

# Welcome to Year 3



**Information for Parents**

## **Year 3 Staff**

**Miss Miller 3A**

**Mrs Callaghan and Mrs Long 3CL**

**Ms Miller and Mrs Withers 3MW**

**Miss Coyne 3C**

**Mrs Kemp; Mrs Feeley; Mrs  
Temple**

# Mission Statement

We promote the aims, mission statement and Catholic ethos of the school and ask parents to support us with this.

Children follow the 'To Know You More Clearly' teaching programme in RE.



# School day

**Gates open: 8.35am**

Entry through classroom doors

**Registration: 8.45 – 8.55**

**Finish:**

**3.15**

Pick up at classroom doors

# Uniform

Winter uniform should be worn from 30<sup>th</sup>  
September.

White shirt and tie

Green cardigan / sweat shirt

Grey skirt / trousers / shorts

White / grey socks/tights

Black shoes (even in summer months)

**Reminder:** Water bottles/lunches/ names in uniforms!!

# PE

Please come to school every Tuesday  
and Friday in your PE kit

**Please ensure your child comes to school in  
their:**

- **yellow PE t shirt;**
- **a pair of navy or black shorts or joggers  
for the cooler months;**
  - **a school jumper or cardigan;**
  - **No branded clothing;**
  - **Plasters over earrings (studs only);**
- **PLEASE label the PE kits, including shoes.**

# Swimming

- Children still need to come in their PE kit on a Friday;
- Full swimming costume;
- Lycra shorts or trunks;
- Cap;
- Goggles;
- No earrings- please take;
- Verruca sock.

# Sefton Swimming Association

## Swimming Attire Rules

- *For Health and Safety reasons the wearing of jewellery is strictly forbidden, the school teacher should ensure that all children remove jewellery.*
- *Staff have a duty of care to ensure that students are able to participate actively without unnecessarily endangering themselves or those around them.*
- *Checks must be in place within the changing area to ensure all jewellery has been removed prior to the swimming lesson.*
- *Taping over ear studs, bracelets etc is not acceptable as exposure to water can easily dislodge the tape.*
- *Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school.*
- *Schools should work closely with parents to achieve a solution that does not compromise the safety of the student and others, nor the employer's duty of care. (ref: page 100 – 101 Safe Practice in Physical Education and School Sport, points 14.2.2. (b) and 14.2.5).*
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- Jewellery items represent potential hazards, not only to the wearer but also to other pupils and staff. Safety advice confirms that any jewellery wearing during swimming lessons constitutes an unnecessary risk and should be avoided at all times.
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- **Swimming Attire**
- *Appropriate swimwear is defined as full costumes for girls and lycra shorts or trunks for boys. For reasons of safety it is important that swimming clothing is relatively tight fitting so as to minimise the effect of drag that waterlogged clothing can create.*
- *Loose fitting shorts can trap hands or feet of other swimmers, sensitivity is required to ensure the correct balance when cultural demands require looser fitting garments and the need to be able to see the movements that limbs and joints are making in the water to ensure the appropriate learning.*
- *All staff must ensure the correct balance between safety and cultural requirements to make sure appropriate learning and safe practice.*
- ***Bikinis/Tankinis/Board shorts/surfer shorts are not permitted under any circumstances. The Aquatics instructor reserves the right to refuse any students participation if correct swim wear is not worn.***
- 
- It's always recommended that boys wear trunks rather than shorts as shorts tend to fill up with air, soak up water and get heavy. Shorts must have a lining and be no longer than mid-thigh as long baggy shorts can cause drag resistance and in certain circumstances are unsafe. Pockets fill with water and inflate the shorts behind the swimmer creating a drag in the water which makes it harder to swim. Also, often these shorts have toggles, ties and other things which, in unfortunate circumstances, could get caught on something.
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- National guidance states more fitted lycra shorts are made of the correct swimming material that minimises drag which prevents anything from catching, falling or bagging. We have in the past agreed to overlook baggy swimwear due to medical reasons, disabilities and/or if a child has severe body insecurities . If you do decide to allow a pupil to wear baggy shorts you must contact us directly, provide a letter of consent from the parent and confirm your agreement which I can keep on file

# Reading

You will have had the parent Reading Booklet, which gives guidance on how reading is taught at Great Crosby and how books are chosen.

The main ways of teaching reading in year three are:

- Reading Mastery- a daily focus on specific reading skills, including reading aloud with fluency and intonation;
- English lessons;
- Individual reading;
- Your child will have a class library book, which should be shared with an adult each day. If your child is a free reader, and wants to bring in a book from home, this is okay, but class library books have been chosen to introduce your child to a wider repertoire of books, suited to their age range.

- Scheme books- some children will have a scheme reading book. Your child should read these books to an adult each day;
- Please complete the Reading Record, which should be in your child's school bag. Write a comment about how your child has read and whether they enjoyed the book. This can be done for both books, or just one. The class teacher will acknowledge your comments, on a weekly basis. This helps us to know that children are reading at home and how they have read. If your child reads at least three days a week, they will receive a You've Been Crosbied.

- All books should be kept in your child's school bag, and brought in and out of school EVERY day, so that we can read them with your children at any time;
- We will encourage your child to bring their books home each night. If this doesn't happen, please let us know;
- The children will keep the same scheme book for a week. These should be brought in and changed on a Monday. Your child will have a new book by Tuesday, if it's brought in on Monday.

- Please take care of the book. If the book isn't in on Monday, we will send a letter to you asking you to look for your child's book at home and informing you of a £5 charge for lost books;
- Being an avid reader is an essential part of your child's primary school career. The more they read, the greater their vocabulary , which influences all curriculum areas. So- if all else fails, in the words of the great Michael Rosen just read!!!
- [https://www.bbc.co.uk/programmes/b00hk9c\\_k](https://www.bbc.co.uk/programmes/b00hk9c_k)

# Writing

- Research shows, reading more, will develop your child's writing;
- In year three, we encourage children to write for a real purpose and for an audience. They are taught to use Mentor Texts and Mentor Authors/ Poets to gather ideas and learn important writing skills;
- Children will publish an end product. You will quite often be their audience, so please look out for your child's publications in their school bag.

Writing Mastery is an essential part of our writing curriculum. During Writing Mastery, the children will:

- Learn to spell, using our Spelling Shed programme, which focuses on year three and four word list. This is set as homework every Wednesday. You will receive a hard copy of the spellings, and games will be set on the Ed Shed website, to practise spellings with. Your child will receive a Spelling Shed log in. Tasks should be completed on the website and the hard copy returned to school the following Wednesday.



- Learn cursive handwriting. This is how we encourage your children to hold a pen:

<https://www.youtube.com/watch?v=cDzQ-La3VFY>

We have a handwriting booklet for you to practise the correct joins at home, a little and often. These do not need to be returned to school.

- Sentence structure and punctuation. Children are encouraged to write dictated sentences, making sure they are grammatically correct.

# How to help your child with writing at home.

- Read!!
- Talk to your child and explain vocabulary to them, introducing new words. Research shows that the more we talk to children, the better their learning becomes;
- Write the spelling focus words in a sentence;
- Use the handwriting booklet a little and often;

- In the back of the handwriting booklet, we have included the first 100 high frequency and tricky words and the next 200 high frequency and tricky words.

These are words which your child should be able to spell now.

- If your child really loves writing, find pictures for them to tell a story about, either verbally or in writing. Pobble 365 is a good website for suitable pictures. If they don't love writing, please don't force them to write- it will put them off completely.

# Spoken Language

- Speaking and listening are an integral part of our curriculum. Across the curriculum, we encourage children to listen respectfully, reason, debate and explain orally, as well as in writing.
- To be able to retell stories orally is an essential part of the reading and writing process. We encourage children to build their vocabulary across all subjects.

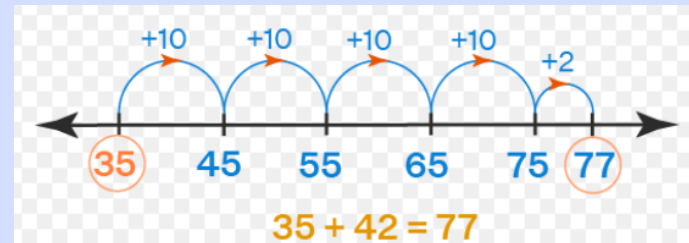
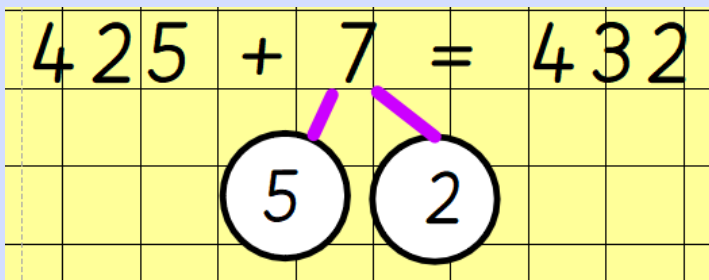
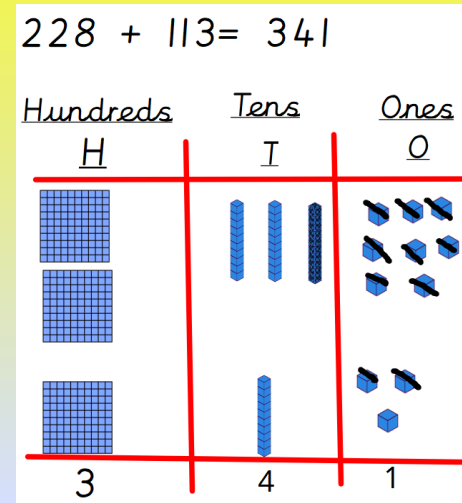
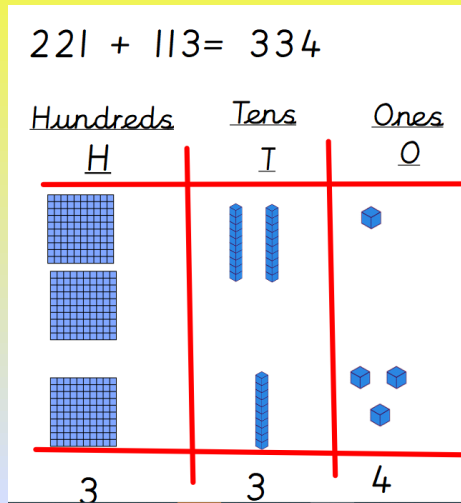
- At home, please introduce new words to your children, using a dictionary (online ones are great) to find out what the word means. Try to incorporate that word into your every day language.

# Maths

- At Great Crosby, we use a range of different maths resources, including White Rose, NCETM and Tara Loughrean resources;
- We encourage children to learn skills and to be able to use mathematical language to explain their methods and reasoning;
- At the start of year three, we do not use formal methods for  $-$   $+$   $\times$   $\div$  as children need to embed the principles of all four operations before using formal methods.

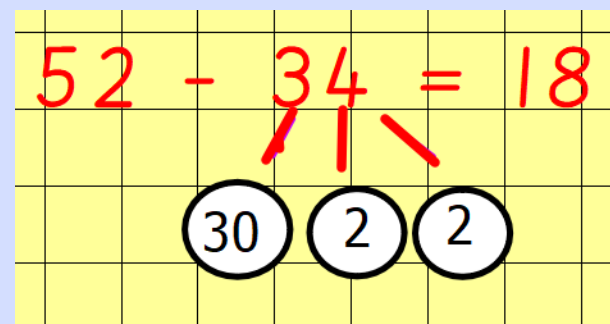
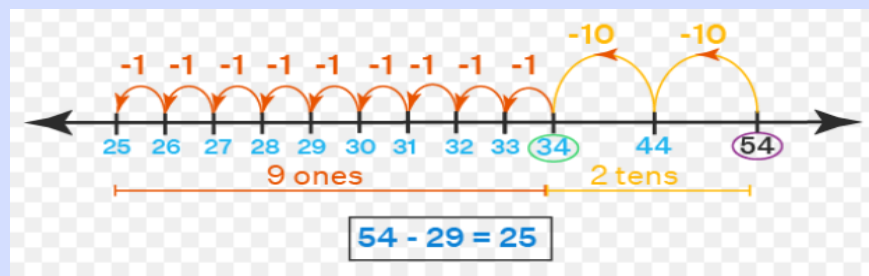
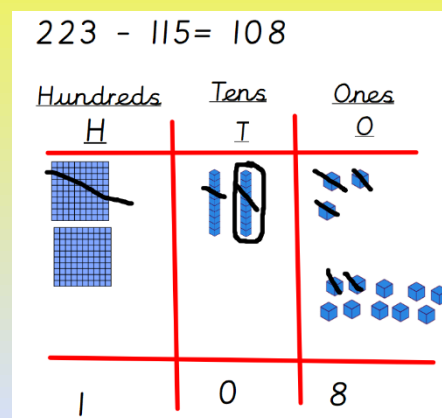
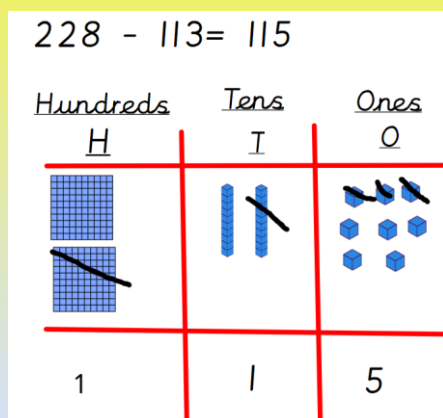
The methods will be the same methods as the children used in year two. At first, we make sure that small steps are imbedded and use two digit numbers. We then move on to three digit numbers.

So, children are encouraged to use the following methods for addition.





# And for subtraction..



# Formal methods for + - in the SPRING TERM

## Column addition

	h	t	o
	3	4	1
+	2	3	6
<hr/>			
	5	7	7
<hr/>			

	h	t	o
	4	5	7
+	5	3	5
<hr/>			
	9	9	2
<hr/>			
		1	

Here the ones added together total 12 so put the 2 ones in the ones column and exchange ten ones for one ten.

## Column subtraction

±

	h	t	o
	8	6	5
-	3	2	4
<hr/>			
	5	4	1
<hr/>			

	h	t	o
		7	1
	6	<del>8</del>	<del>2</del>
-	2	4	7
<hr/>			
	4	3	5
<hr/>			

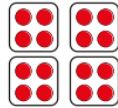
Here there are not enough ones to subtract from, so exchange one ten from the tens column and place it in the ones column to make 12.  $12 - 7 = 5$

# Multiplication

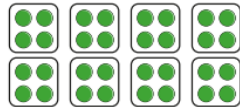
2x, 3x, 5x, 10x from Y1 and 2; 4x, 8x  
for Y3

• Match the multiplications to the pictures.

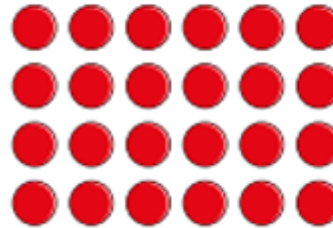
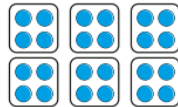
$4 \times 4$



$4 \times 6$

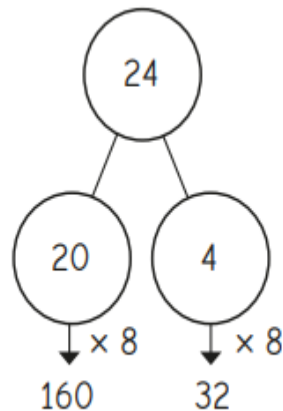


$8 \times 4$

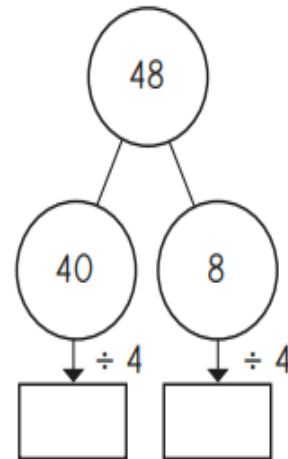


Arrays can be used  
for  $\times$  and  $\div$   
This array shows  $4 \times 6$ ;  
 $6 \times 4$ ;  $24 \div 6$ ;  $24 \div 4$ .

# Formal methods for $x \div$ of two digits by one digit from the Spring term



$$160 + 32 = 192$$
$$24 \times 8 = 192$$



$$48 \div 4 = \underline{\hspace{2cm}}$$

# At home

- Count on and back in 1s, 2s, 3s, 4s, 5s, 8s, 10s, 20s, 50s, 25s and 100s. This will support your children in all four operations - + x ÷ Daily counting is essential;
- Talk about < > =;
- Discuss units of measure – counting coins/notes; measuring length in mm cm m km; find the mass of an object in g, kg; teach children to tell the time on an analogue clock!
- Use the methods above to support your child with their homework.

# Curriculum Overview

## Termly Curriculum Topic Map – Year 3

2024-2025	<b>Autumn 1</b> <b>Insets 03/09</b> <b>04/09 – 25/10</b> <b>7 weeks 4 days</b>	<b>Autumn 2</b> <b>04/11 – 20/12</b> <b>7 weeks</b>	<b>Spring 1</b> <b>Inset 06/01</b> <b>07/01 – 14/02</b> <b>5 weeks 4 days</b>	<b>Spring 2</b> <b>24/02 – 04/04</b> <b>6 weeks</b>	<b>Summer 1</b> <b>Insets 07/04 and 08/04</b> <b>22/04 – 23/05</b> <b>4 weeks 3 days</b>	<b>Summer 2</b> <b>Inset 02/07</b> <b>03/06 – 18/07</b> <b>6 weeks 4 days</b>
English	<b>Week 1 and 2: Non-narrative- RFP-predictive book reviews</b>  Wk3 and 4: Narrative: My Beautiful Voice Joseph Coelho  Wk 5: Poetry- On the Way to Crosby Beach  <b>Wk 6 and 7: Non-narrative- non chron report on Crosby</b>	Week 1 -4- 'The Grotlyn- narrative/ non-narrative- first person diary entries from a character's pov.  Week 5 and 6- How the Grinch Stole Christmas- narrative poem; non-narrative instructions on how to steal Christmas	<b>Week 1 and 2</b> recount of trip to the Atkinson  <b>Week 3- playscripts- non-narrative.</b> Turning Grotlyn diary entries into <u>playscript</u>  Week 4 and 5 'Ride of Passage.' Narrative- stories from another culture.	Week 1 and 2- 'Ride of Passage' continued.  Play rehearsals will have started by now.  <b>Week 3- Reading Mastery and poetry writing in normal English from RM5 lesson- Wordsworth</b>  Week 4, 5, 6	Week 1 - Oliver and the Seawigs cont  Week 2, 3 and 4 <b>Non- chron report- Climate Change</b> linked to Geography.	Week 1 and 2 - whole school books study or Adoette, based on Windrush  Weeks 3-6- The Firework-Maker's daughter- quest narrative.

				Oliver and the Seawigs- narrative- adventure story/ quest story.		
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				quest story.		
Reading Mastery	<p>Charlie and the Chocolate Factory</p> <p>My Robot (Poetry)</p> <p>Edgar Degas</p> <p>Ottoline- (lend books)</p> <p>Today I wrote this poem by Ken Nesbitt</p> <p>Egyptian gods/ goddesses</p> <p>The Legend of Spud Murphy- (Lend books)</p>	<p>Poem- A feather from an angel</p> <p>Poppies</p> <p>Matilda-</p> <p>Chocolate Cake</p> <p>Pollution</p> <p>The Worst Witch (Lend books)</p> <p>Scissors by Allan Ahlberg</p>	<p>Sharks (NF)</p> <p>The Great Kapok Tree</p> <p>Deforestation- <u>Bug</u> Brother</p>	<p>Mary Anning</p> <p>I wandered lonely as a cloud</p> <p>Chef Academy</p> <p>Diary of Killer Cat-</p> <p>The Book of Hopes Katherine Rundell</p> <p>Dirty Beasts</p>	<p>Mort the Meek</p> <p>The Iron Man(lend books)</p> <p>How to train your dragon - (Lend books)</p>	<p>The Bumper Book of London</p> <p>The Magic Place Chris Wormell (Lend books)</p> <p>The Tindmins and the Turtle Tangle- (lend books)</p>

e/eigh



Maths	Place Value Addition and Subtraction 4 a day Arithmetic Fridays	Addition and Subtraction Multiplication and Division 4 a day Arithmetic Fridays	Multiplication and Division Length and Perimeter 4 a day Arithmetic Fridays	Fractions Mass and Capacity 4 a day Arithmetic Fridays	Fractions Money 4 a day Arithmetic Fridays	Time Shape Statistics 4 a day Arithmetic Fridays
Science	Animals including Humans	Light	Forces and magnets	Rocks	Plants	
Computing	Computing Systems and Networks - Connecting Computers	Creating media - Stop frame animation	Programming A - Sequencing sounds	Data and information - branching databases	Creating media - desktop publishing	Programming B - Events and Actions in programs
PE	Swimming/Fundamentals Gym	Ball skills	Swimming/nBas ketball Dance	Swimming/ Rounders	Cricket	Tennis

		Swimming/Hockey		Athletics	Swimming /Dodgeball	Swimming/ Mindful Movement
RE	Branch 1 Creation and Covenant					





No outsiders-Text: Our House

To understand what  
discrimination means.

Explores how people  
discriminate and how  
people can change their  
minds about people and  
their views.

To understand what a  
bystander is.

Children explore bullying  
and what it means to be a  
bystander. Children

No Outsiders-Text: We're all Wonders

To understand what  
discrimination  
means.

Explores how people  
discriminate and  
how  
people can change  
their  
minds about people  
and  
their views.

To understand what  
a

No Outsiders: Text: Beegu

To be welcoming.

Children explore  
reasons

why someone  
might feel

like an outsider and  
what

people can do to  
make

others feel  
welcome.

To recognise a  
stereotype.

No Outsiders: Text: The Truth About Old People

To be welcoming

Children explore  
reasons

why someone  
might feel

like an outsider  
and what

people can do to  
make

others feel  
welcome.

To recognise a

No outsiders: Text: The Hueys and the new jumper

To recognise and  
help

and outsider.

This text explores  
how

one person can be

treated as an  
outsider and

people learn it's ok  
to be

different.

No Outsiders: Planet Omar

To recognise and help  
and outsider.

This text explores how

one person can be  
treated as an outsider  
and

people learn it's ok to  
be

different.

To consider living in  
Britain today.

hygiene; medicines  
and  
household products

PoS refs: H9, H10,  
H26,

H39, H30, H40,H42,  
H43,

H44, R25, R26, R28,  
R29

respect for others

PoS refs: R32,  
R33, L6, L7,

L8

well, dental care

PoS refs: H1, H2,  
H3, H4,

H5, H6, H11, H14

	<p>explore what they would do in our school if we heard someone being Unkind.</p> <p><u>PSHE ASSOC</u></p> <p>Relationships - How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <p>PoS refs: R10, R11, R13, R14, R17, R18</p>	<p>bystander is.</p> <p>Children explore bullying and what it means to be a bystander. Children explore what they would do in our school if we heard someone being Unkind.</p> <p><u>PSHE Assoc</u></p> <p>Health and wellbeing - What keeps us safe?</p> <p>Keeping safe; at home and school; our bodies;</p>	<p>Children explore what a stereotype is and what can be done if we hear someone being Discriminatory.</p> <p><u>PSHE Assoc</u></p> <p>Relationships - What are families like?</p> <p>Families; family life; caring for each other</p> <p>PoS refs: R5, R6, R7, R8, R9</p>	<p>stereotype.</p> <p>Children explore what a stereotype is and what can be done if we hear someone being Discriminatory.</p> <p><u>PSHE Assoc</u></p> <p>Living in the wider world - What makes a community?</p> <p>Community; belonging to groups; similarities and differences;</p>	<p>To consider living in Britain today.</p> <p>The text offers opportunities to discuss stereotypes, racism, islamophobia and Bullying.</p> <p><u>PSHE Assoc</u></p> <p>Health and wellbeing - Why should we eat well and look after our teeth?</p> <p>Being healthy: eating</p>	<p>The text offers opportunities to discuss stereotypes, racism, islamophobia and Bullying.</p> <p><u>PSHE Assoc</u></p> <p>Health and wellbeing - Why should we keep active and sleep well?</p> <p>Being healthy: keeping active, taking rest</p> <p>PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p>
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<p><b>Journey in Love</b></p>	<p>Physical - To describe and give reasons why friendships can break down, how they can be repaired and strengthened.</p> <p>Children explore what can trigger disagreements</p>	<p>Across two terms</p>	<p>Social and Emotional – To describe and give reasons how friendships make us feel happy and safe.</p> <p>Children explore happy and healthy friendships</p>	<p>Across two terms</p>	<p>Spirituality – To celebrate the joys and happiness of living in friendship with God and others.</p> <p>Children explore how they live in friendship with</p>	<p>Across two terms</p>
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	<p>between friends and friendship groups. They learn how these situations can make people feel.</p> <p>Children learn ways to resolve conflict in friendships and why violence is never the answer.</p>	<p>and the characteristics these would show.</p> <p>Children explore the differences between a relative, a friend and an acquaintance. They explore how friendships make them feel and who to turn to if they didn't feel safe in a friendship.</p> <p>Children explore how behaviour can change when people are online and how</p>	<p>God through the Sacraments. They focus on the Sacrament of Reconciliation and the act of asking for forgiveness to restore our friendship with God and others.</p>	
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Music	Charanga- Writing down music	Charanga-Playing in a band	<p>Music linked to performance</p> <p>Linked to Charanga unit – Compose Using Your Imagination</p>	Charanga-more Musical styles	Charanga-Enjoying Improvisations	Charanga- Opening Night
Spanish	<p>Listening</p> <ul style="list-style-type: none"> <li>- Understand classroom commands</li> <li>- Understand short statements</li> <li>- Understand simple questions</li> <li>- Understand clearly spoken phrases</li> <li>- Understand a range of familiar statements</li> </ul>		<p>Speaking</p> <ul style="list-style-type: none"> <li>- Be able to answer with single words and short phrases</li> <li>- Be able to give short responses</li> <li>- Be able to use set phrases</li> <li>- Ask for words/phrases</li> </ul>		<p>Reading.</p> <ul style="list-style-type: none"> <li>- Use a reliable online dictionary such as Reverso.net to reinforce classroom vocab</li> </ul> <p>Writing</p> <p>Copy simple words and phrases accurately</p>	
	<ul style="list-style-type: none"> <li>- Understand a range of familiar phrases</li> </ul>		<ul style="list-style-type: none"> <li>- Words to be repeated</li> <li>- Pronounce words with growing accuracy</li> <li>- Devise and take part in a short, recorded sketch in Spanish</li> </ul>		<p>Select words to complete short texts</p>	

Geography		Crosby		Weather and Climate		
History	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one: Ancient Egypt		BRITISH HISTORY UNIT  Changes in Britain from Stone age to Iron age			
DT	Aspect: Food Focus: Healthy and varied diet			Aspect: Textiles  Focus: 2-D shape to 3-D product	Aspect: Textiles Focus: 2-D shape to 3-D product <u>Children to design</u> and make a	Aspect: Mechanical Systems Focus: Levers and linkages Children will design, make and evaluate a

	Children will design, make and evaluate a bread based product (sandwich).			<u>Children to design</u> and make a purse/wallet to hold a book/diary.	purse/wallet to hold coins.	greeting card for a younger child.
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				Secondary		
<b>Art &amp; Design</b>	Working with shape and colour		Charcoal ENG LINK		Telling stories through drawing and making	Charcoal ENG LINK
<b>Other events/activities</b>	Healthy Habits- Sefton Healthy Schools- healthy eating (requested)	Ancient Egypt exhibit/ Pantomime trip- Southport		The Play	5th May - bank holiday	Local Heritage week

# Trips/dates

- Parent's Evening – Wednesday 16<sup>th</sup> October -3.30 to 5pm; Thursday 17<sup>th</sup> October- 3.30- 7 pm;
- 3M Rejoice 23<sup>rd</sup> October 9am;
- The Atkinson in Southport for the Pantomime in the afternoon and a trip around the Egyptian exhibition in the morning. Provisionally booked for Tuesday December 10<sup>th</sup>;
- Performance – March/ April 2025

# Homework

The following homework is set on the following days:

- Scheme reading books- changed on a Monday, new one on a Tuesday or a Monday. Please listen to your child read every night, write in the Reading Record and put the book straight back in your child's school bag;
- Class Library book- changed as and when your child has finished a book. Please share this with your child at least three times a week;



- Maths- Wednesday;
- Spelling- Wednesday;
- Friday- Reading Mastery extract;
- The Ed Shed website will be set to go live in line with a hard copy of spellings being sent home on a Wednesday. This has lots of games for children to play to learn the spellings on the sheet;
- Children also have a log in for Manga High, TTRS and Arithmagicians, where maths games will be set.

- The Times Tables Rockstars website can be accessed through the school website, using your child's log in. It contains lots of timetables games and will be set to Y2 and 3 tables for our classes. Please compete ( there is a certificate for the most avid user) as often as possible;
- Please share the Reading Mastery extract with your child. Most children will be able to read it to you; some will need you to share it with them and discuss their learning from the week;

- Maths and Spelling homework should be returned before the following Wednesday. Spellings from the previous week will be tested as part of our spelling lessons.

# Code of Conduct

## At Great Crosby we:

“...that we may have life and have it to the full”

I will try my best in everything I do

I will be friendly and co-operative with others

I will treat everyone and my environment with respect

I will use good manners

I will be safe and sensible

I will speak to an adult if I am worried or feel unsafe

# Going for Green

We have discussed the Code of Conduct in class and have explained that all rules come under the umbrella of:

- Be Ready
- Be Respectful
- Be Safe

# Safe and Secure

## Safeguarding and Child Protection Team

- Mrs Crann – Safeguarding Lead
- Mrs Morton – Designated Person
- Miss Sharrock – Designated Person
- Mrs Solkin – PSA & Designated Person

# Safeguarding

- We ask parents not to take photographs on school grounds or at any events
- No vaping or smoking on school premises.
- Please don't enter classrooms – wait away door
- Children must not wear smartwatches

# Schoolgateway App



We have introduced School Gateway to Great Crosby – a parent/carer engagement app that will allow you to pay for school dinners, school trips and any other fees, and allow us to communicate with you efficiently.

School Gateway has replaced Pay360. All online payments will be made through this system. **If you pay for school dinners online, you should already have registered.** School Gateway will be replacing GroupCall in the new year.

Please download the app for free. Just search **School Gateway** in your App store and download. Your login details will be automatically generated using the contact information the school already has, so please make sure the details we hold for you are up to date.

You will open the app, click **Sign up**, enter the email address the school has for you, enter your mobile number, and click **Send PIN**. Wait for the text message with the PIN to arrive, enter your PIN and then you can log in. There is also a web-based version if you do not have a smart phone. Please use the app if possible as it makes it easier to get hold of parents/carers when we need to.

**Regularly check our homepage:** <https://greatcrosbycatholicprimary.com/>

**Follow us:**                      **Twitter:** @greatcrosby      **Instagram:** great.crosby.catholic.primary



# Online Safety

Our school website online safety pages have a huge amount of help.

For parents/carers: [greatcrosbycatholicprimary.com](https://greatcrosbycatholicprimary.com) > Parents/Carers > Online Safety

For children: [greatcrosbycatholicprimary.com](https://greatcrosbycatholicprimary.com) > Children > Online Safety

## Safer Schools App



Stay in touch with up-to-date online safety and safeguarding issues. It links with our website too. Download from the App Store or Google Play. See our website for more joining details.

## Social Networking Apps

Children **must be at least 13** to register on most social networking websites. Age limits are there to keep children safe so don't feel pressurised into letting younger children join these websites or use apps/games that are age inappropriate.

## Gaming



Check the PEGI age rating of games. Please only let your child access games appropriate to their age. Please don't play your adult games with children. For in-game purchases, buy a gift card, don't link your bank card.

## National Online Safety Guides

### What Parents & Carers Need to Know about

Live streaming, TikTok, WhatsApp, Instagram, Snapchat, YouTube plus advice about digital life conversations, buying and setting up devices and much more.

## Next Steps

Have a conversation with your child about what they do online; have a family agreement; check that accounts are set to private; protect their personal information; think before you/they post; check your virus protection is up-to-date; check parental controls on YouTube, iPlayer, Netflix, Amazon Prime & other streaming services; consider filtering & blocking software; understand the laws; understand how to report and block and if an incident happens – save the evidence.

# **Any question or problems at all - however small ...**

**Please let us know** – we will always be happy to help.

Email us on [admin.greatcrosby@schools.sefton.gov.uk](mailto:admin.greatcrosby@schools.sefton.gov.uk) and we will respond as soon as we can within our working hours.

If you have any issues regarding your child, in the first instance please speak to your class teacher.