did not spread...).

Spirituality

The children in Key Stage One have been focusing on our new value - Respect. We have discussed what respect means and how we show this to each other through our words and through our actions.



We burnt our house in the forest (and only one was left standing!)



Teaching Talons came in and taught us all about some amazing creatures, their diet and how they are adapted to their habitats.



THE GREAT FIRE OF LONDON

Y2

Key Vocabulary	
bakery	A shop where bread is made and sold.
diary	A book that people write about their lives in.
fire engine	A vehicle that carries things used to put out fires.
firefighter	People who put out fires as their job.
St Paul's Cathedral	A very large church in London. St Paul's Cathedral was rebuilt by Sir Christopher Wren after the fire.
rebuilt	Building something again after it has been broken or destroyed.
river Thames	The river that runs through the middle of London.
17th century	From the year 1601 to 1700. The Great Fire of London happened in the 17th century , in 1666.

Key People

Samuel
PepysSir
Christopher
WrenKing
Charles
II

Top Takeaways

I can say when the fire started and when it ended.

I can say where the fire started and why.

I can explain why the fire spread so quickly.

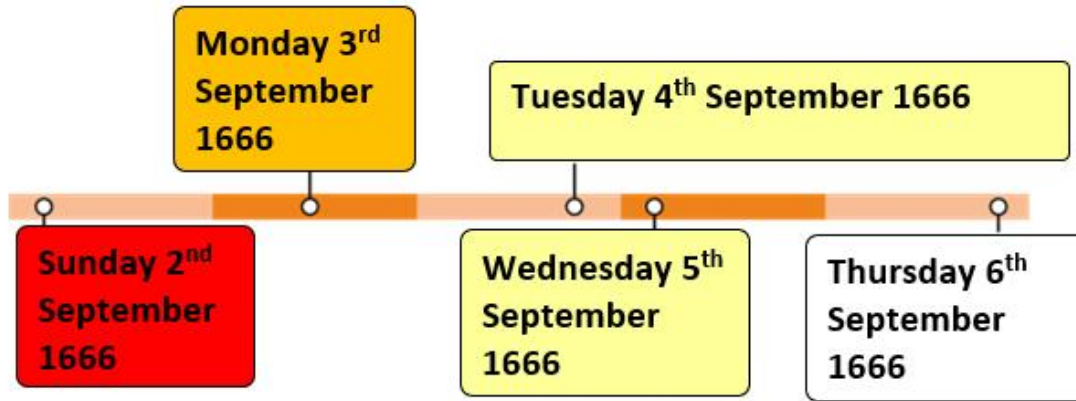
I can explain what happened after the fire (the consequences).

Historical Skills Vocabulary

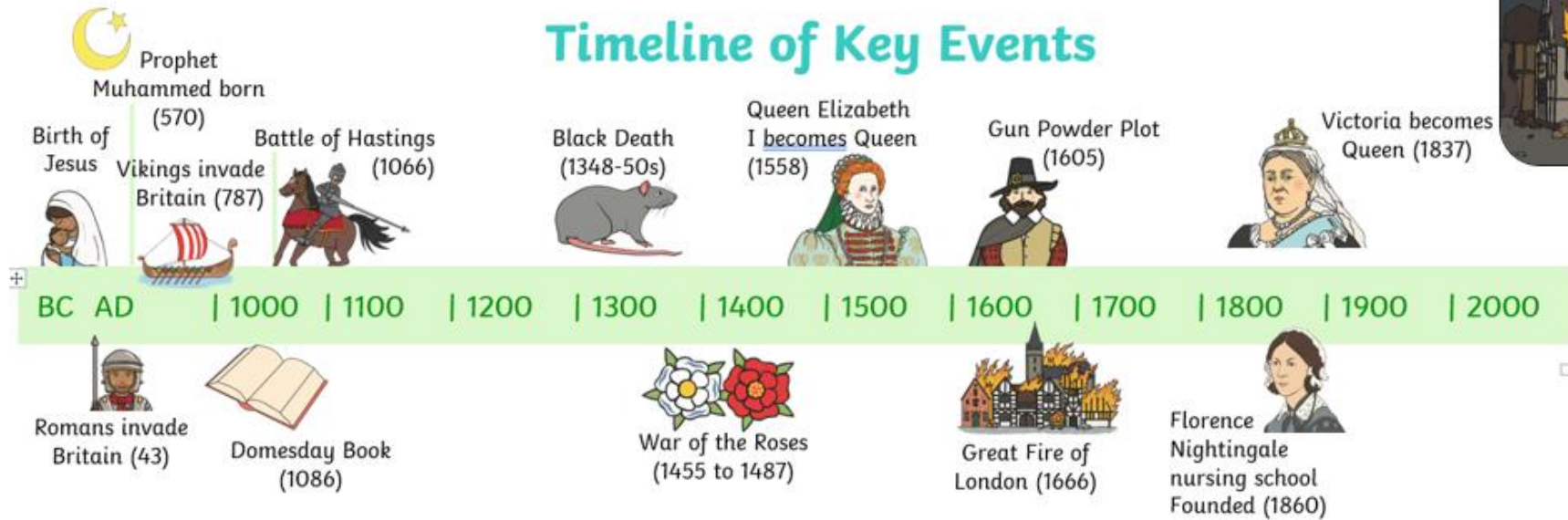
primary source	Information and objects that come from the time being studied.
secondary source	Interpretations of information and objects which are produced after the time being studied.



Timeline of events (showing spread of fire)



Timeline of Key Events



Knowledge Organiser
Unit: Living Things and their Habitats

- Key Question 1**

• Can I explore the differences between things that are living, dead and things that have never been alive?
- Key Question 2**

• Do all living things live in the same types of habitats?
- Key Question 3**

• What type of plants and animals live in a seaside habitat?
- Key Question 4**

• What is a micro-habitat?
- Key Question 5**

• Can I explore food chains in habitats?

Some habitats

- desert
- rainforest
- woodland
- mountain
- river
- ocean



Did you know ?

Thousands of new species of plants and animals are discovered every year.

Many animals and plants have changed over time to adapt to their habitat.

Farmers are busy all year round preparing the ground and growing crops, as well as looking after animals and breeding animals.

A **microhabitat** is a small area which differs somehow from the surrounding habitat.

Key Vocabulary

Key Word	Meaning
habitat	The natural area or place where an animal or plant lives.
desert	An area covered by sand and rocks with very little water or plants.
woodland	A land on which many trees grow which is home to many animals.
producer	A plant is an example of this because it uses the sun to make its own food.
root vegetable	The fleshy root of a plant used as a vegetable such as a carrot, swede, or beetroot.
living	Alive.
excrete	To give out cellular waste from the body usually as urine or sweat.
microhabitat	A small home or habitat which is slightly different from some surrounding more extensive habitat.