

# Weekly Overview of Learning

Year Group: 3 Week beginning: 04.03.24

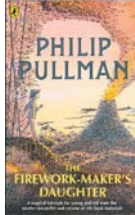
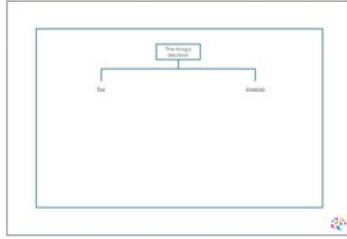
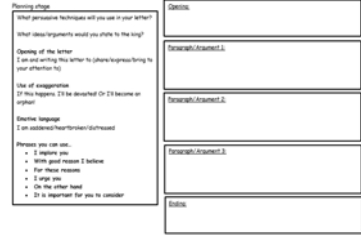
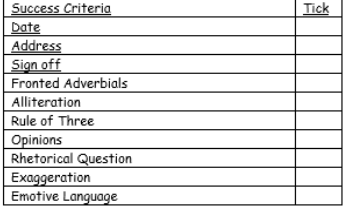
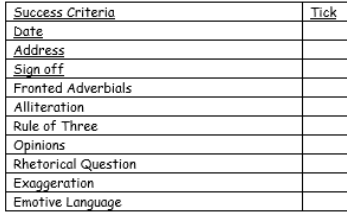

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| English Reading and Writing                                   | Monday   | Tuesday   | Wednesday  | Thursday   | Friday  |
|---|--|---|--|--|---|
| Speaking and Listening Focus                                  | <p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>   | <p>Collaborative learning.</p> <p>Think, pair, share and class discussion. Children will take turns in speaking and listening.</p>  | <p>Independent learning</p> <p>Children will complete independent learning/writing tasks.</p>  | <p>Independent learning.</p> <p>Children will complete independent learning/writing tasks.</p>   | <p>Independent learning.</p> <p>Children will complete independent learning/writing tasks.</p>  |
| Key vocabulary and Key Blooms higher order thinking questions | <p><b>Key Vocabulary</b><br/>Letter<br/>Persuasive<br/>Convincing<br/>Arguments<br/>Date<br/>Address<br/>Sign on<br/>Sign off<br/>Persuasive<br/>Fronted Adverbials<br/>Alliteration<br/>Rule of three<br/>Opinions<br/>Rhetorical questions<br/>Exaggeration<br/>Emotive language</p> <p><b>Key Questions</b><br/>What are the key features of a letter?<br/>Where does the address get written?<br/>Where does the date get written?<br/>What is a sign on/sign off?</p> <p>What does persuasive mean?<br/>What is a persuasive piece of text?</p> | <p><b>Key Vocabulary</b><br/>Persuasive<br/>For<br/>Against<br/>Debate<br/>Discussion<br/>Share ideas<br/>Conscious alley<br/>Comparison<br/>Comparing frame</p> <p><b>Key Questions</b><br/>Can you recall what persuasive means?<br/><br/>Can you recall what for and against mean when debating?<br/><br/>Can you share your ideas with a partner?<br/><br/>Do you agree with the King? Why?<br/><br/>Did Lalchand commit a crime?<br/><br/>Can you explain what Lila should do?<br/><br/>How could Lila help her dad?</p> | <p><b>Key Vocabulary</b><br/>Letter<br/>Persuasive<br/>Fronted Adverbials<br/>Alliteration<br/>Rule of three<br/>Opinions<br/>Rhetorical questions<br/>Exaggeration<br/>Emotive language</p> <p><b>Key Questions</b><br/>What is your argument for the king?<br/><br/>What are you trying to convince the king to do?<br/><br/>Have you included key arguments to support your points?<br/><br/>What is the rule of three? Can you list three adjectives or opinions to emphasise your point?<br/>What is a rhetorical question?<br/>Can you exaggerate your letter?</p> <p>Have you included an address?<br/>Have you included a date?<br/>Have you included sign on?</p> | <p><b>Key Vocabulary</b><br/>Letter<br/>Persuasive<br/>Date<br/>Address<br/>Sign on<br/>Sign off<br/>Fronted Adverbials<br/>Alliteration<br/>Rule of three<br/>Opinions<br/>Rhetorical questions<br/>Exaggeration<br/>Emotive language</p> <p><b>Key Questions</b><br/>What are you trying to convince the king to do?<br/><br/>Have you included key arguments to support your points?<br/><br/>Have you used alliteration?<br/>What is the rule of three? Can you list three adjectives or opinions to emphasise your point?<br/>Can you use a rhetorical question?<br/>Can you exaggerate your letter?</p> <p>Have you included an address?</p> | <p><b>Key Vocabulary</b><br/>Letter<br/>Persuasive<br/>Date<br/>Address<br/>Sign on<br/>Sign off<br/>Fronted Adverbials<br/>Alliteration<br/>Rule of three<br/>Opinions<br/>Rhetorical questions<br/>Exaggeration<br/>Emotive language</p> <p><b>Key Questions</b><br/>What are you trying to convince the king to do?<br/><br/>How can you edit your work?<br/>Have you used the success criteria?<br/><br/>Does your letter contain a fronted adverbial?<br/>Can you use more than one?<br/><br/>Can you use alliteration in your argument?</p> |

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|  | How can we write a persuasive letter?<br>What are persuasive writing features?  |  | Have you included a sign off?   | Have you included a date?<br>Have you included sign on?<br>Have you included a sign off?  | Have you used a rhetorical question in your opening paragraph? |
|--|---|--|---|---|--|
| <p><b>Activities</b></p> <p>In this lesson the children will begin looking at different letter features. Specifically, the children will be looking at persuasive writing in letters, picking out key features to use in their own letters later in the week.</p> <p>Children will discuss what persuasive means and what the features are such as alliteration and exaggeration.</p> <p>The children will be using a success criteria to highlight key features in different examples.</p> <p style="text-align: right;">Mr T. Smith<br/>89 Foxhole Lane<br/>Twinkstone<br/>Warwickshire<br/>S13 4AP</p> <p style="text-align: right;">Monday 26th November 2012</p> <p>Dear Mr Pilkington,</p> <p>I am writing to complain about the vegetables purchased from your shop three days ago. Firstly, the sweet potatoes were not only hollow, but had an infestation of ants within them. Secondly, the 500g of mushrooms were actually doorknobs which had been painted grey. Lastly was the watermelon. Upon closer inspection this was no watermelon, rather a football painted green and filled with jelly. I am uncertain of what gave you such a preposterous idea as to paint doorknobs grey and sell them as mushrooms or to fill a football with jelly. This standard is unacceptable and I demand a refund for these goods. You shall be expecting a visit from me within the week.</p> <p>Yours sincerely</p> <p>Mr T. Smith</p> | <p>Children will read chapter 6 of the Firework Maker's Daughter. They will discuss the crime that Lalchand had committed and what the King wants to do.</p>  <p>They will recap the meaning of persuasive, and what for and against means when debating.</p> <p>The children will discuss ideas for and against saving Lalchand, with a partner and then with the class, They will create a conscious alley to help them.</p> <p>They will complete a categorising frame with arguments for and against the king's decision..</p>  | <p>The children will recall the features of a letter. Then, they will recall the features of a persuasive text. They will read a model example of a persuasive letter and identify what features they can see, what is good and what can be improved.</p> <p style="text-align: right;">Lila Firework Maker<br/>Firework Lane<br/>Firework Village</p> <p style="text-align: right;">22/02/2024</p> <p>The King<br/>Grand Palace<br/>Firework Village</p> <p>Dear Your Majesty,</p> <p>I am writing to you as I have recently found out that my father, Lalchand the Firework Maker, is going to be killed violently tomorrow. I am asking you to spare his and let him live. Has he not been a good firework maker and made the village happy with his fantastic, colorful fireworks?</p> <p>Firstly, I urge you to understand the circumstances of why my father spoke to Chulak and the White Elephant. My father was very concerned, worried and anxious about me as I had no way to Mount Manraj to become a firework maker like him. Furthermore, he was coming to save me from the heathly, blazing flames of Razavi. He was truly being a wonderful, caring father!</p> <p>Secondly, I need you to consider the effect of me losing my father. He is the only member of my family left and I am still extremely upset over the death of my mother. The thought of my father dying feels me with dread and would leave a permanent hole in my heart.</p> <p>Lastly, I understand that you have a responsibility to uphold the law and maintain order in your kingdom. However, I believe that mercy and forgiveness are equally important and that you will feel more peace sparing his life. I urge you to show compassion and mercy towards my father and I.</p> <p>I urge you to consider releasing my father and saving his life, as I truly need my father in my life and he was only trying to save me.</p> <p>Yours sincerely,<br/>Lila, daughter of Lalchand the firework maker.</p> <p>Children will use a template to support them when drafting their letter.</p> <p>They will use the success criteria to support their draft.</p>  | <p>The children will discuss their draft of their letter with a partner. They will re-read a model example of a persuasive letter and discuss the features that are in it.</p> <p style="text-align: right;">Lila Firework Maker<br/>Firework Lane<br/>Firework Village</p> <p>The King<br/>Grand Palace<br/>Firework Village</p> <p style="text-align: right;">22/02/2024</p> <p>Dear Your Majesty,</p> <p>I am writing to you as I have recently found out that my father, Lalchand the Firework Maker, is going to be killed violently tomorrow. 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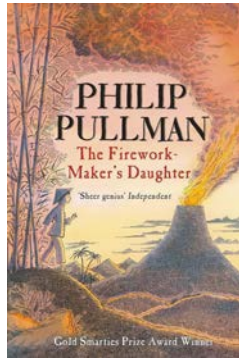
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**Class Text – Reading Aloud**  
**20 mins each day**

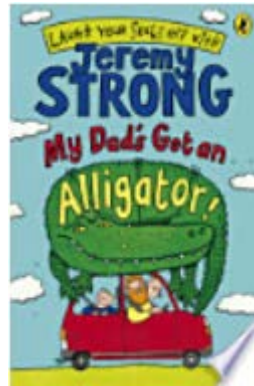
**Topaz**

TEXT – The Firework Maker's Daughter  
Author – Philip Pullman



**Sapphire**

Text - My Dad's got an Alligator  
Author – Jeremy Strong



**Turquoise**

Text – The Danger Gang  
Author - Tom Fletcher



**Lapis**

Text – Dragon girls  
Author - Maddy Mara



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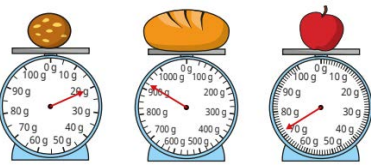

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| Maths  | Lesson 1  | Lesson 2   | Lesson 3   | Lesson 4  | Lesson 5  |
|--|---|--|--|---|---|
| <p><b>Key vocabulary and key questions</b></p> | <p><b><u>LT:We are exploring and identifying equivalent fractions using a numberline</u></b></p> <p><b>Key vocabulary</b><br/>                     whole<br/>                     fractions<br/>                     equal parts<br/>                     denominator<br/>                     numerator<br/>                     equivalence<br/>                     equivalent<br/>                     number line</p> <p><b>Key questions</b><br/>                     What other word does "equivalent" remind you of?<br/><br/>                     What are equivalent fractions?<br/><br/>                     What are the start and end numbers of each number line?<br/><br/>                     When drawing number lines to show equivalent fractions, why is it important that your number lines are equal in length?</p> | <p><b><u>LT:We are revisiting our fraction unit to deepen our understanding.</u></b></p> <p><b>Key vocabulary</b><br/>                     Whole<br/>                     Denominator<br/>                     Numerator<br/>                     Equivalence<br/>                     Number line<br/>                     Interval<br/>                     Fraction<br/>                     Units</p> <p><b>Key questions</b><br/>                     Where does the scale start/end?<br/><br/>                     How many equal parts are there?<br/><br/>                     What is the denominator of the fraction?<br/><br/>                     How far along the scale is the arrow/water?<br/><br/>                     What is the numerator of the fraction?<br/>                     Are all the intervals equal?<br/><br/>                     How do you count the number of intervals?</p> | <p><b><u>LT:We are exploring scales of measurement</u></b></p> <p><b>Key vocabulary</b><br/>                     Split<br/>                     Mass<br/>                     Kilograms<br/>                     Grams<br/>                     Scales<br/>                     Equal<br/>                     Intervals<br/>                     Measurement</p> <p><b>Key questions</b><br/>                     What is the value at the start of the number line?<br/><br/>                     What is the value at the end of the number line?<br/><br/>                     How many equal parts is the number line split into?<br/><br/>                     What is the value of each interval on the number line?<br/><br/>                     What is the value of each part if 100 is divided into equal parts?<br/><br/>                     What is the same/different about these two number lines?<br/><br/>                     What does this mark on the number line represent? How do you know?</p> | <p><b><u>LT:We are learning to measure grams (g) and read scales</u></b></p> <p><b>Key vocabulary</b><br/>                     Mass<br/>                     Kilograms<br/>                     Grams<br/>                     Scales<br/>                     Equal<br/>                     Intervals<br/>                     Measurement<br/> <b>Key questions</b><br/>                     What does "mass" mean?</p> <p>What units do you use to measure mass?<br/><br/>                     What is the start/end value on the scale?<br/><br/>                     How many equal intervals are there on the scale?<br/><br/>                     How do you know what the missing numbers are?<br/><br/>                     If the measurement is halfway between two marks, how can you work out what it is?</p> | <p><b><u>LT: We are learning to identify mass in kilograms and grams</u></b></p> <p><b>Key vocabulary</b><br/>                     Mass<br/>                     Kilograms<br/>                     Grams<br/>                     Scales<br/>                     Equal<br/>                     Intervals<br/>                     Measurement</p> <p><b>Key questions</b><br/>                     What is mass?<br/><br/>                     What are kilograms and grams? What is the same and what is different about them?<br/><br/>                     How many grams are there in 1 kg?<br/><br/>                     How many grams is half/a quarter of a kilogram?<br/><br/>                     If a mass is between two whole kilograms, how can you work out the exact mass?</p> |

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|                          |  |  |  |   |   |
|--------------------------|--|--|--|---|---|
| <p><b>Activities</b></p> | <p>The focus of this step is on using number lines to find equivalent fractions by looking at fractions that are in line with each other (equal in value), rather than more abstract methods using multiplicative reasoning. A common mistake with this method is drawing bars of unequal length. To avoid this potential error, it can be useful to reinforce one of the key learning points from previous steps: when the numerator and denominator are equal, the fraction can also be shown as 1. Therefore, when drawing multiple number lines to find equivalent fractions, the start and end points (0 and 1) must always be in line with each other. Children also compare multiple number lines to find families of equivalent fractions, looking for patterns and relationships.</p> | <p>In this small step, children deepen their understanding by exploring bar models as another way of representing equivalent fractions. Children begin by comparing two bar models of equal length divided into different amounts to identify any equivalent fractions. As with the previous step, a common mistake here is drawing bar models of unequal length. Once confident, children progress to comparing multiple bar models to find families of equivalent fractions, again exploring any patterns.</p> <p>Shade <math>\frac{1}{3}</math> of the bar model. </p> <p>Shade <math>\frac{2}{6}</math> of the bar model. </p> <p>What do you notice?<br/>Complete the sentence.  is equivalent to </p> <p>Use the same bar models to find another pair of equivalent fractions.</p> <p>Another strategy for finding equivalent fractions is to use a single bar model and to break up each of the existing parts into smaller ones. A common error is not splitting the existing parts into the same number of smaller equal parts, so this key point must be stressed.</p> | <p>In this block, children continue to explore mass in kilograms and grams before moving on to capacity. An essential skill in this block is for children to be able to use and understand scales. This small step provides an opportunity for children to become more familiar with using scales to read measurements. The focus is on dividing 100 into 2/4/5/10 equal parts using number lines, before applying this skill in various contexts later in the block. By working out what the interval gaps are on a number line, children become more experienced at reading scales in the context of measurement. They learn what size groups are made when 100 is split into equal parts, then extend this learning to other multiples of 100.</p> <p>How many equal parts has each number line been split into?<br/></p> | <p>Children measure mass in grams only. This builds on their learning from Key Stage 1, but with masses now going up to 1,000 grams. Give children a variety of objects to weigh using scales, so that they can understand what a given number of grams can look or feel like. This also provides the opportunity to bring in the learning from the previous step, giving children a chance to read a variety of different scales, and compare this to the number lines they used in the last step.</p> <p>What is the mass of each object?<br/></p> <p>Working in pairs or small groups children to measure mass of classroom items and complete stem sentences individually on MWBs or scrap paper</p> | <p>In this small step, they measure the mass of objects in both kilograms and grams, as well as fractions of kilograms. For example, an object may have a mass of 2 kg and 500 g and children should recognise that this is equivalent to two and a half kilograms. In this block, they always read the measurement as kg and g, not in decimal form, as decimals are not introduced until Year 4.</p> <p>The mass of the book is 1 kg and 300 g.</p> <p>Where would the arrow point to?<br/></p> <p>The mass is between ___ kg and ___ kg.<br/>There are ___ intervals.<br/>Each interval is worth ___ g.</p> |
|--------------------------|--|--|--|---|---|

Please continue logging into Doodle Maths and Times-table Rockstars regularly

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| Spanish - Language Angels  | ART - Kapow  | RE   |           |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
|--|--|--|-----------|-------|----------|-------|------------|-------|---------|-------|-----------|-------|----------|-------|--------|-------|-------------|-------|--------|-------|--|--|
| <p style="text-align: center;"><b>Las Formas</b></p> <p><b><u>LI: I will be consolidating our learning of shapes by unpicking a pattern.</u></b></p> <p>The children will use their prior learning of the 10 shapes to unravel a puzzle which states the different names of the shapes. They will need to remember the determiner in front of each shape as it is included in the puzzle.</p> <p>Can you find the words for ten shapes in the patterns? Circle them when you find them and write them next to their corresponding English word.</p> <p style="text-align: center;">             unalineauntriángulounrombouncuadradouncírculounpentágonounestrellainunhexágounrectángulo         </p> <table border="0"> <tr> <td>A triangle</td><td>_____</td> <td>A rhombus</td><td>_____</td> </tr> <tr> <td>A square</td><td>_____</td> <td>A pentagon</td><td>_____</td> </tr> <tr> <td>An oval</td><td>_____</td> <td>A hexagon</td><td>_____</td> </tr> <tr> <td>A circle</td><td>_____</td> <td>A line</td><td>_____</td> </tr> <tr> <td>A rectangle</td><td>_____</td> <td>A star</td><td>_____</td> </tr> </table> | A triangle   | _____  | A rhombus | _____ | A square | _____ | A pentagon | _____ | An oval | _____ | A hexagon | _____ | A circle | _____ | A line | _____ | A rectangle | _____ | A star | _____ | <p style="text-align: center;"><b>Unit - Egyptian Scrolls</b></p> <p><b><u>Lesson 3 part 1 - LI - We are learning to design scrolls inspired by the style of an ancient civilisation</u></b></p> <p>Children will recap what materials Egyptians used when creating art. They will learn that Egyptians made paper from papyrus plants and used that to create their scrolls.</p> <p>The children will design their scroll by using words and pictures. They will sketch their idea in their books on the painted, textured background.</p> <p>They will use the images above to inspire their designs.</p> <div style="text-align: center;"> <p>Outcome for today: We are going to be designing our scrolls by drawing and sketching down our ideas.</p> </div> | <p style="text-align: center;"><b>Islam</b></p> <p><b><u>LI: We are learning about key festivals in Islam.</u></b></p> <p>This week in RE children will be learning about the origins of festivals in Islam, and why they are significant.</p> <div style="text-align: center;"> <p>Children will be identifying key information relating facts and details of the festivals.</p> </div> |
| A triangle   | _____  | A rhombus  | _____     |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| A square   | _____  | A pentagon   | _____     |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| An oval  | _____  | A hexagon  | _____     |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| A circle   | _____  | A line   | _____     |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| A rectangle  | _____  | A star   | _____     |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| PSHCE - Jigsaw   | Music - Sing Up  | Computing - Teach Computing  |           |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |
| <p style="text-align: center;"><b>Unit - Healthy Me</b></p> <p><b><u>Lesson 3 - LI: We are learning to express how being anxious or scared feels.</u></b></p> <p>Children will discuss the meaning of anxious and scared, and how people can express their feelings in different ways. Children will define the term emergency. They will discuss who can be called in an emergency. They will identify people that they trust in their life such as parents and teachers, and that they can call the police, ambulance and firefighters in an emergency. The children will role play being in an emergency and one responding to the emergency.</p> <div style="text-align: center;"> <p>In an Emergency: 999</p> <p>Who would you call in an emergency?</p> </div>   | <p style="text-align: center;"><b>Unit 5 - Latin Dance</b></p> <p><b><u>LI: We are learning to practise the steps of salsa and sing the song 'Tongo'.</u></b></p> <p>Children are going to use the salsa dance video to help them practice the steps to the dance.</p> <p>The children will practice singing the song 'Tongo' which is a call and response song. They will sing in groups, and practice holding the notes at certain parts of the song.</p> <div style="text-align: center;"> <p>Tongo (Ukulele) - slow version</p> </div> | <p style="text-align: center;"><b>Unit 4 - Data and Information</b></p> <p><b><u>LI: We are learning to create a branching database.</u></b></p> <p>Children will learn what a branching database is and what they can be used for.</p> <p>Children are going to use the chromebooks to create their own branching database online by following a step by step guide. They will choose what their database will be about.</p> <div style="text-align: center;"> <p>A branching database uses questions to identify objects</p> <p>On the next slide, I will identify a minibeast by asking and answering questions.</p> <p>The minibeast has the following attributes:</p> <ul style="list-style-type: none"> <li>It can fly</li> <li>It stings or bites</li> <li>It makes honey</li> </ul> <p>You might already know what the minibeast is, but let's use a branching database to find out for sure.</p> <p>Creating an online branching database</p> <p>What do you think you need before you can begin building a branching database?</p> <p>Answer: You need objects to ask questions about</p> </div> |           |       |          |       |            |       |         |       |           |       |          |       |        |       |             |       |        |       |  |  |

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| Science - Cornerstone   | Topic - Cornerstones   | PE - Get Set 4 PE   |
|---|--|---|
| <p style="text-align: center;"><u>Unit - Plants, Nutrition and Reproduction</u></p> <p><u>Lesson 1</u><br/><u>LI: We are recalling prior learning of plants, nutrition and reproduction.</u></p> <p>The children will be beginning their new topic of 'Plants, nutrition and reproduction'. They will begin this topic by recalling any prior learning they have on the topic and filling out a defining frame!</p> <div style="text-align: center;"> </div> <p><u>Lesson 2</u><br/><u>LI: We are learning to name and describe the functions of a flowering plant.</u></p> <p>In this first lesson of this new topic, the children will be naming, labelling and describing the different functions of the parts of a flowering plant. The children should have previous knowledge of the different parts of a plant such as the stem, root and leaf.</p> <div style="text-align: center;"> </div> | <p style="text-align: center;"><u>Geography - Rocks, Relics and Rumbles</u></p> <p><u>Lesson 1:</u><br/><u>LI: We are learning to describe how a significant geographical activity has changed a landscape in a short or long term</u></p> <p>This week the children will learn about how a volcanic eruption affects human lives and the environment. The children will then write a volcanologist report either choosing Kilauea volcano or Paricutín.</p> <div style="text-align: center;"> </div> <p><u>Lesson 2:</u><br/><u>LI: We are learning to explain the cause and effect of a significant historical event</u></p> <p>The children will be learning about the cause and effect of the eruption of Mount Vesuvius. The children will get to hear a transcript of how the people were affected from the volcano. The children will then draw and label the eruption and write a paragraph about the causes and the effects.</p> <div style="text-align: center;"> </div> | <p><u>Unit 5 - Dance</u><br/><u>Lesson 5 - LI: We are learning to develop the straight, barrel, and forward roll.</u></p> <p>Children will practise different rolls such as barrel roll, straight roll and forward roll. They will link two different rolls, two balances and two jumps together to sequence their work.</p> <div style="text-align: center;"> </div> <p><u>Lesson 6 - LI: We are learning to include rolls in sequence work using apparatus.</u></p> <p>Children will recall the different rolls they learnt, barrel, straight and forward roll. They will use the mats and apparatus at each station to safely perform a roll, jump and balance.</p> <div style="text-align: center;"> </div> |

# Weekly Overview of Learning

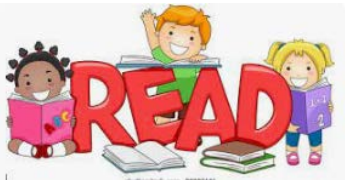
Year Group: 3    Week beginning: 04.03.24

Every **week**, 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

## Homework

This week's homework is going to be set online using Mymaths, Doodle English and Doodle Maths. Where applicable, it should be returned by the following Monday.

### Reading/Spelling and Grammar



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.

Try and login to **Bug Club** and **Reading Eggs**.



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

#### **KS2 -**

In year 3 the children have individualised spellings which are tested upon each week on an allocated day.

**Doodle English and Doodle Spell** - log in to your account at least 3 times this week.

### Maths



**Doodle Maths** - Log on to your account at least **three times this week**.

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

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

#### **Times Tables Rockstars:**

Take part in the weekly Year 3 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!

### REMINDERS - trips/events/items to bring in



Please make sure your child has a glue stick and green pen for their pencil case at school - thank you.

#### **Guided Reading**

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.



#### **Reminders:**

**Neasden Mandir Temple Trip -  
Lapis and Topaz - 18th March  
Please wear your PE kit  
Sapphire and Turquoise- 19th March**