



- Phase leader: Rachel Kaye
- 3 Green: Rehana YGL
- 3 Red : Monika/Bismillah
- 3 Blue: Riz
- 3 Yellow: Louise

Supporting Staff: Sharifa K, Sharifa P



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



Reminder!

- ▶ Uniform
- ▶ Attendance - 'Every day Matters'
- ▶ P.E day - Tuesdays (wear P.E kits please)
- ▶ Online Safety
- ▶ Visits and dates for diary
- ▶ Topic and Curriculum
- ▶ Spellings - Weekly Test Fridays
- ▶ Homework - New Online Platform 'Century Online'
- ▶ Behaviour Expectations

ATTENDANCE 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.

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

Digital Family Agreement 

I will:	Why?	Parent/carer will:	Why?
Check with mum before getting a new app or game or buying an add-on so she can check it's safe		Put our devices down when you want to talk to me/us so we can model good behaviour	
Set up privacy and safety settings on any apps and sites I use and show them to dad, so he doesn't worry		Keep our mobiles away for important family time, e.g. breakfast and dinner so we can have quality time and talk	
Check with mum or dad before going live and explain what I can do to avoid any risks		Trust you to manage your screen time sensibly as we agreed, and only say something if I/we are worried, to help you stay safe and healthy	
Not post or share any personal information, e.g. mobile, address, to stay private and safe		Ask permission before sharing any photos of you, to respect your privacy	
Put my phone down when we're eating together or mum or dad want to talk, as it's respectful			
Turn off notifications when I'm doing homework and at bed time, to help concentrate and sleep			
Come off my devices an hour before bedtime to unwind and sleep well			

Notes:

- If there are any issues: We will talk about it calmly and respectfully. I may have to show you more about what I am doing on devices, or other consequences.
- If I'm worried by anything: I can talk to mum or dad and they won't judge me. I can talk to Mr Patel at school. I can contact Childline or The Mix.

Signed: *Sophie* Mum Dad
 Today's date: 24th March Date we will review this: 24th May
 Download me again and find more support for parents at parentsafe.lgfl.net



How **CENTURY** works

Every student encounters roadblocks in their learning journey. These can be gaps in knowledge, misconceptions or a lack of stretch and challenge. **CENTURY** is an intelligent intervention tool that helps learners identify and overcome learning roadblocks.



Recommended Path



Diagnostic: nugget to assess a student's strengths and areas for improvement.

Nugget chosen and set by the teacher.

This is a topic CENTURY suggests the student can improve on.

Review previously attempted nuggets to consolidate learning.

To combat roadblocks, **CENTURY** presents students with a constantly adapting personalised pathway made up of micro-lessons, known as nuggets. The AI will recommend nuggets to address gaps in knowledge, provide stretch and promote long-term memory retention.



Want to see this in action?

Watch our How CENTURY works video

Behaviour Expectations in Cranbrook Primary



Cranbrook Primary School

Behaviour – Rewards and Consequences

When you make the correct choices expect...

Praise
Merits
Gold Merit Certificates – (Reward from HT)
Stickers
Whole class rewards
Achievement of the week
Values Award of the Week
Showing work to another teacher
Showing work to Phase Leader/SLT

****Share & celebrate good behaviour with parents/carers****

Every day is a fresh start

If you break the school rules and make wrong choices then expect...

Reminders (verbal & non-verbal)
Stage 1: Warnings & reminders (x2)
Stage 2: Time out in class (5 Mins)
Stage 3: Time in another class (10 mins)
Stage 4: Time out with Phase Leader/SLT
Stage 5: Time out with HT or DHT
Stage 6: Internal suspension
Stage 7: Green Letter to parents/carers
Stage 8: Behaviour Contract
Stage 9: Fixed term suspension
Stage 10: Permanent exclusion

****Share poor behavior choices with parents/carers****

Rewards as behaviour improves



Neutral Start



Consequences if behaviour deteriorates



Cranbrook
Primary School

OUR BEHAVIOUR

Ready to Learn, Ready to Care

OUR KERR VALUES

KINDNESS



- We use kind words and helpful actions.
- We encourage each other's learning.
- We help others if they are stuck or upset.

EQUALITY



- Everyone has the right to learn.
- We include everyone and take turns.
- We make sure our choices don't stop others from learning.

RESILIENCE



- We try our best and don't give up.
- We know mistakes help us learn.
- We listen to feedback and keep improving.

RESPECT

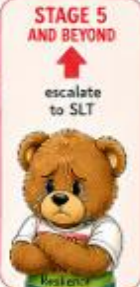


- We listen when others are speaking.
- We follow instructions the first time.
- We look after our classroom and learning resources.

OUR LEARNING BEHAVIOUR

- ✓ We are ready to learn (on time, equipment ready).
- ✓ We focus on our work and stay on task.
- ✓ We ask questions and join in.
- ✓ We are always ready with an idea or answer.
- ✓ We work together, share ideas, and take turns when learning with others.
- ✓ We listen to our partners and value everyone's ideas.
- ✓ We let everyone learn without distractions.

WHEN WE MAKE POOR CHOICES



WE CHOOSE TO BE OUR **BEST** EVERY DAY!

• Kindness • Equality • Respect • Resilience



Year 3 Autumn 1

English

Maths

We will learn about:

- Read and write numbers to 1000
- Understand place value of a 3-digit number
- Order numbers to 1000 using a number line
- Compare numbers using symbols $<$ $>$ $=$
- Adding and subtracting 1s, 10s and 100s to any given number



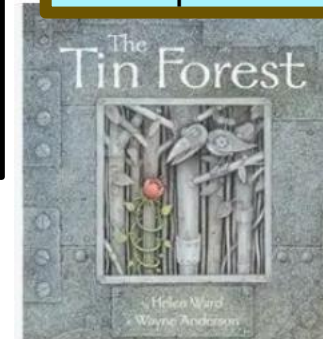
Core Text -

'Leon and the Place Between'

- **Make predictions and use** expanded noun phrases to create a persuasive poster
- Identify and classify nouns and verbs in the context of a circus.
- Modify verbs and use adverbial phrases
- Infer emotions; caption images and using emotion openers like curious, delighted, stunned, frightened, amazed, hopeful
- Create dialogue using speech marks + synonyms for *said*.
- Plan, write, and edit a fantasy story about the circus.

Core Text - 'The Tin Forest'

- Use persuasive language to create a recycling poster and leaflet.
- Write for different purposes including an advice postcard about caring for the environment
- Use expanded noun phrases to develop a setting description
- Use emotive language to write a diary entry
- Use causal conjunctions to expand sentences and write themed responses.



Key Vocabulary

Circus, act, trapeze, acrobat, ring master, forest, tin, forest, reduce, reuse and recycle. Verb, adverb, speech dialogue, inverted commas, expanded noun phrase, persuasive language, setting, causal conjunctions

Wow Event

Circus Day

We will be creating a circus act with our peers using hoops, balls and bean bags.
Can you think of a skill?

Recycling Day

We will be sorting bags and bags of rubbish and learning new ways to reuse some of it.

Curriculum Enrichment

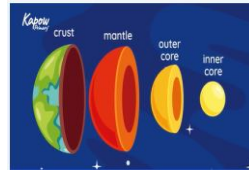
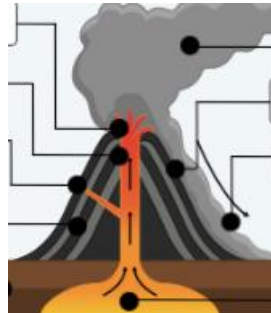
Black History Month

We will create portraits and art in the style of famous artist -
Jean Michel Basquiat

Year 3 AUTUMN 1 - Geography

‘Would you like to live near a volcano?’

In **Geography**, we are learning about the Earth's layers including inner core, outer core, mantle and crust. We will learn about the tectonic plates and how volcanoes are formed. Pupils will label different volcanoes using words like ash, lava and magma. Pupils will discover the benefits and disadvantages of living near volcanoes.

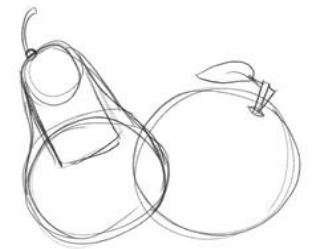


[Living near volcanoes KS2 | Y4 Geography | Lesson Resources | Oak National Academy](#)

Click on the link to help with prior learning

In **Science**, we will learn names of different types of rocks and describe their properties. We will learn about the formation of sedimentary, igneous and metamorphic rocks. Pupils will test the strengths of rocks using careful observation and scientific inquiry. They will find out if they are hard or soft, permeable or impermeable.

In **Art** we will be using different pressure to create light to dark tones. Pupils will begin to draw using light sketching and geometric shapes. They will study the work of Yellena James and make 3d sculptures inspired by glass artist Dale Chihuly.



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Monday	Tribal Classrooms	Science - Rocks and Soils					
Tuesday	Well-being Curriculum	PPA/P. E Dance, Music, French, Computing 1 hr each					
Wednesday	Wow Circus Day	Geography - Volcanoes					
Thursday	Zones of Regulations	PSHCE- Belonging to a community					
Friday	Behaviour Expectations	R.E- Hinduism					
		Art - Developing Skills and drawing inspiration from artists					

Suggested Home Learning

Pupils must log into Century Tech weekly to complete nuggets set. They should log into Ed Shed to practice their weekly spelling. Pupils can use Collin Readers to read online. Lexia Reading is for targeted pupils.

Rock name	What it looks like	Describe it tick the
granite		☐ rough – ☐ speckled ☐ smooth – ☐ striped ☐ shiny – ☐ holes ☐ dull – ☐ ☐ layered
marble		☐ rough – ☐ grainy – ☐ smooth – ☐ bumpy ☐ shiny – ☐ speckled ☐ dull – ☐ striped ☐ layered ☐ holes
chalk		☐ rough – ☐ grainy – ☐ smooth – ☐ bumpy ☐ shiny – ☐ speckled ☐ dull – ☐ striped ☐ layered ☐ holes

In **RE**, we are learning about Hinduism. Pupils will learn about the different Gods and learn the meaning of different symbols.

[Fossils | Natural History Museum](#)
[Volcanoes National Geographic](#)

Click on the link

[Rocks and soils KS2 | Y3 Science | Lesson Resources | Oak National Academy](#)

Year 3 Autumn 2

Maths

We will learn about:

- Number: Place Value (within 1000)
- Number: Add and subtract 10s
- Add and subtract 100's
- Solving missing number problems
- Adding and subtracting 3-digit numbers using exchange and formal written methods

In Maths Mastery

We will learn to:

- Solve missing number addends within 10
- Find expressions (number sentences) with the same total

Key Vocabulary

instruct, persuade, self-acceptance, friendship, description, brochure

English

Core Text - 'The Barnabus Project'

- Instructional writing including an escape plan.
- Use expanded nouns to write rich descriptions with a range of powerful vocabulary
- Write for different purposes including an advertisement and a letter of advice.
- Use speech dialogue with the correct punctuation.
- Persuade, reflect and instruct in a brochure.
- Explore themes of friendship and self acceptance and creativity.



English Core Text - 'The Tear Thief'

- Write a class shared feelings poem and a diary entry.
- Create a persuasive poster
- Write a letter of explanation
- Use persuasive language during discussion e.g. I believe, In my opinion, I think,
- Write a newspaper article about the night tear thief



Wow Event



For curriculum enrichment, we will be visiting the **Natural History Museum** To learn more about the core, mantle and crust.

Class Performance to parents
TBC

Year 3 AUTUMN 2 Topic - HISTORY

‘Would you prefer to live in the Stone Age, Bronze Age or Iron Age?’

In **History** we will use archeological evidence to find out more about prehistoric life. We will research Skare Brae to find out about 'Stone age man' and how they lived.

Autumn 2	Week 1	Week 2 NHM trip	Week 3	Week 4	Week 5	Week 6	Week 7
Monday	Performance Practice and songs TBC	Science – Forces and Magnets					
Tuesday		PPA/P. E Dance, Music, French, Computing 1 hr each					
Wednesday		History – Stone Age and Bronze Age					
Thursday		PSHCE- How do people pay for things? R.E- Diwali					
Friday		DT – Design and create packaging					

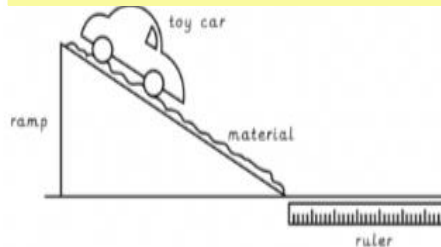
Suggested Home Learning

Pupils must log into Century Tech weekly to complete the nuggets set. Pupils should log into Ed Shed to practice their weekly spellings in preparation for the test. Pupils can use Collin Readers to read online. Lexia Reading is for targeted pupils.



In **D&T** we will think about the purpose and audience for our packaging design. We will learn about 3d nets to create packaging.

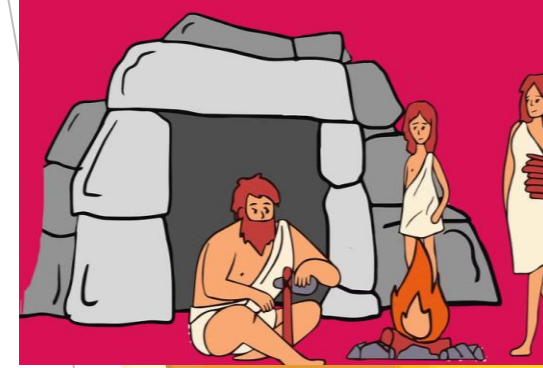
In **Science**, we are learning about forces including push, pull, twist, and magnetic forces. We will compare properties of different magnets and display data using bar charts. We will work scientifically to explain the effects of friction on different surfaces. 'What will make the car travel faster or slower?' Try it at home with a toy car.



In **RE**, we are learning about Diwali and holy books in different religions.

[Writing the paragraph about artefacts in the Stone Age KS2 | Y3 English | Lesson Resources | Oak National Academy](#)

Click on the link



Click on the link

[Magnetic and non-magnetic materials KS2 | Y3 Science | Lesson Resources | Oak National Academy](#)



The ZONES of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

WHAT ZONE ARE YOU IN?

RED ZONE
STOP!

 Angry
 Yelling
 Out of control
 Disgusted

YELLOW ZONE
SLOW DOWN!

 Excited
 Worried
 Silly
 Frustrated

GREEN ZONE
GOOD TO GO!

 Happy
 Calm
 Ready to learn
 Focused

BLUE ZONE
REST!

 Moving Slowly
 Sick
 Sad
 Tired

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

The ZONES of Regulation

Brain Buddies