



Year 3

Rush Common School

2024 - 2025

Miss George and Miss O'Brien

Mrs Burgess

Slides will be sent out later in the week.

# Meet the Teachers and TAs:

- ▶ Miss George
  - ▶ Miss O'Brien
  - ▶ Mrs Burgess
  - ▶ Mrs Haidai
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- ▶ Mrs Barnes – PE
  - ▶ Mrs Tang – Mandarin
  - ▶ Mrs Guiver - Music

# Arriving to school

- The gates are opened at 8:30.
- Classroom doors open at 8:30 and close at 8:40. If you are late arriving, please enter via the front office. Pupils will be marked late after 8:50.
- Please be safe and courteous when arriving in the mornings. It is very busy and there are a lot of pedestrians in front of school and at Norman Avenue. This is the same in the afternoons.
- It is not possible to turn in the school drive, park on or opposite the zigzag lines, or park on the grass verges. Please respect the safety of our school community and our neighbours.
- Please ensure that children do not climb on the gate when waiting.
- Bikes and scooters should be pushed on the playground as it is very busy. This includes younger siblings not yet at school.



# Leaving school

- The gates are opened at 3:00.
- Children in Reception – Year 3 should be collected at the class doors.
- Children in Year 4 are released independently from their classrooms but should be met at an agreed location on the playground or at the school gate.
- Children in Years 5 & 6 are allowed to walk home independently if parents deem the journey safe for their child.
- If your child is being collected by someone different, please inform the school either via the office email address, or in-person at the class door in the morning in younger years.
- Children and younger siblings should not play on the adventure playground equipment after school hours.
- When entering or leaving school, please do not let children enter the codes. We have them in place for the safety of the children and security of the school site.

# Attendance

- High attendance is vital for educational success. There is a very strong correlation between good attendance and good outcomes and wellbeing.
- Parents must not take their children out of school for a holiday, and doing so is against the law. Please see the letter sent out by Mr Fawcett last Friday.
- Absences must be reported to the school if your child/ren will be absent for any reason. The school will follow-up with any unreported absence, which may include visiting the child's listed address.

# School Uniform:

- Regular school uniform is expected to be worn everyday. On the day that your child has PE, they should wear PE kit. PE is on Wednesday and Friday.
- At times, you may need spare shoes for outdoor PE if the weather is muddy.

## Additional reminders:

- No extreme hairstyles please – unnatural colours, shaved styles, etc.
- PE shorts should be a sensible length.
- Long hair should be tied back using a scrunchie, hair band or clip. Hair gel should not be used to style hair.
- Minimal jewellery should be worn. A wristwatch and/or single stud earring in each ear lobe are permitted.
- All jewellery should be removed for PE and games. If ears are recently pierced, please provide tape to cover them.
- Nail varnish and make-up are not permitted.

## Lost property:

- Please label coats, jumpers, cardigans, snack pots and water bottles. We have had a lot of unnamed items that never get returned.

# Lunch arrangements

- School meals are available to order through ParentMail. They should be ordered at least three days in advance.
- School dinners for KS2 are £2.65. Reception and KS1 receive free school dinners.
- Reception eat at 11:45; Y1-Y2 eat at 12:00; Y3-Y6 eat at 12:30.
- YR – Y2 have playtime at 12:30; Y3-Y6 have playtime at 12:00.

# Online Safety

- National College online safety posters are shared in each newsletter. They offer advice and information about popular games and apps.
  - Please let us know if you become aware of new games/apps that children may be playing.
- Monitoring: Our IT provider monitors online activity in line with government guidance.

## Online Safety:

- We have regular lessons for pupils throughout the school year across subjects.
- We also address issues as they arise in individual year groups.
- Follow SMART rules (Safe, Meeting, Accepting, Reliable, Tell)
  - <https://www.childnet.com/resources/be-smart-online>

## At home:

- Ensure the content they access is age-appropriate.
- Set rules and boundaries together.
- Don't ban the internet outright. Have an open conversation about it.
- Train your child to know what to do if something makes them uncomfortable. Show them the tools to use to report abuse.
- Visit <https://www.thinkuknow.co.uk/>





# Communication:

- Please ensure that any communication with teachers is sent through the school office (office@rushcommon.school). Quick messages can be passed on at the door.

## My Child at School

- Weekly Updates for your year group will be sent out about what your child has learnt in school that week as well as what they will be learning in the upcoming week.
- Weekly Updates share important dates and reminders throughout the year.
- Class and year group reminders from teachers are communicated this way.
- Please read carefully, especially at the start and end of each half term for important updates.

## ParentMail

- Any whole-school event or communication will be sent from the office via ParentMail (i.e. Sports Day, class photos).
- All trip information and payments are also through ParentMail.
- Lunches are ordered via ParentMail.
- There is a fortnightly newsletter for all parents from Mr Fawcett.

# Communication:

## Reporting Progress

- Parents' evenings will be in T1b (wb 11<sup>th</sup> November) and T2b. More information about sign-ups will happen closer to the time. We use the Sign-up Genius website.
- Parents' evenings are a vital part of children's education. It is an opportunity to discuss how children are settling into school routines and their academic progress. The school will follow-up with any missed parents' evening appointments.
- End-of-year reports are sent out in July.

# The School Day

	8:30 – 9:00	9:00 – 10:10	10:10 – 10:30	10:30 – 11:00	11:00 – 12:00	12:00 – 13:00	13:00 – 14:00	14:00 – 15:00		
Monday	Pinks in books	Maths	Break	Reading	English	Lunch	Science		Assembly	
Tuesday	Spelling test	Maths		Reading	English		RE	Art Library 14:00 – 14:30 & 14:30 – 15:00		
Wednesday	Times tables test	Maths		Reading	English		PPA PE - SaB Mandarin/Music – MT/CG			
Thursday	Handwriting	Maths		Reading	English		History	Computing		
Friday	Pinks in books	Maths		Reading	English		PE	PSHE	Assembly	

# Curriculum

- English – Setting descriptions, Newspaper reports, diary entry
- Maths – Place value and Addition and Subtraction.
- Science – Light, Animals including Humans
- History – Ancient Egyptians
- RE – Christianity and Hinduism
- Computing – Online safety, Google Slides and Microbits
- Art – sketching, clay, soap carving
- PE – Fundamentals, Cross Country, Dodgeball, Football
- Music – standard musical notation, recorders
- Mandarin – chatting in Chinese, the Chinese writing system
- PSHE – Being me in my World, Celebrating Difference

# Curriculum and enrichment

## Term 1

- Ancient Egypt Workshop (Dress up!) 25<sup>th</sup> and 26<sup>th</sup> November
- Wear Red Day- Show racism the red card
- Children in Need
- Book Fair
- Anti Bullying Week
- Odd Socks Day- Anti Bullying.
- Christmas jumper day

## Term 2

- Trip – TBC
- Red Nose Day
- Children's Mental Health Week
- World Book Day
- Neurodiversity week
- Reflection and Prayer space
- M and M production
- Book Fair

## Term 3

- Hill End Adventure Day trip
- Sports Day- Tilsley Park

Across the year there will be assemblies linked to all world religion

# Curriculum and teaching methods

- Maths - In Year 3, the children will develop their place value knowledge and calculation skills by using a range of practical resources and representations. Children will further deepen their understanding of the different Maths concepts through exposure to a broad range of problem solving and reasoning activities. By the end of Year 3, the children should be fluent with the multiplication and division facts for the 2, 3, 4, 5, 8 and 10 times tables. The children will be tested weekly on times tables.
- Please also refer to the calculation policy on the school website.
- A useful site for helping parents understand approaches to teaching Maths:  
<https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael>

# Curriculum and teaching methods

- English – In Year 3, the children will further develop their understanding of text through whole class reading.
- Spelling patterns and the Year 3 / 4 common exception words will be taught and learnt for a weekly spelling and dictation test.
- The children will learn a range of grammar skills linked to the reading text to further improve their writing.
- The children will use purple pens to edit and improve their work.
- They might use dictionaries to check spellings or a thesaurus to improve their word choices.

# Google Classroom

- Your child's new class is being set up by our IT support, Sweethaven.
- Please ensure that you are able to access Google Classroom through your devices at home.
- Please monitor your child's use at home. Google Classroom is not meant to be used for chatting and posting non-school related things.



# Homework expectations

- Homework will be handed out on Google Classroom.
- Set – Thursday
- Due – Following Tuesday
- Homework includes:
  - Maths/English (alternating each week)
  - Spelling lists
  - Daily Reading
  - Open question (Twice per half term).

# KS2 Homework: Open Questions

- Twice per half term, a question will go home as part of the homework. The work done to answer the question can be as small or as large as you would like to make it, depending on your child's interest and the time you have available. Examples include:
  - A simple answer with evidence
  - An investigation
  - Additional research
  - A model (or other creative approach) to demonstrate your answer
- A photo of larger work completed can be uploaded to your Google Classroom stream.

'Why is Tutankhamun significant?'

# Other ways to support your child

- Daily reading – listen to your child read, but also read to them. It helps them to hear and understand rhythm and fluency. Even older children like to listen to stories.
- Conversation – talking about current events, plans, what you or they are reading. This will help build their vocabulary.
- Practise Maths – mental maths, times tables, adding, baking, shopping, etc.
- Help them learn social skills by encouraging them to say hello to known people or order their own food.
- Encourage independence to make simple snacks, pair up socks, tie laces or help around the house.

# Pupil Welfare

- Keep the school up-to-date on any medical conditions. We will need to see a letter from a medical professional.
- Only prescription medication required more than 3 times daily can be administered. This will need to be signed in by a First Aider. Requests for any exceptions to this must be made to Mr Fawcett.
- It is parents' and carers' responsibility to ensure medication/inhalers are in date.
- Please ensure that your child/ren are equipped appropriately for the weather. (i.e. sunscreen/hats in summer, coats in winter and raincoats as necessary).
- Please communicate any significant bumps or injuries to class teachers.

# Pupil Welfare

Bullying: when someone is deliberately hurtful to someone over a period of time.

At school we:

- have anti-bullying ambassadors
- raise awareness through assemblies, presentations, forums, nurture groups, PSHE lessons and pupil leadership.

Banter: According to Oxford Languages, banter is defined as "the playful and friendly exchange of teasing remarks." It's a reciprocal interaction that typically occurs between friends, involving a "verbal ping-pong" of comments meant to be light-hearted and humorous.

- When banter is shared with a wider audience or repeated excessively, it can lose its playful nature and become hurtful.
- Understanding verbal and non-verbal cues is critical in recognising when banter is appropriate. Tone of voice, body language, and facial expressions all play a role in conveying intent. However, for some pupils including neurodiverse individuals, these cues might be harder to interpret, necessitating explicit communication and support.



# Wellbeing and Mental Health

## Mental health is

"... a state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community."

World Health Organisation, August 2014

## At school we:

- have a mindful approach to PSHE lessons with built-in mindfulness practice. This is reinforced in assemblies and a new programme, Jigsaw Resilience.
- promote secure relationships.
- mark World Mental Health Day and Children's Mental Health Week.
- have calm spaces and regulation stations.

## Ways to support a child or young person



### Be there to listen

Regularly ask your child how they're doing, to help them get used to talking about their feelings, and know there's always someone there to listen. You can get tips on [Young Minds: How to talk to your child about mental health](#).



### Support them through difficulties

Pay attention to how your child is feeling or behaving and try to help them work through difficulties. It may not be easy facing challenging behaviour, but try to help them understand what they're feeling and why. Learn more from [the Maudsley Charity on difficult behaviour](#).



### Stay involved in their life

Show interest in their life and what's important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



### Encourage their interests

Support and encourage your child to explore their interests. Being active or creative, learning new things and being a part of a team helps connect us and boost our mental wellbeing.



### Take what they say seriously

Listening to and valuing what they say makes them feel valued. Consider how to help them work through their emotions in constructive ways. [Anna Freud Centre's guide on ways to support children and young people](#) has more on this.



### Build positive routines

Try to have structure around regular routines, especially around healthy eating and exercise. A good night's sleep is also important, so have a fixed time for going to bed and getting up. The [Sleep Charity has relaxation sleep tips for children](#).

## Behaviour:

### Be Safe, Be Kind, Be Respectful

- Our behaviour management is based on a restorative approach.
- We create a positive environment throughout the school and model our three school rules.
- Recognition of positive behaviour through House Points, Celebration Nominations, Homework Champions and Sporting Champions.

# How you can support the school

- Support social and fundraising events.
- Join Friends of Rush Common (FoRC).
- Become a Governor.
- Volunteering your skills and talents – gardening, crafts, resources, class trips.
- Become a reading volunteer or help in forest school – please contact the school office.
- Follow us on social media and share our news.



# Questions

