



## Class teacher emails:

- 3 Yellow – [3yellow@cranbrookprimary.redbridge.sch.uk](mailto:3yellow@cranbrookprimary.redbridge.sch.uk)
- 3 Blue – [3blue@cranbrookprimary.redbridge.sch.uk](mailto:3blue@cranbrookprimary.redbridge.sch.uk)
- 3 Red – [3red@cranbrookprimary.redbridge.sch.uk](mailto:3red@cranbrookprimary.redbridge.sch.uk)
- 3Green – [3green@cranbrookprimary.redbridge.sch.uk](mailto:3green@cranbrookprimary.redbridge.sch.uk)

# Year 3 Team 2024-25

- **Phase leader: Abdul**
- **3 Yellow: Shahnaz & Claire**
- **3 Red : Louise**
- **3 Blue: Abeda**
- **3 Green: Monika**

**Supporting Staff: Sidika, Hasna, Puja.**

**Speak to the class teacher in the first instance if you have any concerns. We will be happy to help.**

# Key Points

## Attendance

Children should be punctual. Doors open at 8.45am.

Registers close at 9, so your child needs to be in the classroom before then.

Teaching and learning begins at 8.45/Reading with an adult/phonics interventions, morning work and we do not want children to miss out on valuable learning.

Safety - If another adult is going to collect your child after school, phone the office prior to this, who will issue a safety code.

SchoolPing- Please check this is working or see the office if you cannot access. When we require permission for trips, we will inform children, please access this in advance. Where we require adult volunteers, it is imperative that you <sup>A</sup> speak to your child's teacher to show your interest- we don't get informed until it's too late! The weekly newsletter will now be half-termly, however you will be informed of achievement awards weekly.

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### **School Uniform –**

Small ear studs and a basic watch is allowed (no cameras). For Boys: Jade round neck sweatshirt with school logo or grey jumper, dark grey trousers and white polo shirt (with or without the school logo). In summer, dark grey smart shorts can be worn.

For Girls: Jade round neck sweatshirt with school logo or a grey cardigan, dark grey skirt, pinafore or trousers and white polo shirt (with or without the school logo). In summer, girls can wear a green and white check dress.

Hijab: Black, green or white. Footwear: Sensible flat shoes in black or boots in winter.

**Trainers, flip-flops or backless sandals or shoes are not acceptable.**

**No Jeans, hoodies or fancy headbands.**

### **PE**

Plain crew neck t-shirt in the colour of the child's class- red, blue, yellow or green. Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather. Please send your child in on Wednesdays wearing the appropriate PE kit . No earrings on PE day.

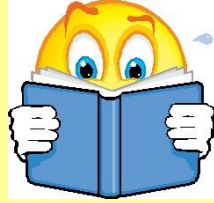
**Plain tops with no logos**

PE lessons will be held every Wednesday



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# Expectations



## Homework

- ✓ Handed out on **Thursday** to be returned on the following **Tuesday**
  - ✓ 20 Minutes reading per day and parents /carers to record in reading records.
- All children are issued with a stage book and a 'reading for pleasure' book.
- ✓ Spellings should be written in full sentences.

## Presentation and handwriting

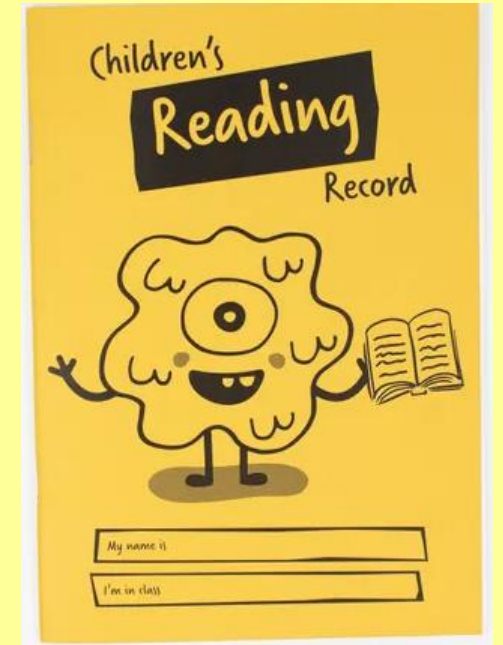
- ✓ ALL homework should follow our presentation guidelines.
- ✓ Use a ruler to draw lines and underline the date and title.







Paperless – please access homework using the 'homework' link on the school homepage.

**WE EXPECT ALL CHILDREN TO COMPLETE THEIR HOMEWORK NEATLY AND ON TIME.**

# Reading is the key to all learning

- Please ensure your children are reading everyday for at least 20 minutes. Where possible, encourage children to read aloud to you.
- When you are reading with your child make sure they have their reading record to hand so that they can record their reading for the day.
- Reading aloud gives all children and adults the opportunity to be heard, use punctuation correctly and understand the vocabulary in context, which links to their writing.
- Take turns to read with your child, they read a page, you read a page.
- Reading aloud enables engagement and fluency, this is vital for reading and writing going forward.
- Whilst listening to your children read, please make use of the VIPERS questions (on the next slide), in order to check their understanding of the text.
- Collins –library of books accessed online.



<h2 style="color: red;">Vocabulary</h2> <p>Find and explain the meaning of words in context.</p> 	<h2 style="color: red;">Infer</h2> <p>Make and justify inferences using evidence from the text.</p> 	<h2 style="color: red;">Predict</h2> <p>Predict what will happen based from the details given or implied.</p> 	<h2 style="color: red;">Explain</h2> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p> 	<h2 style="color: red;">Retrieve</h2> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> 	<h2 style="color: red;">Summarise</h2> <p>Summarise the main ideas from more than one paragraph.</p> 
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that.....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that.....</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text.</li> <li>• Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>



Dates for your diary-Autumn Term

## Visit to the Natural History Museum

- Thursday 21st November 2024- 3Blue/3Green
- Thursday 5th December 2024- 3Red/3Yellow



Parent volunteers

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# EVERY DAY MATTERS

For every day that your child's class has 100% attendance, your child's class teacher will turn over a letter on this display in their classroom.

When all of the letters have been turned over- your child's class will have a non uniform day.

Your child's class teacher will send a message via School Ping to let parents and carers know when your class will have a non uniform day.

Good Luck !

# School Attendance Facts

## Attendance



The government says children should have an attendance of at least 95%.

Having 90% attendance is like having one school day off every two weeks.

Having 80% attendance is like having one school day off every week.

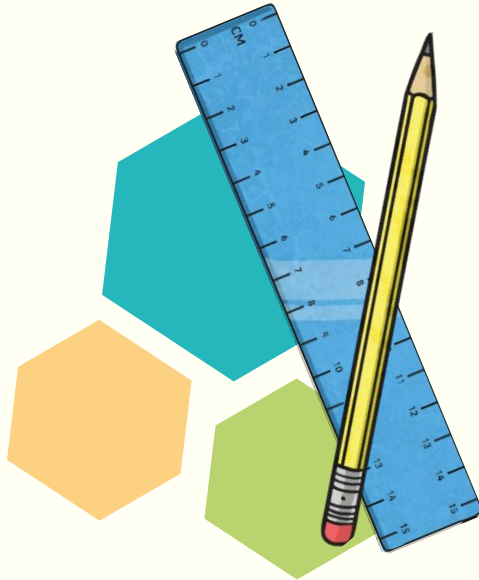
If you have a two-week holiday during school time each year you are in primary school, you will have missed 14 weeks of school by the time you finish year 6.

# Why Might We Miss School?

Attendance

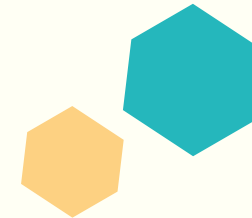
## Good Reasons

- Being sick
- Illnesses, such as chickenpox
- Celebrating a religious event



## Bad Reasons

- Being tired
- Going shopping
- Not having done homework
- Having to babysit
- Holidays being cheaper
- Not having the correct things, such as a PE kit
- Not wanting to go



**childline**

ONLINE, ON THE PHONE, ANYTIME  
childline.org.uk | 0800 1111

NSPCC  
**HELPLINE**  
0808 800 5000  
help@nspcc.org.uk

# Anti-Racism



ANTI-RACISM IS THE  
COMMITMENT  
TO FIGHT RACISM  
WHEREVER YOU FIND IT INCLUDING  
IN YOURSELF. -IJEOMA OLUO

## RACIAL DISCRIMINATION CAN INCLUDE:

- **Being called racist names** or being sent insulting messages or threats
- Personal attacks including physical and verbal
- Being left out, treated differently or excluded
- People making assumptions about you because of your skin colour, race or culture
- **Being made to feel like you have to change how you look**
- **Racist jokes**, including jokes about your skin colour, nationality, race or culture

**childline**

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**NSPCC**  
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# Anti-Racism



Cranbrook  
Primary School

Racism and racist language is **NEVER** tolerated at Cranbrook Primary School so please ensure your child is aware of what is and is not acceptable.

**We know that children can learn unpleasant language from various sources and may not understand how harmful these words are to others at first. Incidents of racism will always be dealt with in the Olive Room through a process of restorative justice in addition to reflection time.**



## Things to remind your children:

1. It's illegal to treat someone differently or unfairly because of their race.
2. Racism and racial discrimination is wrong, even if the person doesn't realise they're doing it.
3. They are not alone, and there are ways to get support within school when needed.



Further resources and information and resources can be found here:

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/>

We appreciate your support with making our school community a safe, accepting and tolerant place for all.

## Year 3 Autumn 2024 Beliefs through Time

Places you may like to  
Visit linked to our topic:

- Stonehenge
- Dorset – Jurassic Coast to do fossil hunting
- St Pauls Cathedral – to see beliefs shown through stained glass windows
- Central Mosque or the New Cambridge Mosque
- National History Museum



What can you do to  
support your child at  
home?

Find out about 2  
different beliefs and  
see how they  
compare. What is  
similar and what is  
different?

In Year 3 we start our History topic on Beliefs and discuss with pupils that these are the beliefs represented by some people in our society in the past and present. However, your beliefs and background may have a different view. We encourage showing mutual respect and tolerance of each others views.

<https://www.historyhit.com/guides/stone-age-sites-to-visit-in-britain/>



# How does your child feel about **YOUR SCREENTIME vs THEIRS?**



“ When I grow up, I want to be an iPhone so my mum will talk to me ”

*~ London pupil*

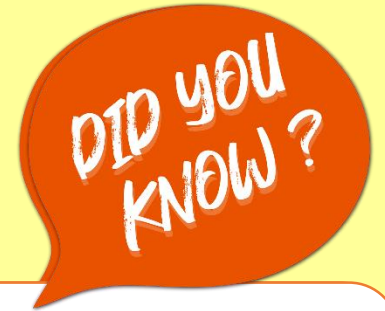
Download me again from [safeposters.lgfl.net](http://safeposters.lgfl.net)

## MAKES YOU THINK...

Talk to your child about their device use, but remember yours, too



**SafeguardED**



45% of 8-11s feel that **their parents' screentime is too high**

35% of 8-17s feel that **their own screentime is too high**

Source: Children and parents: media use and attitudes report 2024

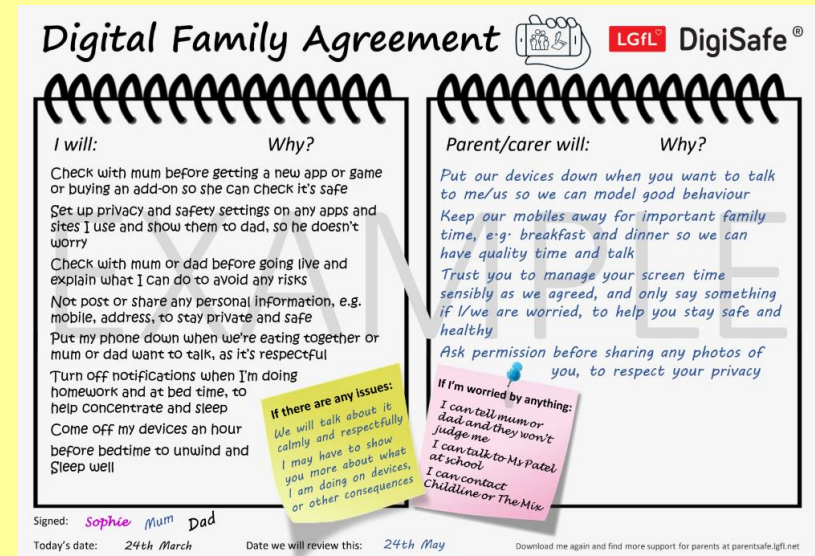




# YOU don't need to be an **EXPERT** ... be a **PARENT/guardian**

- **It's your choice** - Don't let others dictate when the right time is to use tech.
- **Stay involved** – make **time to communicate**, talk about what they are doing. What do they enjoy? What makes them laugh?
- **Don't quiz them** – have regular **conversations**. What's their favourite app? What is the best site to learn new things from?
- **Join in** - **watch them** play a game and join in. Who are they playing with? Do they know the other players?
- **'Show me how...'** – **ask their advice** to help you with your privacy settings, who you should add as a friend, are there any risks?
- **Lead by example** - children learn as much from watching as they do from being told not to do something, so **model** good behaviour
- **Reassure them** - tell them that they **won't get in trouble** and that you are always there **to help**.

Find conversation starters, story time ideas and top tips to reinforce key safety messages at [parentsafe.lgfl.net](https://parentsafe.lgfl.net)



# Online Safety and Social Media

## Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

### Social Media:

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

Apps:



All children read and agree to abide by Cranbrook's AUP (acceptable use policy)

Talk to your child/ren and create boundaries/rules with them!

Online Safety Information will be provided via Parentmail/school's newsletter

Encourage your child/ren to play 'Interland'  
An online game based on Online Safety!

### Sexting:

Sending or receiving of sexually-explicit or sexually-suggestive images or video via a mobile phone, or a piece of hardware!

**A mistake that you can never take back!**

Why do children do it?

Boost their self-esteem

A Dare!!

Get attention

'Everyone else is doing it'

What are the consequences?

No control over how the images are shared

Blackmail

Bullying

Emotional Distress

Unwanted attention

What can I do?

Have a conversation

Explain the risks of sexting

Be supportive and understanding

Set up parental controls

Think about screen time



Useful websites:

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

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

# Online Safety (Cyberbullying & Radicalisation)

## What is done in school?

- The school's Internet connection is filtered on several levels including by the Local Authority to keep children and staff safe when going online
- eSafety is taught in school.



ZIP IT



BLOCK IT



FLAG IT

\*Weekly Online Safety Discussion Sessions take place during morning tasks.

- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

## The Prevent Strategy

- Government initiative to counter the issue of extremism and radicalisation
- The school approaches the strategy through the teaching of critical thinking skills, open discussions on British Values such as Democracy, Rule of Law and Freedom of Choice.

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:



Peer 2 Peer Bullying

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If you suspect it, report it!



E-safety is not just about the safe use of computers, laptops and iPads but also **mobile phones** too!



## Other ways to support your children at home...

- Ensure your child completes their homework.
- Assist with homework whenever possible.
- It is essential that you continue to support them with their times tables, calculation methods and key number facts.
- Use interactive websites to support your child's learning, such Maths Factor and Timestable Rockstars – all links can be found on the school website.
- Read, read and read some more – discuss reading, model a passion for literature!
- Physical exercise to improve fine and gross motor skills which will positively impact handwriting, general health and reduce screen time!
- Ensure you discuss any social/behavioural issues which may arise.
- Try to visit local landmarks, museums and exhibitions.

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