


# Weekly Overview of Learning

Year Group: 4 Week beginning: 15.04.24

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English Reading and Writing	Monday	Tuesday	Wednesday	Thursday	Friday
Speaking and Listening Focus	<p>Think, pair, share and class discussion Can you tell your partner how you made a pavilion for DT week?</p> 	<p>Justify their predictions, making plausible predictions based on the front cover and blurb.</p> <p>Children are encouraged to rehearse and develop good language speaking skills.</p>	<p>The children will gain, maintain and monitor the interest of the listener as we read through the text.</p> <p>Children will be encouraged to share their key points with the class about chapters 1 to 3.</p>	<p>We will be using Think, pair, share and peer assessment opportunities.</p>	<p>Think pair share Use of lolly sticks and cold calling from teachers to allow contribution from all pupils.</p>
Key vocabulary and Key Bloom's higher order thinking questions	<p><b>Key vocabulary</b> Instructions Imperative Verbs List of items Time connectives Sequence Steps</p> <p><b>Key Questions:</b> Who are you writing these instructions for? How can you make sure your instructions are clear and easy to understand? Can you use simple language and avoid jargon or complicated words? What is the first step in your instructions? How do you decide the order of the steps? Is there a logical</p>	<p><b>Key vocabulary</b> Prediction Inference Front Cover Blurb Protagonist first without warning second after that as soon as possible before earlier eventually finally in the beginning in the end just at that moment</p> <p><b>Key Questions:</b> Why do we make predictions?</p>	<p><b>Key vocabulary</b> missionary congregation sermon thwarted compound stern parable superlative pacified solemnly exhilarated barbarians bewilderment</p> <p><b>Key Questions:</b></p>	<p><b>Key vocabulary</b> missionary congregation sermon thwarted compound stern parable superlative pacified solemnly exhilarated barbarians bewilderment</p> <p><b>Key Questions:</b></p>	<p><b>Key vocabulary</b> Plural Singular Possessive Apostrophe Belonging Possessive -s</p> <p><b>Key Questions:</b> What is the purpose of using an apostrophe in writing? When do we use an apostrophe to show possession? How do we use an apostrophe to show possession with singular nouns? Can you give an example of a singular noun and how it changes with a possessive apostrophe? What about plural nouns? How do we show possession with them? Are there any exceptions to the rules of using possessive apostrophes?</p>

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	<p>sequence? Have you included enough details in each step so that someone could follow them easily? Can you add descriptive words or phrases to make each step clearer?</p>	<p>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? Who might the characters be? Where do you think the story is set? What does the word perilous mean? What year is the story set? Why do you think the main character's identity is obscured? Looking at the two examples of predictions, which one is written better and why?</p>			<p>What should we be careful of when using possessive apostrophes to avoid confusion? Can you provide examples of sentences where possessive apostrophes are correctly used? How can we check if we've used possessive apostrophes correctly in our writing?</p>
<p><b>Activities</b></p>	<p>In this lesson, children will start by discussing how they made their pavilions for DT week last term. Partners will offer suggestions and remind each other on what they did for each step using time connectives like; first, next, then, after that, finally. Next they will recap what sequencing means and collectively order a series of images when building their pavilions. A few examples of instructions will be shared and children will unpick the imperative verbs and instructional features. Children will then write a set</p>	<p>Starter - Recall what time conjunctions are. Children to 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"> <li>1. Start with a good sentence starter - Looking at the front cover. I think this book might be about....</li> <li>2. Use time conjunctions - first, next, then, lastly, later...</li> <li>3. Use modal verbs - might, could maybe</li> </ol> <p>As a class, we will explore two different prediction extracts.</p>	<p>We will begin reading the text today. Read Chapter 1 to 3 - 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 it and stick on the working wall.</p> 	<p>Today children will recall key elements from chapter 1,2 and 3 as a class. They will then complete comprehension questions for these chapters focussing on key points and events. They can peer assess using the answers and this peer assessment is good practice and great for retention of knowledge.</p> 	<p>By the end of this activity, children will be able to differentiate between plural and possessive forms in sentences. The lesson will begin by reviewing what plural and possessive forms are, children will be provided simple examples to illustrate each concept. and try and explain the importance of using the correct form in writing to avoid confusion. To consolidate their learning children will identify whether each sentence is plural or possessive and rewrite any incorrect forms. Extension; For advanced students or additional practice, children can create their own sentences, ensuring they include both plural and possessive forms. They can then exchange papers with a partner to identify and correct any errors.</p>

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	<p>of instructions for making a pavilion.</p> <div data-bbox="241 320 568 437" style="text-align: center;"> <h2 style="color: blue; font-family: sans-serif;">Writing Instructions</h2> </div>	<p>Children to Think, Pair, Share the prediction which is better, with explanation.</p> <p>Once we've had a discussion, the 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 write a few paragraphs using PEE to make predictions based on the front cover and blurb.</p>			<div data-bbox="1711 225 2092 427"> <p><b>Possessive -s</b></p> <p>If the word is already plural and ends in 's', the possessive apostrophe is placed after the 's'.</p> <p>The <u>cats'</u> bowl is empty. = The bowl belongs to the <u>cats</u>.</p>  </div> <div data-bbox="1711 443 2092 655"> <p><b>How did you do?</b></p> <p>Tick one box in each row to show whether the underlined noun is singular or plural.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>I can't find the <u>dogs'</u> water bowl.</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>These are your <u>sister's</u> cars.</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>The <u>teachers'</u> books were in the staffroom.</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table> <p><b>Remember:</b> plural means more than one; possession means belonging.</p> </div>	Sentence	Singular	Plural	I can't find the <u>dogs'</u> water bowl.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	These are your <u>sister's</u> cars.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The <u>teachers'</u> books were in the staffroom.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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<p><b>Class Text – Reading Aloud</b> 10-15 mins each day</p>	<p><b>Amber</b> TEXT – King of the cloud forests Author – Michael Morpurgo</p> 	<p><b>Obsidian</b> TEXT – Matilda Author – Roald Dahl</p> 	<p><b>Amethyst</b> TEXT - Ammit's Revenge Author – Juliet Desailly</p> 	<p><b>Moonstone</b> TEXT – Awful Auntie Author – David Walliams</p> 
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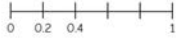






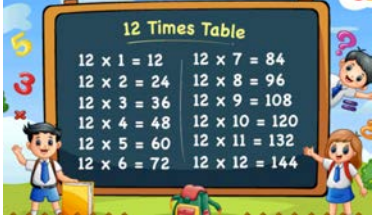



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Maths - Decimals	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<p><b><u>LI: We are learning to identify and understand tenths using a place value chart.</u></b></p>	<p><b><u>LI: We are learning to identify and understand tenths using a number line.</u></b></p>	<p><b><u>PXL THERAPY - subtracting and adding 3 and 4 digit numbers using the column method.</u></b></p>	<p><b><u>LI: We are learning to explore hundredths as fractions and decimals.</u></b></p>	<p><b><u>LI: We are learning to develop fluency with our times tables.</u></b>  <b><u>LI: We are learning to complete a range of arithmetic questions in a given time using our prior learning.</u></b></p>
<p><b>Key vocabulary and key questions</b></p>	<p><b><u>Key Vocabulary:</u></b> Decimals, tenths, ones, whole, exchange, place value chart, represent, greater than and less than.</p> <p><b><u>Key Questions:</u></b> -What is a tenth? -What is a decimal point? - If you have in the tenths column, what number do you have? -How many tenths make 1 whole? -If you have 10 in the tenths column, can you make an exchange? -How many wholes/tenths are in the number ?</p>	<p><b><u>Key Vocabulary:</u></b> Decimals, tenths, ones, whole, number line, interval, represent, order and estimate.</p> <p><b><u>Key Questions:</u></b> -How can you show these numbers on a number line? - If there are 10 intervals between two whole numbers, what is each interval worth? -How can you work out the missing number in the sequence? -What intervals does the number line go up in? -How do you count in 0.1s past a whole number?</p>	<p><b><u>Key Vocabulary:</u></b> regrouping subtraction addition exchange placeholder difference</p> <p><b><u>Key Questions:</u></b> What is place value, and why is it important in the column method? Can you explain the role of each place value (units, tens, hundreds) in a number? Can you demonstrate regrouping (carrying) when adding two-digit numbers? Can you explain how to borrow (regroup) when subtracting two-digit numbers? Regrouping/Borrowing: When and why do we need to regroup (carry) or borrow in the column method? What happens if we forget to regroup or borrow during addition or subtraction?</p>	<p><b><u>Key Vocabulary:</u></b> Decimals, tenths, ones, whole, represent, place value, divide, fractions, decimals.</p> <p><b><u>Key Questions:</u></b> -How is a decimal similar to/different from a fraction? -How many hundredths are there in 1 whole? - How can you write 1 hundredth as a decimal number? -Are 1/100 and 0.01 the same or different? - How many hundredths are equivalent to 1 tenth? -How many hundredths are there in 1 whole? -How is a hundredth similar to/different from a tenth? - How many hundredths are equivalent to 1 tenth? -How can you partition into tenths and hundredths?</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 eleven times tables? - Can we use our knowledge of the 10 times tables and the 2 times tables to help us with our 12 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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Activities																									
<p><b>Activities</b></p>	<p>Today, the children will continue to explore the tenths column in a place value chart, extending their previous learning to include numbers greater than 1. It is important that children understand that 10 tenths are equivalent to 1 whole, and therefore 1 whole is equivalent to 10 tenths. Children use this knowledge when counting both forwards and backwards in tenths. When counting forwards, children should know that 1 comes after 0.9, and when counting backwards that 0.9 comes after 1. Links can be made to the equivalence of 10 ones and 1 ten to support understanding</p> <p>Complete the sentences for the number in the place value chart</p> <table border="1" data-bbox="392 805 515 853"> <tr> <td>Ones</td> <td>Tenths</td> </tr> <tr> <td>3</td> <td>2</td> </tr> </table> <p>There are _____ ones and _____ tenths.          _____ ones + _____ tenths = <math>3 + 0.2</math>          = 3.2</p> <p>Brett has drawn this number line.</p>  <p>Complete the sentences to describe Brett's number line.          The start point is _____          The end point is _____          The number line is counting up in _____          Label the missing numbers on the number line.</p>	Ones	Tenths	3	2	<p>Today, the children will extend their understanding of tenths by exploring them on a number line. Number lines help children to see the relationship between tenths and whole numbers. They find missing decimal numbers in a sequence, deepening their understanding of the value of 1 tenth. The sequences initially go up and down in steps of 1 tenth and then in varying intervals, including crossing the whole. Seeing this modelled on a number line helps children with their understanding. From their learning in the fractions block earlier in Year 4, children should be able to see fractions greater than 1 as mixed numbers, but for this step the numbers will be kept as decimals.</p>	<p>In this lesson, children will be recapping how to make decisions when to use the column method in adding and subtracting. We will also be focusing on exchanging as the children have been struggling with this in their papers.</p> <p>In this therapy, we will focus on using the column method for subtraction and addition. This is an efficient method for solving subtraction problems that are too challenging to solve mentally or mentally with jottings.</p> <div data-bbox="1019 758 1355 1021"> <p><b>The column method – with exchange</b></p> <p>Now let's move on to an example where numbers need to be exchanged. This is needed when the number to be subtracted is greater than the number it is being subtracted from. Let's look at an example.</p> <p><math>63 - 46</math></p> <p><b>Step One</b> Estimate first so that big errors can be spotted.</p> <p>63 rounded to the nearest 10 is 60 46 rounded to the nearest 10 is 50</p> <p>60 - 50 = 10</p> <p>Round the numbers to the nearest ten to give a rough estimate.</p> </div>	<p>Today, the children will build on their previous learning of tenths as they begin to explore hundredths. They learn that a hundredth is 1 whole split into 100 equal parts. This idea can be explored using a variety of representations, including hundred squares, bead strings, Rekenreks and number lines. Place value charts representing hundredths are introduced in a later step. Children relate this learning to the previous steps by understanding that 1 tenth is equivalent to 10/100 . Now that children have an understanding of hundredths as fractions, they will explore hundredths as decimals. Children explore the idea that ten 0.01s are equivalent to 0.1, meaning that decimal numbers can be partitioned into tenths and hundredths, for example <math>0.12 = 0.1 + 0.02</math>. When confident with this, they also explore flexible partitioning of numbers, for example <math>0.23 = 0.2 + 0.03</math> or <math>0.1 + 0.13</math>.</p> <table border="1" data-bbox="1400 1077 1736 1236"> <thead> <tr> <th>Picture</th> <th>Words</th> <th>Fraction</th> <th>Decimal</th> </tr> </thead> <tbody> <tr> <td></td> <td>fifty-six hundredths</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td><math>\frac{17}{100}</math></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Picture	Words	Fraction	Decimal		fifty-six hundredths					$\frac{17}{100}$						<p>Today, children will log onto TTRS to compete in the year group tournament. The children will practise recall and understanding of the 11 and 12 times tables with their teacher. The children can then select the relevant worksheet(11 or 12s) to further explore that time table at school, or at home.</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>
Ones	Tenths																								
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Please continue logging into Doodle Maths and Times-table Rockstars regularly!



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Music –	RE	PE – Get Set 4 PE
<p style="text-align: center;"><b>Unit: Global pentatonics</b> <b>Lesson 1</b></p> <p><b>LI: We are learning to Listen to pentatonic melodies</b></p> <p><b>Unit Key Words:</b> Pentatonic, ascending, descending, drone, raga, timbre</p> <p style="text-align: center;"><u>Success criteria:</u></p> <ul style="list-style-type: none"> <li>Listen to and compare extracts of music based on the pentatonic scale.</li> <li>Use musical language to discuss and compare listening extracts.</li> <li>Track the pitch shape of a melody showing where it goes up and down</li> </ul> <p>In today's lesson, children will engage in various activities centred around understanding and appreciating music based on the pentatonic scale. They will listen to different musical excerpts and compare them, using musical language to discuss and analyse the characteristics of each piece. Additionally, they will track the pitch shape of melodies, identifying where the tones ascend and descend. Furthermore, the lesson will involve exploring ancient instruments and their connection to the pentatonic scale. Finally, the children will reflect on their learning and experiences throughout the session.</p>  <p>Moonstone and Amethyst are learning how to play the Ukulele with Mr Olive</p>	<p style="text-align: center;"><b>Unit: Sacred Texts</b> <b>Lesson 1</b></p> <p><u>LI: To explore the meaning of the word 'sacred'</u> <u>LI: We are learning to ask important questions about life and compare my ideas with those of other people.</u></p> <p>This term children will be covering the unit of sacred texts. We will discuss ideas on what we think 'sacred' means and how different faiths treat their sacred books. Children will complete a defining frame independently using prior knowledge and ask questions which can be answered over the course of the upcoming weeks.</p> <p><b>Key Questions:</b> What does sacred mean? How are sacred texts treated? Where are they kept? How does this show their importance to believers? Why do you think members of some faiths treat their sacred texts differently to members of others?</p> 	<p style="text-align: center;"><b>Unit: Athletics</b> <b>Lesson 1</b></p> <p><u>LI: To develop stamina and an understanding of speed and pace in relation to distance.</u></p> <p>By the end of this lesson children should be able to; Run at a pace that you can maintain. Run faster at the end of the race. Run with fluency and coordination alternating your arms and legs. Pupils to discuss with a partner: Did you use the different stages discussed for a long distance event -slower and then quicker at the end? How does your body feel different when you take part in a longer run to when you take part in a sprint race? Did you persevere as the run went on?</p> <p style="text-align: center;"><b>Unit: Fitness</b> <b>Lesson 1</b></p> <p><u>LI: To recognise different areas of fitness and explore what your body can do.</u></p> <p>Children will be introduced to the unit 'Fitness' and told there are lots of different elements to our fitness and introduced to the following four components: speed: how fast we are strength: how strong we are agility: how quickly and easily we can move balance: how well we can maintain a steady position</p>  <p style="text-align: center;"><b>Unit: Swimming</b> <b>(Moonstone &amp; Obsidian)</b></p> <p>Weekly sessions of swimming are delivered on Mondays and Tuesdays, by qualified instructors.</p>

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Art	Spanish – Language Angels	PSHE - Jigsaw
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## Unit: Craft and design

### Lesson 1

**LI: We are learning to understand the starting points in the design process, by creating mood boards.**

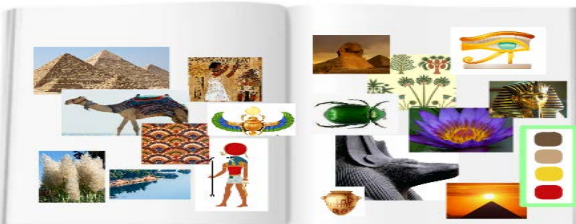
In this lesson, children will focus on understanding the starting points in the design process through the creation of mood boards, children will learn several key concepts and skills:

1. Understanding Design Process
2. Concept of Mood Boards
3. Gathering Inspiration
4. Organizing Ideas

A mood board (sometimes called a concept board) is used by designers to give an overview or feel for the theme of a design, whether this is for something like an interior, a fashion collection or a fabric design. It will often contain collected images, patterns and colours that the designer will use to inspire their new designs. Sometimes, they can include words and examples of finished products depending on what the design is for.

### **Vocabulary**

colour palette	design
designer	idea
image	imagery
imagination	inspiration
mood board	rainforest
texture	theme



## Unit: La clase (classroom)

### Lesson 1

**LI: We are learning to identify the nouns and articles/determiners for six common classroom objects.**

In this unit introduction, children will begin learning new language related to common classroom objects. The key vocabulary for this unit is divided over two lessons, with the focus in this lesson being on nouns and determiners (indefinite articles) for six common classroom objects.

### Key Language

un libro = a reading book

un cuaderno = an exercise book

un lápiz = a pencil

un bolígrafo = a pen

un sacapuntas = a sharpener

un estuche = a pencil case

- **UN** - The INDEFINITE ARTICLE to use before MASCULINE SINGULAR nouns.
- **UNA** - The INDEFINITE ARTICLE to use before FEMININE SINGULAR nouns.
- **UNOS** - The INDEFINITE ARTICLE to use before MASCULINE PLURAL nouns.
- **UNAS** - The INDEFINITE ARTICLE to use before FEMININE PLURAL nouns.

## Unit: Relationships

### Lesson 1

**LI: We are learning to feelings associated with jealousy and suggest strategies to problem-solve when this happens.**

**LI: recognise situations which can cause jealousy in relationships**

In this lesson, children will be introduced to our new Jigsaw unit this term 'Relationships'. The children will be shown the photos in the 'Jealousy PowerPoint' and asked them to briefly discuss in their pairs what they think is going on in each picture, and how the people are feeling. Children will be told that jealousy is a common emotion but an unhelpful one. We can all experience it about people and things. Children will be given a set of scenarios to each and will need to problem-solve the situation on their card. Can they suggest a way forward so the situation can be resolved? Is there a way to manage the jealousy so it doesn't result in unhelpful behaviour? Each group will have a few minutes discussion time, then ask for feedback.



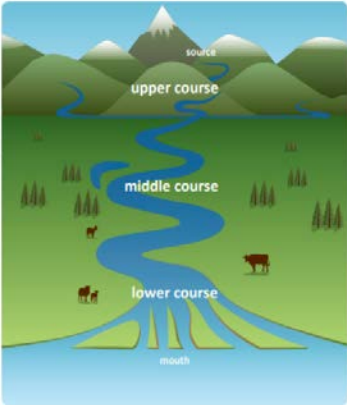





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Science - Wellington Curriculum	Topic (History) – Cornerstones Curriculum	Computing – Barefoot and Teach Computing
<p style="text-align: center;"><b>Unit: Grouping and Classifying</b> Lesson 1</p> <p><b>LI: We are learning to use classification keys to categorise objects or organisms based on their observable characteristics.</b></p> <p><b>Skill: We are learning to ask scientific questions and compare living things.</b></p> <p>In this lesson, children are learning about classification through an interactive game of Guess Who. They will compare, sort, and group living things based on observable features and behaviour, similar to how they identify characters in the game. By playing Guess Who, they will develop skills in observation and asking relevant questions. They will understand that classification keys are sets of questions used to identify living things or determine their groups. After playing the game, they will use a classification key to identify animals, reinforcing their understanding of classification principles. Finally, they will explore real classification keys to deepen their understanding.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div data-bbox="120 1054 421 1257">  </div> <div data-bbox="443 1050 792 1267">  </div> </div>	<p style="text-align: center;"><b>Unit: Misty Mountains and Winding river</b> Lesson 1</p> <p><b>L.I. We are learning to describe the journey of a river.</b> <b>Skill - L.I. We are learning to identify what a river is.</b></p> <p>In this lesson, children will be introduced to rivers. We will be looking at describing and comparing aspects of physical features.</p> <p>By the end of this lesson children should know:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A river is a body of water that flows downhill, usually to the sea.</li> <li><input type="checkbox"/> The place where a river starts is called the source.</li> <li><input type="checkbox"/> Tributaries are small rivers or streams that flow into large rivers.</li> <li><input type="checkbox"/> The place where a river flows into the sea is called the mouth.</li> </ul> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b>Unit: Photo Editing</b> Lesson 1</p> <p><b>LI: We are learning to explain that the composition of digital images can be changed</b></p> <p>Image, edit, digital, crop, rotate, undo, save</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>- I can improve an image by rotating it</li> <li>- I can explain why I might crop an image</li> <li>- I can use photo editing software to crop an image</li> </ul> <p><b>Activity:</b> Today's lesson focuses on understanding photo editing. Children will discuss what photo editing is and what they expect to see in edited images. They'll explore different editing techniques such as rotation and cropping. Through discussions and activities, they'll learn how to use these techniques to improve photos and fix mistakes. They'll also be introduced to computer-based editing using software like paint.net. By the end of the lesson, children will be able to recognize different editing tools and apply basic editing techniques to enhance images.</p> <div style="text-align: center;"> <p>How has this image been edited?</p> <div data-bbox="1599 1206 2042 1385">  </div> <p>Many of the photos you see every day have been edited.</p> </div>

# Weekly Overview of Learning

**Year Group: 4**    **Week beginning: 15.04.24**

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## 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

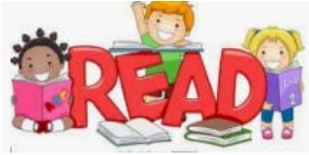
Year Group: 4    Week beginning: 15.04.24

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## Reading Tasks

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

Your teacher will check and sign your work once a week.



Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.

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



## 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 vary each week and may be in the form of a worksheet and handed out to you or set to your Doodle extras each week. This will be set on a Thursday and due on a Monday.

Spelling and dictation - Remember to try and use these words in sentences to show that you understand their meanings.

Doodle English and Doodle Spell - log in to your account at least 4-5 times this week

### Week 7

1. important
2. therefore
3. explore
4. normal
5. squawk
6. drawing
7. caught
8. August
9. naughty
10. autumn

## Doodle Maths

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

Your homework will vary each week and be in the form of a worksheet or be set to your 'Doodle 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:



**Moonstone and Obsidian are now swimming:**

**Monday: Moonstone (Spelthorne Leisure Centre)**

**Tuesday: Obsidian (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

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