

Weekly Overview of Learning

Year Group: 4 Week beginning: 07.10.24

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

| English Reading and Writing | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|--|--|
| Speaking and Listening Focus | <p>The Language of Grammar (Grammar)</p> <p>Through collaborative learning children will share prior knowledge of GPS skills and apply their understanding.</p> <p>Early in the morning, A few hours later, With unwavering determination, Without hesitation, The next day, Despite the heavy rain, With great care, In the blink of an eye, Eagerly,</p> | <p>The Language of Prediction (Predicting)</p> <p>Through independent learning, children will create predictions using time conjunctions.</p> <p>I predict that... because... however... Due to the fact that... (extension of because) As a result of... this will happen because... All events lead on to... because... Because... and... are similar, I predict that... will happen. The outcome will be... due to... Based on... I predict that... After hearing all the evidence, I think that... will happen</p> | <p>The Language of Explanation (Explanation)</p> <p>Through collaborative and independent learning, children will retrieve and comprehend details from the prologue and chapter 1.</p> <p>How...? Why...? Where...? When...? What...? After... Then / As a result of / Later / Meanwhile / Furthermore / Eventually / In contrast to / Because</p> | <p>The Language of Description (Description)</p> <p>Through independent learning, children are describing and explaining their feelings through Qens perspective using first person and emotive language.</p> <p>It looks / tastes / feels / sounds / smells like... I It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p> | <p>The Language of Description (Describing)</p> <p>Through independent learning, children are describing a character's emotion using adjectives, verbs and a range of prepositions.</p> <p>It looks / tastes / feels / sounds / smells like... I It appears to be... because... It seems to be like... because... I think it looks like... because... It reminds me of... because... Why? How? What? Tell Me About...</p> |
| Key vocabulary and Key Bloom's higher order thinking questions | <p>Key Vocabulary</p> <p>adverbial fronted adverbial comma clause main clause punctuation modify sentence structure</p> <p>Key Questions</p> <p>What is an adverbial, and how does it change a sentence?</p> | <p>Key vocabulary</p> <p>just then later meanwhile next several months later suddenly while first without warning second after that as soon as possible before earlier</p> | <p>Key vocabulary</p> <p>routine scribe shaven breathlessly excellency non committal grunt hearth muttered brew errands auroras</p> <p>Key Questions:</p> <p>How would we begin our answer?</p> | <p>Key vocabulary</p> <p>emotions pronouns first person thoughts feelings</p> <p>Key Questions:</p> <p>How is Qen feeling when Kathy disappears? Where are they both when this happens? What emotions will be going through his mind?</p> | <p>Key vocabulary</p> <p>Emotion words Verbs Adverbs Prepositions Worrisome Ecstatic Thrilled Nervous Elevated proudly nervously</p> <p>Key Questions:</p> <p>What can you remember from Chapter 3?</p> |

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| | <p>Where do we place a comma when using a fronted adverbial?</p> <p>Can you give an example of a fronted adverbial?</p> <p>Why do we use a comma after a fronted adverbial?</p> <p>How does the meaning of a sentence change when we add a fronted adverbial?</p> <p>What are the different types of adverbials, and how can we identify them?</p> <p>How can fronted adverbials improve our writing?</p> <p>Where should the comma go?</p> <p>How does using a fronted adverbial help make your sentence clearer or more interesting?</p> <p>Why is it important to use commas correctly when writing?</p> | <p>eventually finally in the beginning in the end just at that moment</p> <p>Key Questions: Why do we make predictions? How can they help us to understand? Do predictions always need to be right? What do you think this book is about? What can you see in the picture? How does the picture help you infer what is going to happen in the book? Looking at the two examples of predictions, which one is written better and why?</p> | <p>What is being asked?</p> <p>What adjectives are being used?</p> <p>What is 'reputation'? What does it mean by 'Ameen cuffed me'?</p> <p>How does Qen feel by the end of this chapter?</p> <p>How would you feel if you were to help in some way with a building project?</p> <p>What is a 'non/committal grunt'?</p> <p>Which plant do dates grow on?</p> <p>How is Qen feeling and what is he hoping for?</p> | <p>How would you feel if you lost someone or something special?</p> | <p>How did Qen feel once he had found Kathy?</p> <p>What discouraged/stopped him from being angry with her?</p> <p>What was Qen's emotion when he was told he can help with the temple project.</p> |
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| Activities | Use commas after fronted adverbials | Infer and predict what might happen in Ma'at's Feather using time conjunctions. | Identify and retrieve important details from the prologue and chapter 1. | Write a monologue in the role of Qen using emotive language and first person - cold task. | Write about a character's emotions, using adjectives, verbs and a range of prepositions. |
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| | <p>Use commas after fronted adverbials Starter- Recall what fronted adverbials are. Children will share what they know. They will also write down examples of fronted adverbials.</p> <p>We will then onto a PIXL therapy where we will work as a class to identify how to use commas after fronted adverbials as well as working independently on whiteboards.</p> <p>Once we have completed the PIXL therapy, class teacher will model how to correctly use a comma after a fronted adverbial.</p> <p>Children will then work in pairs to complete a shared worksheet where they correctly input commas after fronted adverbials.</p> | <p>Infer and predict what might happen in Ma'at's Feather using time conjunctions. Starter - Recall what time conjunctions are. Children share what they know.</p> <p>Then we move on to explore the front cover and consider using the checklist to ensure we write good predictions:</p> <p>Writing a prediction</p> <ol style="list-style-type: none"> 1. Start with a good sentence starter - Looking at the front cover. I think this book might be about.... 2. Use time conjunctions - first, next, then, lastly, later... 3. Use modal verbs - might, could maybe <ul style="list-style-type: none"> ○ From the title, I think the book might be about... ○ Based on the cover, I expect the story will be about... ○ I have a feeling that the book will involve... ○ I think the main character in the book will be... ○ The setting of the story could be... ○ I believe the book will explore the theme of... ○ The plot might revolve around... ○ The book could have elements of... <p>As a class, we will explore two different prediction extracts. Children to Think, Pair, Share the prediction which is better, with explanation.</p> <p>Once we have had a discussion, class teacher will share the WAGOLL and model a good prediction as a class - collectively, encouraging editing and uplevelling as we go along.</p> <p>Task - pupils to complete frames differentiated by outcome with their predictions.</p> | <p>Identify and retrieve important details from the prologue and chapter 1. Starter - We will begin reading the text today.</p> <p>Focusing on the Prologue of the book to start off with. Class teacher to check if any children know this, otherwise explain that a prologue is an opening to a story that establishes the context and gives background details, often some earlier story that ties into the main one, and other miscellaneous information</p> <p>Read Chapter 1 - have lots of discussions about new vocabulary and meaning of words during reading. Any new words that pupils come across - cold call, ask some pupils to write them on a post and stick on the working wall.</p> <p>Comprehension tasks today, class teacher will model how to retrieve key information from a text to answer questions.</p> <p>Pupils work in small groups to answer a variety of questions in reference to Chapter 1.</p> | <p>Write a monologue in the role of Qen using emotive language and first person - cold task. As this is a cold task, unassisted, the class teacher will remind pupils to familiarise themselves with the scene in Chapter 3, when Qen loses his sister Kathy amidst the busy crowd.</p> <p>Children have used emotive language in year 3, when they wrote diary entries and emotions. In today's cold task, they are encouraged to write a monologue sharing how Qen is feeling at that point in time when he loses track of his young sister.</p> <p>Pupils will have 30 minutes to develop a writing piece linked to this all important scene in chapter 3.</p> | <p>Write about a character's emotions, using adjectives, verbs and a range of prepositions. Lots of focus on emotive vocabulary</p> <p>Whilst reading chapter 4 today, children will be asked to list Qen's emotions at different points within the chapter.</p>  <p>Children will also focus on prepositions and be asked to also list them while reading chapter 4.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0f0ff;"> <p style="text-align: center;">prepositions</p> <p style="text-align: center;">before after during in because of above below under through on beside due to with</p> </div> <p>Challenge - when writing down the emotions - scribe why Qen may be feeling this way.</p> <p>Post reading chapter 4, discussion and</p> |

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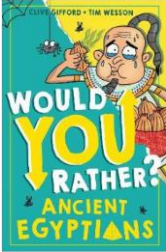
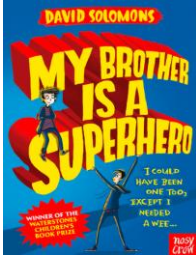
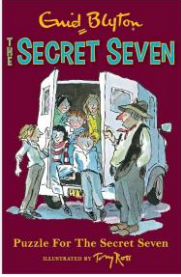
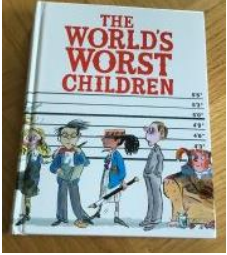
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| | | | | | <p>sharing of emotions as a class.</p> <p>Class teacher will model a paragraph on the range of emotions Qen experiences in chapter 4 when he is offered the role of helping at the temple site. Emphasis on emotive vocabulary, Verbs, Adverbs, Examples from the text, varied prepositions.</p> <p>Task - children to write their paragraph linked to Qen's emotions focusing on how he is feeling when he is promoted to work at the temple site.</p> |
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| <p>Class Text – Reading Aloud 10-15 mins each day</p> | <p>Amber TEXT – Would You Rather? Ancient Egyptians</p> | <p>Obsidian Text - My brother is an evil genius Author – David Solomons</p> | <p>Amethyst Text – Puzzle for the Secret Seven Author – Enid Blyton</p> | <p>Moonstone Text – The World's Worst Children Author – David Walliams</p> |
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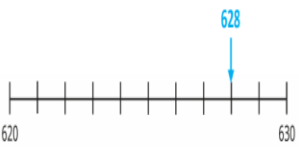
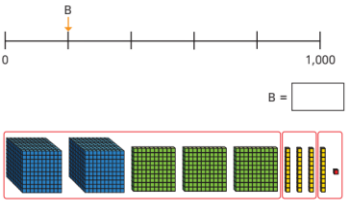
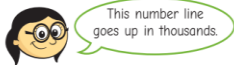
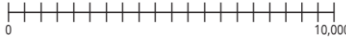

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| | <p>Author – Clive Gifford and Tim Wesson</p>  |  |  |  |
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| Maths - Place Value | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 |
|----------------------------------|--|---|--|---|---|
| Key vocabulary and key questions | <p>Lesson 1 L.I: We are learning to round to the nearest 1,000.</p> <p>Key Vocabulary: Ones Tens Hundreds Thousands Represent Compare Rounding Estimate Nearest Column Multiple</p> <p>Key Questions: What is the multiple of 1,000 after? What is the multiple of 1,000 before? Which multiple of 1,000 is closer to? How do you know? Which numbers rounded to the</p> | <p>Lesson 2 L.I: We are learning to round to the nearest 10, 100 and 1000.</p> <p>Key Vocabulary: ones, tens, hundreds, thousands, represent, compare, rounding, estimate, nearest</p> <p>Key Questions: What is the multiple of 10/100/1,000 after ? What is the multiple of 10/100/1,000 before ? Which multiple of 10/100/1,000 is closer to? How do you know? Which numbers rounded to the nearest 10/100/1,000 result in zero? Which place value column do you need to look at to decide which multiple to round to? What is the same and what is different about rounding to the nearest 10, 100 and 1,000?</p> | <p>Lesson 3 L.I: We are learning to consolidate our unit learning on place value.</p> <p>Key Vocabulary: ones, tens, hundreds, thousands, represent, compare, rounding, estimate, nearest, greater than, equal to, less than</p> <p>Key Questions: Can you explain your reasoning? What is the value of the digit 7 in the number 7,842? How does changing the position of a digit affect its value in a number? Compare the numbers 5,237 and 5,792 using place value. Which one is greater, and why? Can you write the number 6,827 in expanded form?</p> | <p>Lesson 4 L.I: We are learning to add and subtract 1s, 10s, 100s and 1000s.</p> <p>Key Vocabulary: addition, subtraction, partition, columns, inverse, same, different, represent, exchange</p> <p>Key Questions: If you know $2 + 4 = 6$, what else do you know? How will you partition ? Why? Will the value in the ones/tens/hundreds/thousands column increase or decrease? By how much? Which place value columns have changed/stayed the same? Why? What is the inverse of subtracting 300?</p> | <p>Lesson 5 L.I: We are learning to develop fluency with our times tables. L.I: We are learning to complete a range of arithmetic questions in a given time using our prior learning</p> <p>Key Vocabulary: Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p>Key Questions: -What do you recognise about the ___ times tables? - Can we use our knowledge of the ___ times tables and the ___ times tables to help us with our ___ times tables? -Can you identify the fact family for this multiplication? -What do you already know that you can apply to this multiplication question?</p> |

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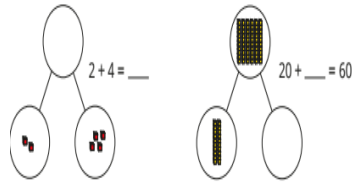
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| | <p>nearest 1,000 result in zero? Which place value column do you need to look at to decide which multiple to round to? What is the same and what is different about rounding to the nearest 10, 100 and 1,000?</p> | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Activities</p> | <p>Building on the previous small steps, children round numbers to the nearest 1,000. They begin by discussing which multiple of 1,000 a number is closest to. They can then identify that if the digit in the hundreds column is between zero and 4, they round to the previous multiple of 1,000, but if the digit in the hundreds column is 5 or above, they round to the next multiple of 1,000. Children make links with rounding numbers to the nearest 10 or 100. Examples that are less than 500 will be explored, so children see that these round to the previous multiple of 1,000, which is zero. As in the previous steps, avoid language such as "round up" and "round down", as this can create misconceptions.</p> <p>Complete the table.</p> <table border="1" data-bbox="264 1214 611 1380"> <thead> <tr> <th>Number</th> <th>Rounded to the nearest 10</th> <th>Rounded to the nearest 100</th> <th>Rounded to the nearest 1,000</th> </tr> </thead> <tbody> <tr> <td>755</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2,904</td> <td></td> <td></td> <td></td> </tr> <tr> <td>5,997</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2,003</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Number | Rounded to the nearest 10 | Rounded to the nearest 100 | Rounded to the nearest 1,000 | 755 | | | | 2,904 | | | | 5,997 | | | | 2,003 | | | | <p>In this lesson, children will focus on rounding numbers to the nearest 10, 100, or 1,000. They will learn the important skill of selecting the appropriate columns in a number to determine how to round it correctly. By the end of the lesson, students will have a better grasp of rounding principles and be able to apply them confidently to numerical values.</p> <p>a)</p>  <p>628 is closer to 630 than 620 628 rounded to the nearest 10 is 630</p> <p>ki</p> | <p>In this lesson, children will put their knowledge of place value into practice. They will tackle various questions and exercises related to this topic, applying what they have learned. This lesson serves as an opportunity for students to reinforce their understanding of place value concepts and demonstrate their ability to work with numerical values effectively.</p>  <p>2,341 = <input type="text"/> + <input type="text"/> + <input type="text"/></p>   <p>Is Annie correct? _____ Explain your answer.</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>This is the start of our new topic: addition and subtraction. In this lesson, children will revisit and consolidate their understanding of place value, particularly when dealing with 4-digit numbers. They will extend their knowledge by exploring the impact of adding or subtracting multiples of 1, 10, 100, or 1,000 on these numbers. The lesson emphasises discussions about which columns within a number always, sometimes, or never change when these operations are applied. For example, students will learn that when adding a multiple of 100, the ones and tens columns remain unchanged, the hundreds column always changes, and the thousands column sometimes changes, depending on whether there's a need for carrying over.</p> | <p>Today, children will log onto TTRS to compete in the year group tournament. The children will continue to practise recall and understanding of times tables with their teacher.</p>  <p>Children will complete their weekly arithmetic test paper. The class will then self-mark and go through misconceptions and revise core topics within the paper to support their learning.</p> |
| Number | Rounded to the nearest 10 | Rounded to the nearest 100 | Rounded to the nearest 1,000 | | | | | | | | | | | | | | | | | | | | | | |
| 755 | | | | | | | | | | | | | | | | | | | | | | | | | |
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

| Music | RE | PE – Get Set 4 PE |
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| <p style="text-align: center;">REPLACED WITH PEDESTRIAN TRAINING</p>  <p>Year 4 students will participate in Pedestrian Skills Training this week, where they will learn important road safety techniques to become safer pedestrians. Training will be conducted in groups by experienced instructors, with a 45-minute session held around the school's pavements. A school staff member will accompany the children during the training.</p> <p>The session will cover vital skills such as finding safe crossing points, proper use of pedestrian crossings like zebra and pelican, and safely crossing at junctions. Children will also learn about the dangers of being distracted by mobile phones or</p> | | <p style="text-align: center;">Unit: Hockey Lesson 5</p> <p><u>LI: To apply attacking skills to move towards goal and find space.</u></p> <p><u>Key Vocab</u> Dribble, space, defender, stick, goal.</p> <p>In this lesson children should be dribbling towards the goal if they have the space to, remembering to keep their head up to see the space. They will play a 4 v 4 game with the following rules;</p> <ul style="list-style-type: none"> ● Feet: you cannot kick the ball. Try not to let the ball touch your feet. ● Sticks: the stick cannot be lifted higher than waist height, and you can only use the flat side. |

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headphones and the importance of wearing bright clothing to stay visible.

Additionally, the training emphasises safety around parked cars and reversing vehicles, along with how to cross roads near driveways. Parents are asked to fill out and return the consent form to allow their children to participate in this valuable program.

- Tackles: only one player can tackle at a time

Unit: Netball Lesson 5

L.I. To develop the shooting action

Key Vocab

Footwork, defenders, acceleration, obstruction, passing.

In this PE session, students will focus on improving passing, moving, and shooting skills, with an emphasis on teamwork and coordination. Warm-up activities include dynamic stretches and movements to increase heart rate. Pupils will practise passing while adhering to the footwork rule, moving to open spaces, and making quick decisions. Shooting drills focus on technique, using both one-handed and two-handed shots, with added challenges like cone placement and team games.

Unit: Swimming (Amber & Amethyst)

Weekly sessions of swimming are delivered on Tuesday and Wednesday , by qualified instructors.

Art

Spanish – Language Angels

PSHE - Jigsaw

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Unit: Space Week



L.I. We are learning about World Space Week, researching a planet and using the information to create a collage.

Key Vocabulary

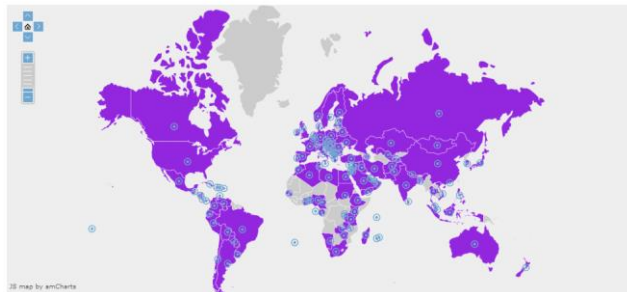
World Space Week, climate, research, planet, facts.

Key Questions

What do you know about World Space Week?

<https://www.worldspaceweek.org/>

Global Events



Unit: ME PRESENTO

Lesson 5

L.I: We are learning to consolidate all previous knowledge from the unit, to learn how to ask and answer the questions '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement in Spanish.

Key Vocabulary

Vives (live), dónde (where), vivo en (I live in), London (Londres), soy de (I am from), carnet (card), identidad (identity), uno (one), dos (two), tres (three), cuatro (four), cinco (five), seis (six), siete (seven), ocho (eight), nueve (nine), diez (ten), once (eleven), doce (twelve), trece (thirteen), catorce (fourteen), quince (fifteen), dieciséis (sixteen), diecisiete (seventeen), dieciocho (eighteen), diecinueve (nineteen), veinte (twenty), años (years), cuántos (how many).

Key Questions

How can I say where do you live in Spanish?
How do I say London in Spanish?
How do you count from 11 to 20 in Spanish?
What are the Spanish words for the numbers 1 through 10?
How can you use numbers to ask someone's age or describe quantities in Spanish?
Cuántos años tienes? (How old are you?)

By the end of this unit, the children will be able to:
Count to 20 in Spanish.

Ask somebody how they are feeling, their age, name and where they live in Spanish.

Say how we are feeling, how old we are, what our name is and where we live in Spanish.

Apply rules of adjectival agreement when saying our nationality in Spanish.

In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.

Unit: Being me in my world!

Lesson 5

L.I: We are learning to understand that our actions affect ourselves and others.

Key Vocabulary

Actions, consequences, feelings, scenarios, impact

Key Questions

How can our actions impact the feelings of others?
What are some possible consequences of negative or positive actions?
How can we make better choices to ensure our actions have a positive effect on others?

The children will be working collaboratively in groups, acting out various scenarios that reflect different situations. Afterward, they will create a freeze frame to clearly demonstrate what is happening in each scenario. Once the freeze frames are complete, the class will discuss the possible consequences of the actions, considering both positive and negative outcomes.



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Science - Wellington Curriculum

Topic (History) – Cornerstones Curriculum

Computing – Barefoot and Teach Computing

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Unit: Electricity, Circuits and Conductors

Lesson 4

LI: We are learning to explain how a switch works in a circuit, build switches and report our findings.

Skill- Investigating and identifying the design features of a switch.

Key Vocabulary

Electricity, battery, cell, circuit, switch, bulb, wires, complete circuit, incomplete circuit, closed, open, on, off, slide switch, toggle switch, selector switch, push button switch.

Key Questions

How does a switch control the flow of electricity in a circuit?
What are the key design features of different types of switches?
What happens to the circuit when the switch is open or closed?

In this lesson, children will develop the ability to examine and understand the components and mechanisms that make up a switch in an electrical circuit. They will investigate and identify the specific design features of a switch, which includes understanding how it functions within a circuit. Additionally, they will apply this knowledge by building switches and reporting their findings, demonstrating a practical understanding of the skill they've learned.

LI: We are learning how Sargon the Great became the greatest ruler during Ancient Sumer time.
Skill: To explain in detail the multiple causes and effects of significant events.

This week the children will listen to the legend of Sargon the Great audio. After listening, children will re-enact significant events of Sargon's life and will perform this to their peers. As a class we will talk about the legend of Sargon the Great, exploring the causes and effects of his actions and the way he gained and kept power over the first empire in history. A discussion on, 'Was Sargon the Great a successful ruler? This will be discussed as a class, asking children to justify their opinions with information from the lesson.



Unit: – Computing systems and networks – The internet

Unit: The Internet

Lesson 5

LI: We are learning to recognise how the content of the WWW is created by people.

Key vocabulary

World Wide Web, internet, content, website, web page, links, files, created

Key Questions

Who owns the content on the websites we visit?
What rules are in place to protect the content on websites, and how do they affect what we can do with it?

Success criteria:

- I can explain that websites and their content are created by people
- I can suggest who owns the content on websites
- I can explain that there are rules to protect content

Children will explore who owns the content on the World Wide Web (or 'web' for short). They will explore a variety of websites and will investigate what they can and cannot do with the content on them. They will also relate this to principles of ownership and sharing in the real world.

Weekly Overview of Learning





Year Group: 4 **Week beginning: 07.10.24**

Every **Tuesday**, you will see the weekly overview that sets out our learning for the week on the learning section of our school website and on Google Classroom. This is the work that children will be doing in school. If there are any questions, please email your child's class teacher

| | | |
|--|--|--|
| | | <p>Who owns this information?</p> <p>www.bbc.co.uk/news/science-environment-49960497</p> <p>Who wrote the article? How do you know?</p> <p>Who does the content belong to? How do you know?</p> <p>Does any of the content belong to anyone else? Can you give an example?</p>  |
|--|--|--|

Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday.

| Reading/Spelling and Grammar | Maths | Topic/Other foundation subjects including writing REMINDERS – trips/events/items to bring in |
|---|---|---|
| <p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your purple task book.</p>  <p>Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.</p> | <p>Spelling and Dictation</p> <p>Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.</p> <p>Your English homework will be set to your extras each week. This will be set on a Thursday and due on a Monday. Please check Google Classroom every Thursday after school for further information on the homework.</p>   <p>KS2 Superhero Spellings Week 5</p> <p>Doodle Maths</p> <p>Log on to your account at least three times this week.</p> <p>Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.</p>  <p>We will be checking to see who has accessed their account the most!!</p> <p>Will a year 4 class take the Doodle trophy this week in assembly?</p> <p>Work to reach your target – are you in the green zone yet?</p> <p>Times Tables Rock stars:</p> <p>Take part in the weekly Year 4 Battle of the</p> | <p>Please make sure your child has their purple task and reading book in school every day. Your child will be reading with their teacher each week.</p> <p>Please ensure your child has a water bottle and a pencil case with the correct equipment. This should</p> |

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1. group
2. through
3. bruise
4. cruise
5. suitcase
6. youth
7. routine
8. coupon
9. acoustic
10. troupe

Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



also include:



Amethyst and Amber are now swimming:

Tuesday : Amber (Heston Leisure Centre)
Wednesday: Amethyst (Heston Leisure Centre)

Please ensure your child comes to school wearing their PE kit and brings the correct swimming kit on the appropriate day.

- Swimming Hat
- Goggles
- Swimming costume/ Shorts
- A towel