

# Weekly Overview of Learning

Year Group: 4    Week beginning: 02.12.24

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	Monday	Tuesday	Wednesday	Thursday	Friday
English Reading and Writing	<p><u>LI: We are learning to write a persuasive letter in the role of Ruskin, persuading Mr Lace to give us the lead part of 'hero' in the school play- COLD TASK.</u></p>	<p><u>LI: We are learning to apply our knowledge of retrieval and inference to answer key comprehension questions using PFE.</u></p>	<p><u>LI: We are learning to recognise and analyse the features of persuasive writing.</u></p>	<p><u>LI: We are learning to explore a character's feelings and perspective through role on the wall.</u></p>	<p><u>LI: We are learning to use exclamation marks to punctuate effectively in written language.</u></p>
Speaking and Listening Focus	<p>The language of persuasion: Dear... I am writing to you today... In my opinion... Please can you consider</p>	<p>The language of retrieval and inference: On page... Evidence suggests... This shows... I strongly believe...</p>	<p>The language of persuasion: Dear... I am writing to you today... In my opinion... Please can you consider</p>	<p>The language of feelings and emotions: ...is kind and generous ... is very lonely ... has a caring nature ...is always jolly</p>	<p>The language of punctuation: 'Oh no!' 'Stop it now!' Wow! I really like...</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><u>Key vocabulary</u> persuade Firstly, Secondly, Thirdly, In fact, Also, Furthermore, In addition, For example, For these reasons, Finally,</p> <p><u>Key Questions:</u> How do you think Ruskin felt when the class started to laugh? Do you think Elvis deserves to play the hero considering how he mistreats Ruskin? Why/Why not? Do you think Mr Lace is being a responsible teacher witnessing Elvis mock Ruskin?</p>	<p><u>Key vocabulary</u> retrieval inference point evidence explain On page... Evidence suggests... I strongly believe, For example, Therefore, This shows,</p> <p><u>Key Questions:</u> What is comprehension? What does retrieve mean in this context? In reading, why is retrieval an important skill? How can I answer retrieval questions successfully? What does inference mean? In reading, why is inference an important skill?</p>	<p><u>Key vocabulary</u> recognise analyse first person opinions rhetorical questions arguments facts evidence</p> <p><u>Key Questions:</u> What are the main features of persuasive letter writing? How should you address someone you do not know in a letter? What sort of language should you use?</p>	<p><u>Key vocabulary</u> analyse perspective emotions feelings personality thoughts appearance</p> <p><u>Key Questions:</u> What can you infer from this? What key information can you retrieve? What is Corky thinking? How does Corky feel? What does this say about his personality? How do you think he is feeling at this moment in time? What are other people's opinions of him?</p>	<p><u>Key vocabulary</u> punctuation exclamation marks identify written language text retrieve</p> <p><u>Key Questions:</u> How do we punctuate correctly? Why and when do we use exclamation marks? How do we use it effectively in written language? How can you apply an exclamation mark successfully in dialogue?</p>

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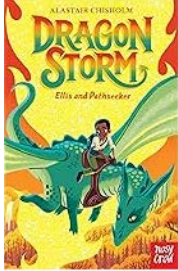
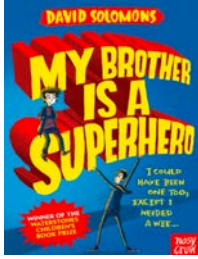
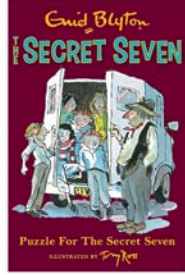
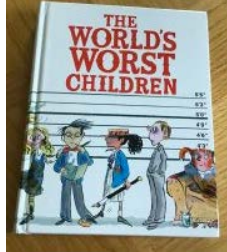
		How can I answer inference questions successfully?			
<b>Activities</b>	<p>Today, children will draft a letter in the role of Ruskin Splinters persuading Mr Lace - the class teacher, to give him the lead role of 'hero in the school play.'</p> <p>Class teachers will read a WAGGOL example to the class with the features highlighted so that children can see what they are aiming for. Children will then write their letter using persuasive literary devices to support them.</p>	<p>In this lesson, children will apply their knowledge of the 'Krinklekrax' text, to retrieve key information and use clues and hints to make inferences and answer comprehension questions around chapter 9.</p> <p>Children will learn how to pick apart texts, uncover meanings, themes and character motivations. They will further explain and justify the information with evidence. (Point, Evidence Explain).</p>	<p>In this lesson, children will consolidate their understanding of persuasive language by exploring persuasive features and devices. Children will engage in collaborative talk, observe a powerpoint, and then carry out an activity where they will need to read an entry from the Big Bad Wolf's persuasive letter. Using coloured pencils, they will need to find examples and <u>underline</u> the features in the text.</p>	<p>Today, children will be doing 'Role on the Wall' activity on sugar paper, in small groups to explore a character, their motivations, thoughts, feelings and facts about their life. The technique helps to develop knowledge about any character in a story, book, film or play to aid understanding of how and why a character behaves in the way that they do.</p>	<p>In this lesson, children will be exploring punctuation - exclamation marks, and how to use it effectively in their writing. They will learn that exclamation marks are used to express surprise or astonishment or give a command or order. They will then complete a written task to show their understanding, emphasise on a comment, or command.</p>

<b>Class Text – Reading Aloud</b> 10-15 mins each day	<b>Amber</b>	<b>Obsidian</b> Text - My brother is an evil genius	<b>Amethyst</b> Text – Puzzle for the Secret Seven	<b>Moonstone</b> Text – The World's Worst Children
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	<p>TEXT – Dragon Storm Ellis and Pathseeker Author – Alastair Chisholm</p> 	<p>Author – David Solomons</p> 	<p>Author – Enid Blyton</p> 	<p>Author – David Walliams</p> 
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	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<p><b>Maths - Multiplication and Division</b></p>	<p><b><u>LI: We are learning to apply our knowledge of multiplying and dividing by 7 to develop fluency in the 7 times-table.</u></b></p>	<p><b><u>LI: We are learning to build our knowledge of the 1 and 10 times-tables to explore the 11 times-table.</u></b></p>	<p><b><u>L.I. We are learning to build on our knowledge of the 2 and 10 times-tables to explore the 12 times-table.</u></b></p>	<p><b><u>LI: We are learning to master our times tables and efficiently solve timed arithmetic questions with the skills we've acquired.</u></b></p>	<p><b><u>LI: We are learning to solve problems using place value and number facts (PIXL Therapy).</u></b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> 7 times-table fluency multiplication facts double link division inverse multiple</p> <p><b><u>Key Questions:</u></b> How many lots of 7 do you have? What is the same and what is different about the number facts? How does the 7 times-table help you work out the answers? What strategies can you use to</p>	<p><b><u>Key Vocabulary:</u></b> 11 times-table fluency multiplication facts double link division inverse multiple</p> <p><b><u>Key Questions:</u></b> How many equal groups are there? How many lots of 11 do you have? How many groups of 11 are there in ? What can you partition 11 into to help you?</p>	<p><b><u>Key Vocabulary:</u></b> 12 times-table fluency multiplication facts double link division inverse multiple</p> <p><b><u>Key Questions:</u></b> How many equal groups are there? How many lots of 12 do you have? How many groups of 12 are there? What can you partition 12 into to help you? How can you use base 10 to work</p>	<p><b><u>Key Vocabulary:</u></b> Multiplication, multiply, times, groups of, product, division, divide, shared equally and share.</p> <p><b><u>Key Questions:</u></b> -What do you recognise about the * times tables? - Can we use our knowledge of 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>	<p><b><u>Key Vocabulary:</u></b> place Value ones tens hundreds thousands addition subtraction facts multiplication division</p> <p><b><u>Key Questions:</u></b> What is the value of the digit ___ in the number ___? How can you partition this number to help solve the problem? What number facts do you already know that can help solve this?</p>

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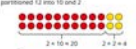
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	<p>work out a 7 times-table fact that you do not yet know? What other times-tables can you use?</p>	<p>How can you use base 10 to work out <math>\times 11</math>? How can you use place value counters to work out <math>\div 11</math>? How can you show this using an array?</p>	<p>out <math>\times 12</math>? How can you use place value counters to work out <math>\div 12</math>?</p>		<p>What is the quickest way to add/subtract/multiply/divide these numbers? What strategies could you use to solve this problem?</p>
<p><b>Activities</b></p>	<p>In this brief stage, children integrate their understanding of multiplying and dividing by 7 to enhance their fluency in the 7 times-table. They build fact families and employ concrete and pictorial representations to establish connections between multiplication and division. Emphasising the importance of comprehending the multiplication table's structure, children learn to deduce unknown facts from known ones. Exploring relationships between multiplication tables, they investigate how this understanding aids mental calculation strategies, as seen in examples like <math>9 \times 7 = 9 \times 5 + 9 \times 2</math>. This phase may also involve utilising the 6 and 8 times-tables to derive the 7 times-table, illustrated by equations such as <math>9 \times 7 = 9 \times 8 - 9</math> or <math>9 \times 7 = 9 \times 6 + 9</math>. Drawing arrays serves as a helpful visual tool in grasping these connections.</p>	<p>In this lesson, children expand their knowledge from the 1 and 10 times-tables to delve into the 11 times-table. They recognize the ability to break down 11 into 10 and 1, leveraging known facts for comprehension, as seen in the example <math>7 \times 11 = 7 \times 10 + 7 \times 1 = 77</math>. Employing various concrete and pictorial representations, students deepen their understanding of multiplication by 11 and establish connections between multiplication and division involving 11. Exploring division by 11 entails sharing into 11 equal groups and grouping into sets of 11. With a foundation in other times-tables, emphasising the importance of commutativity becomes crucial at this stage.</p> <p>Complete the sentences.</p>  <p><math>2 \times 10 = \underline{\quad}</math>    <math>2 \times 1 = \underline{\quad}</math> 2 lots of 10 doughnuts = <math>\underline{\quad}</math>    2 lots of 1 doughnut = <math>\underline{\quad}</math> <math>2 \times 10 + 2 \times 1 = 2 \times 11 = \underline{\quad}</math>    There are <math>\underline{\quad}</math> doughnuts.</p> <p>11 children can sit around one table. There are 121 children. How many tables are needed?</p>	<p>In this lesson, children progress from their understanding of the 2 and 10 times-tables to venture into the 12 times-table. They realise the ability to break down 12 into 10 and 2, utilising known facts for comprehension, illustrated in the example <math>7 \times 12 = 7 \times 10 + 7 \times 2 = 84</math>. Expanding on their knowledge of the 6 times-table, they recognize that multiplying by 12 is equivalent to multiplying by 6 and then doubling. Using diverse concrete and pictorial representations, students deepen their grasp of multiplication by 12 and establish connections between multiplication and division involving 12. Exploring division by 12 includes sharing into 12 equal groups and grouping into sets of 12. Given their familiarity with multiplication facts from other tables, emphasising the importance of commutativity remains pivotal in this step.</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> <p>Write &lt; , &gt; or = to make each statement correct.</p> <p><math>4 \times 12</math> <input type="radio"/> <math>6 \times 12</math>    <math>7 \times 10 + 7 \times 2</math> <input type="radio"/> <math>7 \times 12</math> <math>8 \times 12</math> <input type="radio"/> <math>12 \times 8</math>    <math>132 \div 12</math> <input type="radio"/> <math>12 \times 11</math> <math>48 \div 12</math> <input type="radio"/> <math>72 \div 12</math>    <math>9 \times 12</math> <input type="radio"/> <math>9 \times 6 \times 2</math></p>		<p>Today, children will strengthen their understanding of place value and number facts to solve problems. Through hands-on activities, they'll explore the relationships between digits in different place value columns and how number facts like doubles, halves, and times tables can support efficient problem-solving. Children will use visual aids like place value charts and number lines to partition numbers, compare values, and identify patterns, such as how moving digits within place value columns changes their value by multiples of 10. They will also use reasoning skills to estimate and check their answers. By the end of the lesson, they'll feel more confident using place value and number facts independently to solve a range of problems.</p>


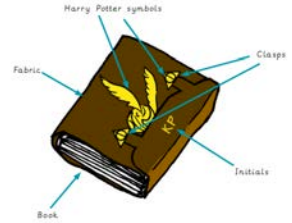

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	<p>Complete the number track.</p> <table border="1"> <tr> <td>14</td> <td>28</td> <td>35</td> <td>49</td> <td>56</td> <td>70</td> <td>84</td> <td>91</td> </tr> </table> <p>Complete the fact family to match the array.</p>  <table> <tr> <td>___</td> <td>×</td> <td>___</td> <td>=</td> <td>___</td> </tr> <tr> <td>___</td> <td>×</td> <td>___</td> <td>=</td> <td>___</td> </tr> <tr> <td>___</td> <td>÷</td> <td>___</td> <td>=</td> <td>___</td> </tr> <tr> <td>___</td> <td>÷</td> <td>___</td> <td>=</td> <td>___</td> </tr> </table>	14	28	35	49	56	70	84	91	___	×	___	=	___	___	×	___	=	___	___	÷	___	=	___	___	÷	___	=	___		<p>Jack has made an array to help him work out <math>2 \times 12</math>. He has partitioned 12 into 10 and 2.</p>  <p><math>2 \times 10 = 20</math>   <math>2 \times 2 = 4</math></p> <p><math>2 \times 12 = 24</math></p> <p>Use Jack's method to work out the multiplications.</p> <table> <tr> <td><math>8 \times 12</math></td> <td><math>9 \times 12</math></td> <td><math>7 \times 12</math></td> </tr> <tr> <td><math>10 \times 12</math></td> <td><math>6 \times 12</math></td> <td><math>12 \times 12</math></td> </tr> </table>	$8 \times 12$	$9 \times 12$	$7 \times 12$	$10 \times 12$	$6 \times 12$	$12 \times 12$		
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!

Music	RE	PE – Get Set 4 PE
<p><b>Unit: Fastenings</b> Replaced with DT WEEK</p> <p><b>Lesson 1: Knowledge catcher and then Evaluating Fastenings</b></p> <p><b>L.I. We are learning to explain the advantages and disadvantages of different types of fastening types</b></p> <p><small>Week Commencing: Monday 27th November 2023</small> <small>L.I. We are learning to explain the advantages and disadvantages of different types of fastening types.</small> <small>List the kinds of things each type of fastening is used for (for example, poppers – coats, shirts, bedding, bags, purses).</small></p> <p>How do you think each fastening type would be attached to the fabric?</p>  <p>What questions do you have about fastenings?</p>	<p><b>Unit: Fastenings</b> Replaced with DT WEEK</p> <p><b>Lesson 2: Designing my book sleeve</b></p> <p><b>L.I. We are learning to design a product that meets design criteria.</b></p> <p><small>Kapow Primary</small> Book sleeve example</p> <p>Design criteria: My sleeve must be made of fabric My sleeve must have a fastening My sleeve must be large enough to hold an average-sized book My sleeve must have a Harry Potter theme My sleeve must...have your initials on the outside</p>  	<p><b>Unit: OAA</b> <b>Lesson 5</b></p> <p><u>L.I: To be able to identify, draw and follow a simple map.</u></p> <p>In groups of three, using the 'Mansion Maps' resource, pupils:</p> <ul style="list-style-type: none"> <li>● read the map</li> <li>● decide on a mansion</li> <li>● collect equipment</li> <li>● place the cones and the skipping ropes to create their mansion</li> </ul> <p>Q: What skills are needed here? Communicate with each other to effectively collect the relevant equipment in one attempt. Remember to orientate your map as you build the mansion.</p> <p>Each group swaps with another group to guess which mansion they created. Q: Are the map and mansion the same? How did you ensure you worked well together to accurately create the mansion? Designated roles will make you more effective in this activity.</p>

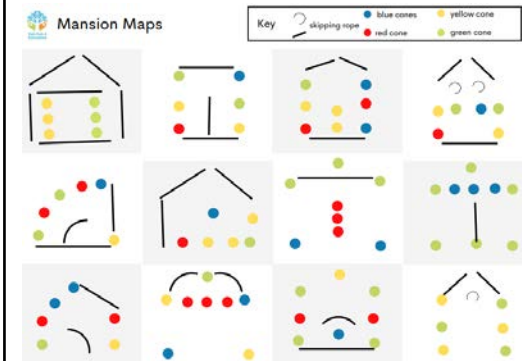
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In the upcoming lesson, children will explore various fastenings through engaging activities. They will examine an Activity: Fastenings notes sheet, where they will be shown example images of each type of fastening. Encouraged to participate actively, they will list the kinds of things each type of fastening is used for, such as poppers on coats, shirts, bedding, bags, and purses. As an extension, the children will be prompted to analyse how each fastening type attaches to the fabric, considering factors like manufacture and cost. They will discuss the advantages and disadvantages of different fastenings, expressing their preferences and insights. Through hands-on exploration and thoughtful discussion, the children will gain a deeper understanding of the functionality and characteristics of various fastenings.

In this lesson, children will explore book sleeve design possibilities. They will use examples to envision their end products and identify various fastenings. Personalising their book sleeves, they decide on colours, materials, and themes, mind mapping ideas on the Activity: Book sleeve design sheet. Focused on design criteria, such as fabric, a fastening, and a 'Harry Potter' theme, children integrate their unique ideas, ensuring personal touches like initials. They learn two folding options—envelope style and book jacket—and use their design briefs to create detailed book sleeve designs, incorporating measurements and joining techniques. The Extension introduces isometric drawing for a deeper understanding of three-dimensional design.



## Unit: Dodgeball

### Lesson 5

LI: To begin to think tactically and apply this to a game.

Whole child objectives:

Social: To work as a team, making decisions and collaborating on the tactic.

Emotional: To be understanding if my ideas are not chosen.

Thinking: To use tactics appropriate to the situation.

## Unit: Swimming

### (Amber & Amethyst)

Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.



Art

Spanish – Language Angels

PSHE - Jigsaw



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## Unit: Fastenings

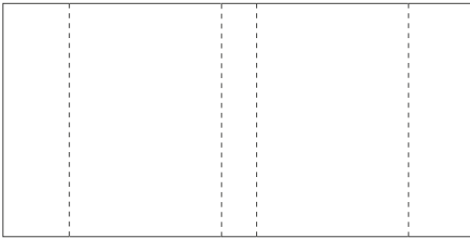
Replaced with DT WEEK

### Lesson 3: Paper mock-up and preparing fabric

L.I. We are learning to make and test a paper template

Kapow  
Primary

Jacket sleeve template



In this lesson, children will embark on a creative journey guided by a video: Paper mock-up and preparing fabric, where they'll receive step-by-step instructions on crafting templates and key considerations in the process. During the planning phase, inspired by their Activity: Design sheets from Lesson 2, they will determine the number, size, shape, and joining method of sections for their book sleeves. The video: Paper mock-up and preparing fabric will visually guide them in creating templates and leaving space for seams. Through hands-on activities, children will cut and assemble paper templates, ensuring functionality and size by testing with a reading book. This preparation sets the stage for cutting fabric and sewing in Lesson 4: Assembling my book sleeve, time permitting. Parents can expect their children to apply critical thinking skills in solving design challenges and bringing their creative visions to life

## Unit: Fastenings

Replaced with DT WEEK

### Lesson 4: Assembling my sleeve

L.I. We are learning to assemble a book jacket.



Agree or disagree

"Wood would be good to cut and sew for a book sleeve."

Do you agree or disagree and why?

Today, children will engage in the exciting "Make" stage, bringing their book sleeve designs to life. Depending on their chosen design, they will follow two methods: the envelope style, involving stitching fabric sides and attaching a fastening, or the jacket style, folding flaps and sewing with a chosen fastening. A helpful Teacher video: Assembling my book sleeve provides detailed guidance. Once assembled, students will decorate their sleeves according to their designs, using glue, appliqué, or fabric shapes. As they assemble, they'll ponder questions like what to attach first, the best attachment methods, and key considerations when sewing, fostering critical thinking and creativity.

## Unit: Fastenings

Replaced by DT WEEK

### Lesson 5: Evaluation and Knowledge catcher to add to in green pen.

L.I. We are learning to evaluate our book sleeves using Design Criteria, evaluating size, functionality, and design alignment.



Question 1:

What do we mean by **accurate**?

- A Complete quickly
- B Rough, ragged edges ready for tidying up later
- C Approximately
- D Neat, correct shape, size and pattern with no mistakes

Question 2:

What do we mean by **threading the needle**?

- A When you place thread through the eye of the needle ready for sewing
- B When you tie a knot at the end of sewing
- C The method we use to sew cross-stitch or running stitch
- D Measuring the thread and thickness of the cotton before sewing


In this upcoming session, children will participate in a self-evaluation, critically assessing the aesthetic aspects of their book sleeve designs. Guided to reflect on colour, layout, and visual impact, they'll showcase their creative growth. Furthermore, children will enrich their Knowledge Catcher, incorporating new facts with green pens, reinforcing understanding. The lesson concludes with a showcase of their book sleeves, capturing final products through photos. To reinforce their learnings, a class quiz on fastenings will be completed, allowing children to demonstrate their acquired knowledge. Parents can look forward to engaging discussions at home, celebrating both the

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		artistic and cognitive strides their children have made throughout this enriching unit.
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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit: Food and the Digestive System</b> Lesson 5</p> <p><b>LI: We are learning to explain the functions of different teeth in the human mouth.</b> <b>Skill - We are learning to compare human and animal teeth.</b></p> <p>Today we will be recapping the children's previous learning about teeth, including their role in digestion and the types associated with carnivores, herbivores and omnivores. We will be explaining the functions of the four types of teeth that humans have and learn their names. .</p> <p><u>By the end of this lesson children should know:</u></p> <ul style="list-style-type: none"> <li>• A baby grows 20 primary teeth that start to fall out when a child is six years old. They are replaced by 32 adult teeth.</li> <li>• The four different types of teeth are incisors, canines, premolars and molars.</li> </ul> 	<p style="text-align: center;"><b>Unit: Ancient Civilisation</b> Lesson 4</p> <p><b>LI: We are learning to understand the role of a Pharaoh.</b> <b>Skill: Construct a profile of a significant leader using a range of historical sources</b></p> <p><b>Key Vocabulary:</b> Pharaoh, maat, deity, rulers, priest, afterlife, Tutankhamun, Egyptian, power, absolute, shepherd, kilt, Great Pyramid of Giza, Seven Wonders of the World</p> <p>In this lesson, children will learn about the pharaohs of ancient Egypt, rulers who held authority over laws, religion, and the people. King Narmer united Upper and Lower Egypt, becoming the first pharaoh to rule over the entire land. King Khufu directed the construction of the Great Pyramid of Giza.</p> <p>Children will explore the ancient Egyptian hierarchy and delve into the role of a pharaoh. They will listen to the Pharaohs of Egypt podcast, using transcripts if needed. Afterward, a discussion on the pharaoh's role will take place, emphasising historical vocabulary. The children will then complete the Pharaoh's job description recording sheet, incorporating information from the podcast and other sources. To conclude, they will share their job descriptions with their peers.</p>	<p style="text-align: center;"><b>Unit: Creating Media - Audio Production</b> Lesson 4</p> <p style="text-align: center;"><b>LI: We are learning to apply audio editing skills independently</b></p> <p><b>Key vocabulary</b> Audio, sound, record, playback, edit, selection</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>- I can record content following my plan</li> <li>- I can review the quality of my recordings</li> <li>- I can improve my voice recordings</li> </ul> <p><b>Activity:</b> In this lesson, learners will record the voice tracks for their podcast. They will review their recordings and re-record if necessary. Learners will edit, trim, and align their voice recordings, and then save their project so they can continue working on it in the next lesson.</p>



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Pharaoh's job description

Write a job description for a successful pharaoh. Use the picture, other sources of information and the useful words to help.

Job title: Pharaoh

Qualifications needed: \_\_\_\_\_

Duties and responsibilities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Long term goals: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## 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

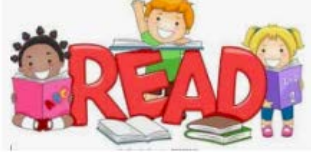
# Weekly Overview of Learning

Year Group: 4    Week beginning: 02.12.24

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

## Reading Tasks

Please read for at least 20 minutes every day and complete tasks in your purple task book.



Remember there are a variety of online platforms to explore reading on too, such as Bug Club and Reading Eggs.



## Spelling and Dictation

Remember to try and use these words in sentences to show that you understand their meanings. Please also practise your handwriting using the spellings.

**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.**



### KS2

#### Superhero Spellings Week 11

1. medal
2. meddle
3. missed
4. mist
5. scene
6. seen
7. board
8. bored
9. which
10. witch

## Doodle Maths

Log on to your account at least three times this week.

**Your homework will be set to your 'extras' each week. This will be set on a Thursday and due on a Monday.**



We will be checking to see who has accessed their account the most!!

Will a year 4 class take the Doodle trophy this week in assembly?

**Work to reach your target – are you in the green zone yet?**

### Times Tables Rock stars:

Take part in the weekly Year 4 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!



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.

Please ensure your child has a **water bottle** and a pencil case with the correct equipment. This should 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