

PE/forest/library days: News and reminders

Beech: PE - 30th Jan, forest 6th Feb (also PE every Monday). Library - Wednesday

Birch: Forest - Tuesday 30th forest, Wednesday 7th PE (also PE every Thursday). Library - Monday.

Cedar: Forest 30th Jan, PE 6th Feb (also PE every Thursday). Library - Tuesday.

Cherry: PE 31st Jan, forest 7th Feb. (also PE 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.

Assessments - the children have been working really hard to complete assessments in reading and maths and this contributes to their Autumn levels which will be sent out to you next week and further explained at parents evening.

Please could **year 2 children** bring in photos of their houses next week. This just needs to be a wide shot of the front of your house to compare against homes in Zambia that we are learning about in Humanities. You are welcome to send these in via the office e mail or print and send in. Equally, if you have an existing photo of the front of your house somewhere, that would be great to send in also with your child.



The children in year 2 had a great time on their literacy experience session creating origami dragon claws (and then terrorising teachers...)

Diary dates

- Friday 2nd February - Autumn data reports to be sent out
- Friday 2nd February = 2.45pm - open classrooms. Parents are welcome to pop in to view the children's work.
- Parents Evening 6th and 7th February
- Friday 9th February - break the rules day.
- Friday 9th February - Break up for half-term.

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 2D and 3D shapes. We have looked at the properties of each shape and labelled them. The children have also been measuring in cms and measuring objects around the classroom. Next we will be moving on to count up to 40.

Science

In Science we have been learning about classification. We have discussed 5 groups of animals: amphibians, reptiles, mammals, birds and fish. The children have all enjoyed learning about the different groups and applying their knowledge in their work.

PSHE

In PSHE we have been discussing healthy bodies. We have looked at our bedtime routines and how to keep ourselves healthy by washing our hands.

Music

In music we have been learning about pitch. We have been using our voices to change the pitch of sounds and recognising when sound is high or low pitch.

Literacy

In Literacy we have been reading the story of The Bear and the Piano. The children have been learning about adverbs and adjectives. We have been concentrating on writing full sentences and remembering our full stops and capital letters.

Humanities

In Humanities we have been looking at our local area. We have looked at the differences between rural and urban areas. We have walked around the school and looked at the features of where we learn. Soon we will be walking outside of school to look at the local area.

Phonics

The children have all made wonderful progress with their phonics. We are encouraging the children to apply their phonics in all lessons. Please continue to read with your children at home to support this.

R.E.

In RE we have been learning about the creation story. We have made our own creation models and we have used drama to recreate scenes from the story.

Learning in Year 1



We have enjoyed making models from the creation story in the forest.



We enjoyed taking part in the Christingle service.



We enjoyed taking part in a dance workshop when we returned to school. It was really exciting to learn new moves!



We have been measuring using our hands and feet.



The children loved filling different containers to freeze overnight. They loved freeing the trapped animals.

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. Next week we will move on to performance poetry.

Maths - We are currently working through a unit on measure. The children have looked at length and had a go at measuring in centimetres and metres as well as comparing the length of objects to see which is bigger or smaller. We then moved on to exploring the mass of an object and have been reading scales in grams and kilograms.

Science

We have been working on our new unit 'Animals including humans' and have been exploring lifecycles and how this affects growth. We have also been exploring the different stages of life.

Music

In music we have been looking at West African call and response and the children have had a lovely time exploring beat through body movement and expressing our feelings and emotions through movement to music.

Humanities

The children have been focusing on a geography topic and are learning about life in Mugurameno a village in Zambia. We have looked at how the river is so important to the local community and what life is like for children. We have considered how this compares to our own lives in England.

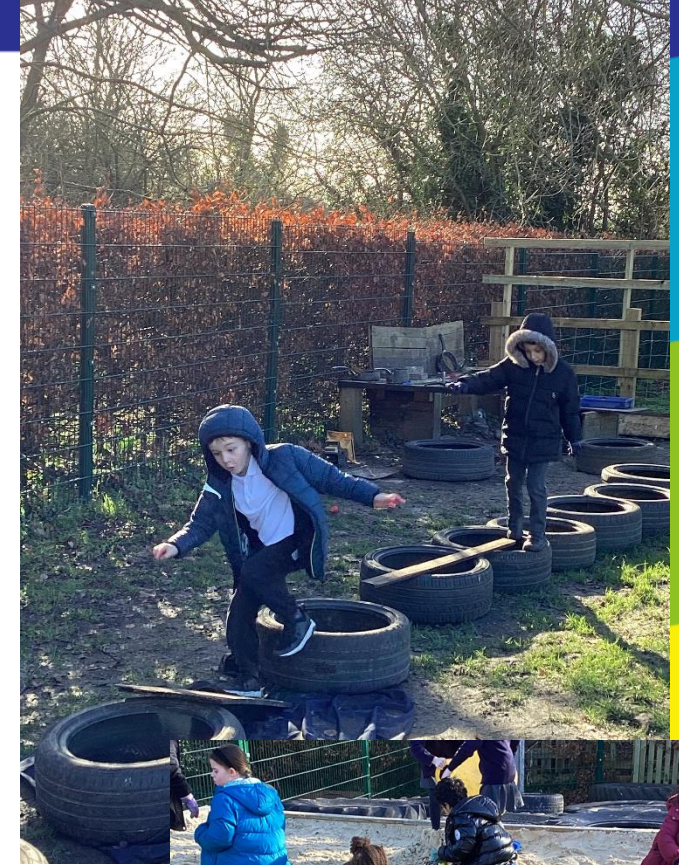
R.E.

We have been exploring a new unit on Buddhism through the key question: 'What is the best way for a Buddhist to lead a good life'. We have learnt about the four noble truths and the noble eightfold path which includes 'Right speech'. The children have considered what this means and how the way we

Spirituality

Pastor Graham visited our school to do an assembly on our current Christian value: LOVE. He challenged the children to show this in different ways through their minds, hands and hearts and will check-in with us later in the term to look at examples of this in action.

OPAL at Bierton (Outdoor play and learning)



The children have been having a lovely time in the sunshine enjoying the different activities available to them at break and lunchtime. Some of the activities available each day: timber trail, fitness equipment, table football, scooters and bikes, toy cars, dressing-up, sandpit, mud kitchen, tyres and skipping.

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

Key Question 1
 • Can I discover animal families?

Key Question 2
 • What are the differences between mammals and birds?

Key Question 3
 • Can I explore how animals need to be cared for differently?

Key Question 4
 • What types of food do living things eat?

Key Question 5
 • Where do animals live?

Key Question 6
 • What are the differences between wild animals and pets?

Where can animals live?
 In our homes, in the wild, in a farm or in a zoo.

What are animals that eat different things called?
 Carnivores, herbivores and omnivores.

Why do people have pets?
 A pet can be lovely to care for and be a friend.



bird



mammal

Pets need water, food, shelter and lots of care.



amphibian



fish

Animals that live in the wild need a habitat to live in.



reptile

All animals and plants are part of food chains.

Key Vocabulary

Key Word	Meaning
Pet	A tamed animal that is kept as a companion and looked after by its owner.
Mammal	Any animal where the female produces milk to feed her babies.
Offspring	Children or young from a parent.
Care	To look after something or someone.
Bird	A creature with wings and feathers that is able to fly.
Fish	A cold-blooded animal that lives in water.
Reptile	A cold-blooded animal such as a lizard.
Amphibian	An animal that can live in water and on land.

Knowledge organiser – Our Local Area: Bierton

What will we be learning?

- Differences between urban and rural areas.
- Features of our school grounds.
- Features of our local area.
- How to identify Ordnance Survey map symbols.
- How to create a map of our local area.

Key facts

- Bierton has a school with a large fields.
- Bierton has a church and is surrounded by a lot of fields still.
- Bierton is a rural settlement but is growing with new houses and other buildings being built all around it.

Key knowledge

An urban area has lots of people living there. Towns, cities and suburbs are all urban areas.
 A rural area has fewer people living there. Rural areas include the countryside, villages and hamlets.
 An Ordnance Survey map is used to help people find their way around an area.
 Enter key knowledge about your school grounds and local area here



Place names	Geographical terms and processes	Locational terms
My county: Buckinghamshire	building map office route street symbol	east local north south west
My neighbourhood – <u>Bierton</u>		
My town or local area – <u>Bierton and Aylesbury</u>		

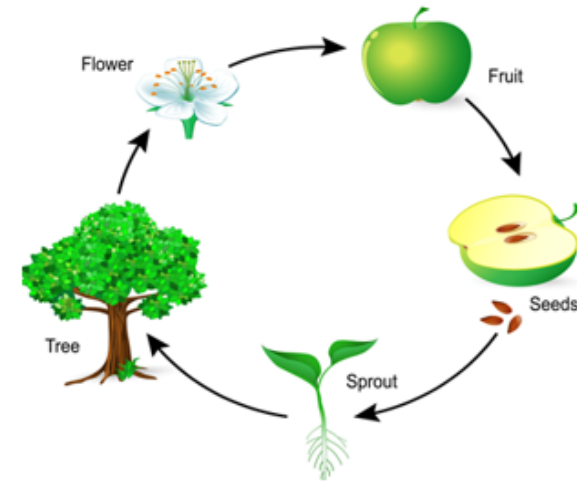
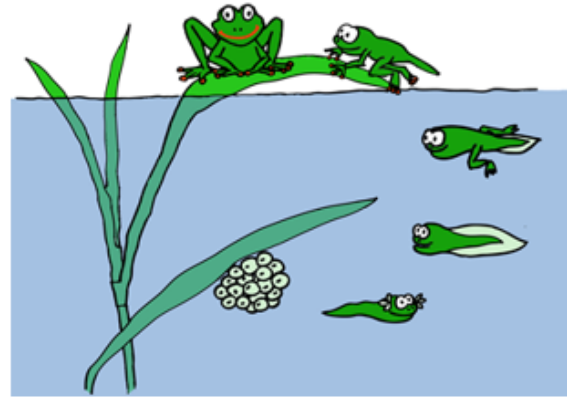
Glossary

map symbol: a small picture on a map that shows you where different things are (such as a bus station or a school)
route: how you get from one place to another (for example, “you walk up the hill and turn towards the school when you get to the top”)
settlement: a place where people live

Key Vocabulary

Key Word	Meaning
birth	The time when a baby or young animal comes out of it's mother's body, or hatches.
growth	When a person, animal or plant gets bigger or develops.
reproduction	The process of having babies or producing young.
death	The end of life.
life cycle	The changes that an animal or plant goes through during its life.
generation	A group who have been born and live at the same time.
child	A young human between infancy and youth.
adult	A person who is fully grown and developed.

A frog and apple tree life cycle



Learning Question	Short date	LP = 1,2 or 3	Presentation
Week 1: What is the life cycle and how does this affect the life and growth of animals?			
Week 2: How do babies grow and what are the stages of the lifecycle?			
Week 3: What are the life cycles of a frog and butterfly?			

Knowledge organiser – Mugurameno Village, Zambia

What will we be learning?

- Locating Zambia on a map.
- Locating the village of Mugurameno.
- Finding out how the river is used in the village.
- Looking at the villagers' houses.
- Comparing our life with that of the villagers.

Key facts

- Zambia is a country in southern Africa.
- Zambia has a tropical climate, so it's warm for most of the year. There is a dry season and a wet season.
- There are many national parks in Zambia where the government protects the land and its special wildlife.
- Mugurameno is a village in rural Zambia.

Key knowledge

- Mugurameno village is located right next to the River Zambezi and close to the Lower Zambezi National Park.
- People in Mugurameno use the river for many things: washing, fishing and watering crops. One of the main crops is maize, which is used for making nshima (a sort of porridge).
- People often build their own homes out of bricks made from local clay soil.
- While life is busy for the children of Mugurameno, they go to school and find time to play.



Place names	Geographical terms and processes	Locational terms
Africa Lusaka River Zambezi Southern Africa Victoria Falls Zambia	crop farm flood market waterfall wildlife	eastern northern southern western

Glossary

crops: plants that are grown to be used or sold (such as rice, corn or fruit)

population: the number of people living in a place

wildlife: the wild animals and plants in an area