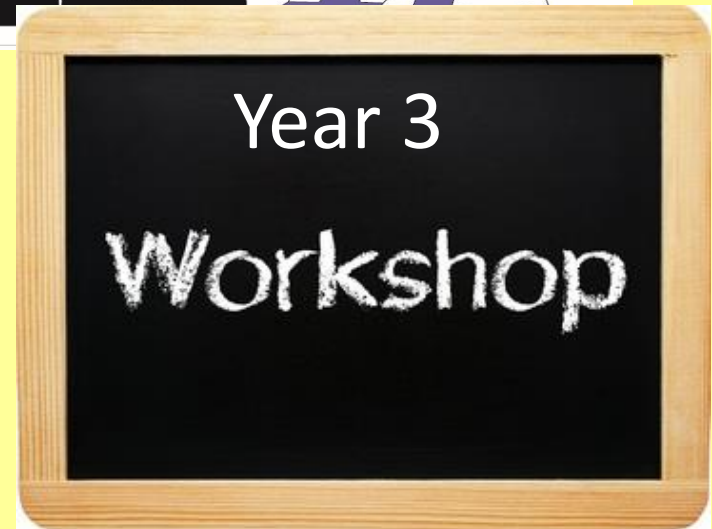




- **Phase leader: Rachel Kaye**
- **3 Green: Rehana**
- **3 Red : Monika**
- **3 Blue: Riz**
- **3 Yellow: Louise**

Supporting Staff: Manjit, Suborna, Yusuf



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

- Uniform
- Attendance – ‘Every day Matters’
- P.E day – Wednesdays (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.

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?

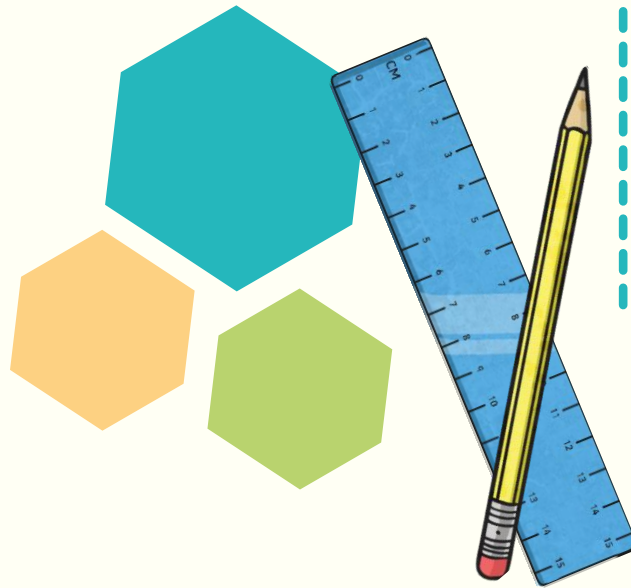
Attendance

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



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

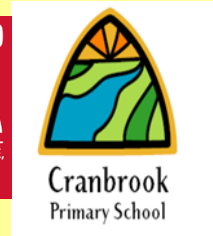
Further resources and information and resources can be found here:

<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/>



Anti-Racism



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.

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



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

MAKES YOU THINK...
Talk to your child about their device use, but remember yours, too

LGfL heart icon
SafeguardED

*DID YOU
KNOW?*

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

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			

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

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 tell mum or dad and they won't judge me
I can talk to Ms Patel at school
I can contact Childline or The Mix



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:



Termly Safeguarding Newsletters are produced. They are available on the school's website.

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 Workshops for parents will commence soon.

Information will be provided via Parentmail.

Termly Safeguarding Newsletters are produced with helpful tips for parents.

They are available on the school's website.

Talk about the use of artificial intelligence (AI) with your child.

Inappropriate messaging!

Sending or receiving of a rude message -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

Think about screen time

Set up parental controls

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

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.



IMP 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

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!

New Homework Online



About CENTURY

CENTURY provides AI-powered personalised learning. All our content is developed by an in-house team of teachers and aligns with the national curriculum. We have content for English, maths and science from Years 2 to 11, as well as KS4 geography and PE.

- ✓ Learning materials and questions for children in Years 3-11
- ✓ Tailored to your child's skills and knowledge
- ✓ Powered by the world's leading AI learning platform
- ✓ Web-based learning for tablets, laptops and desktops



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

Mathematics

Surds: Multiplication and Division [MH52.02]

Start

English SpEd

Question Marks [SPAG1.02]

Biology

Diagnostic: Cells & Cell Structure [BIO.01]

Chemistry

Diagnostic: Atoms, Elements & Compounds [CH0.001]

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.

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.

Want to see this in action?

Watch our How CENTURY works video

Getting started

What your learner will need to use CENTURY:

- ➔ An internet-enabled device using the latest version of Chrome or Safari
- ➔ A desk or table and somewhere comfortable to sit
- ➔ Pen and paper for notes and workings out
- ➔ Headphones

Technical requirements

CENTURY can be used on any tablet or desktop computer and is supported on Chrome, Safari and Microsoft Edge.

[See supported browser versions](#)



A Learner's Home Page

After logging in, a learner will see their **My Path** page. This is where they can see their personalised learning pathway and due assignments.

- ➔ In the **Recommended Path**, students can complete AI recommended nuggets.
- ➔ The **Due Assignments** panel shows any nuggets that have been set by their teacher.
- ➔ The **Focus on to Improve** panel shows nuggets CENTURY thinks your learner needs to study next, having identified a gap in their knowledge.
- ➔ The **Stretch With** panel shows nuggets that your learner should complete to deepen their existing knowledge in a particular area.



In their **My Courses** page, learners can work through nuggets in a course and search for individual nuggets for revision or independent work.



In their **My Dashboard** page, learners can track their activity on CENTURY and explore their strengths and areas for improvement.

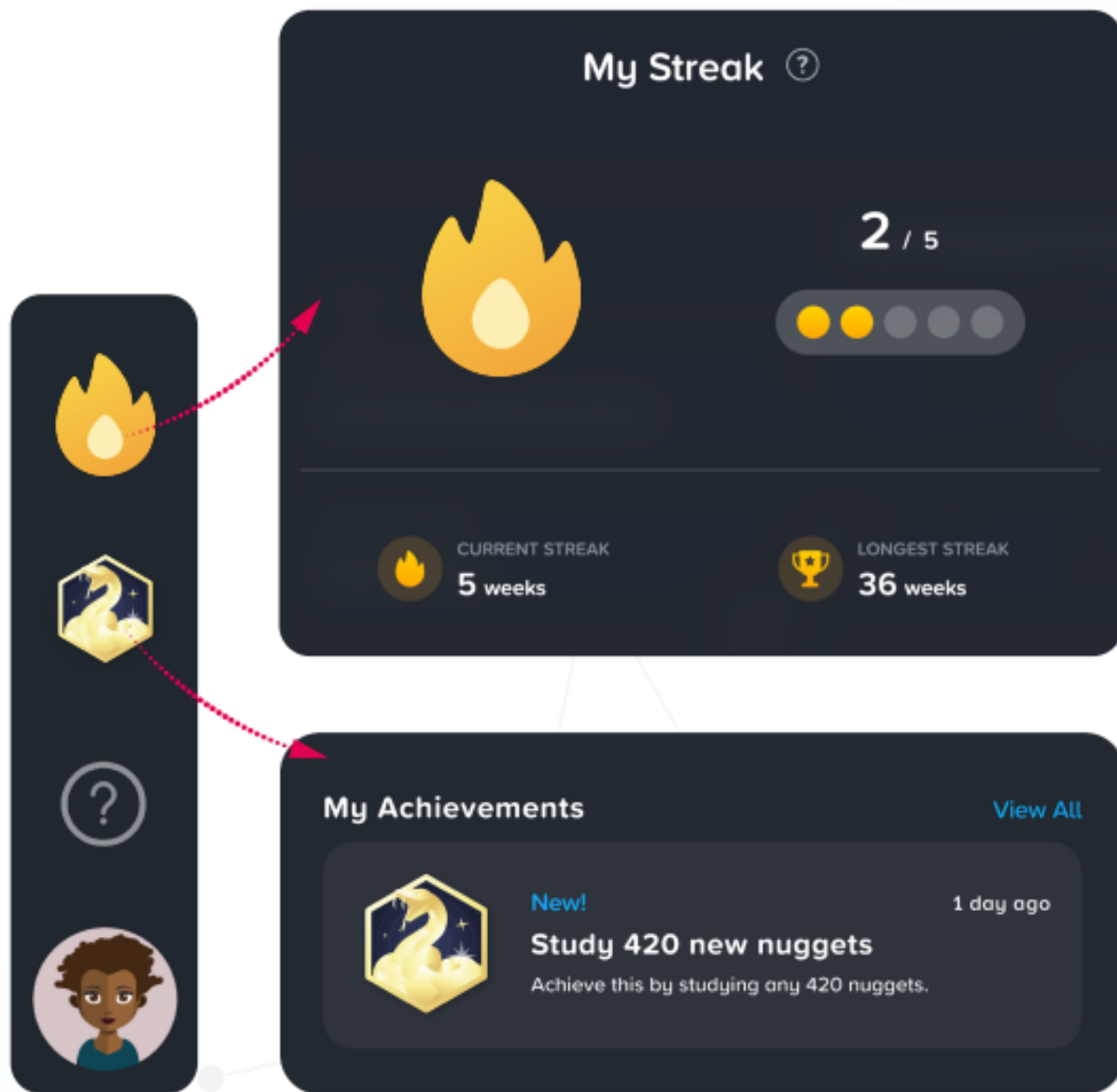
Achievements

Learners can gain achievements in the form of **Mythic Pathway badges** and **streaks**:

- ➔ **Streaks** measure how many days learners have logged into the platform and completed work on CENTURY.
- ➔ **Mythic Pathway** badges are gained by completing nuggets on CENTURY. Each Creature is linked to a Land. **Creatures** come in three levels: Original, Gold and Technicolour.

Want to learn more about our badges?
Download our Creature Guide

[Download Guide](#)

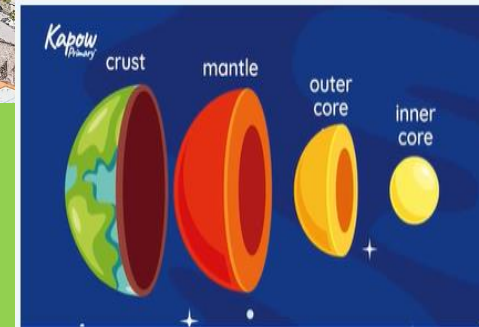
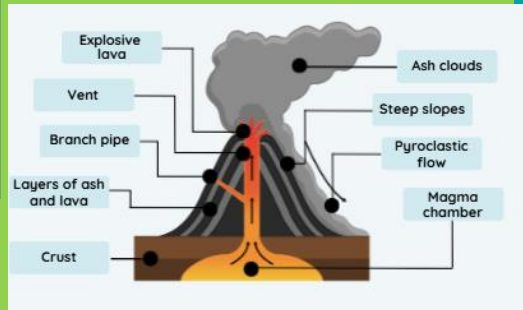


Places you may
like to visit linked
to our topic:

Natural History
Museum
Lyme Regis in
Dorset
Science Museum

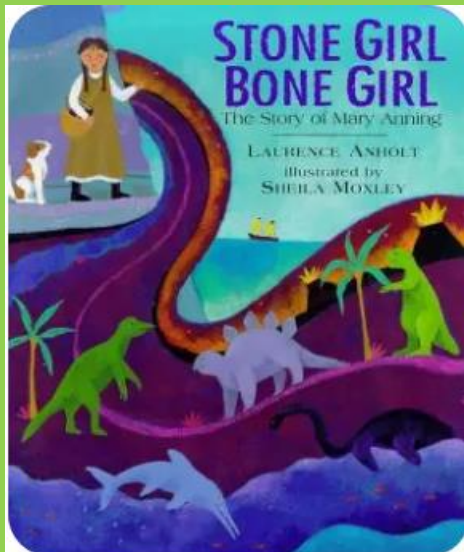
Year 3 Autumn Term

Why Do people live near Volcanoes?



What can you do to
support your child at
home?

Find out about the
most famous
volcanoes. Talk about
active, dormant and
extinct volcanoes.
Locate volcanic regions
on a world map.



In Year 3 we start our **Geography** topic about 'Why people live near volcanoes?' Pupils will find out about different layers of Earth including the inner core, outer core, mantle and crust. They will learn atlas reading skills and locate mountain regions and tectonic plates on Earth. In **Science** pupils will learn about different types of rocks including sedimentary and metamorphic. In **English** pupils will learn about the palaeontologist **Mary Anning** and write a biography. In **Art** pupils will develop their drawing skills and practice applying different pressures to create light and dark tones.

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

[Fossils | Natural History Museum](#)

Volcanoes National Geographic

<https://www.youtube.com/watch?v=VNGUdObDoLk>
[Mary Anning Fossil hunter](#)

https://www.youtube.com/watch?v=koota_lwU_4

Dates for your diary- Autumn Term

Visit to the Natural History Museum

Tuesday 18th November 2025 3G 3R

Thursday 20th November 2025 3B 3Y



Thursday and Friday
4th and 5th December 2025.

‘Wizard of Oz’ –
Pantomime Visit in school



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**	Rewards as behaviour improves 
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**	Neutral Start  Consequences if behaviour deteriorates

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

The ZONES of Regulation