



Year 3

Rush Common School

2025 - 2026

Mr Meredith
Miss Copeland
Mrs Burgess

Slides will be sent out later in the week.

Meet the Teachers and TAs:

- ▶ Mr Meredith
- ▶ Miss Copeland
- ▶ Mrs Burgess (TA)
- ▶ Mr Sealey (Computing/cover)
- ▶ Mrs Car (Music/cover)
- ▶ Mrs Barnes (PE)
- ▶ Mrs Tang (Mandarin)

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.
- 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.
- 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.
- If your child's attendance falls below 90%, you may be contacted by the school so we can offer support and work together to improve it.

School Uniform:

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

Additional reminders:

- No extreme hairstyles please – unnatural colours, shaved styles, etc.
- PE shorts should be a sensible length (i.e. football shorts or cycling shorts)
- 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 £2.80. 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.

Lunchbox tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.

Online Safety

- National College online safety posters are shared in each newsletter. They offer advice and information about popular games and apps. There is also a section on the school website.
 - 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/>
 - Helpful information for parents and carers
- A screenshot of a social media post from 'Wake Up Wednesdays'. The post features a 'Meet Our Expert' section with a circular profile picture of a man. The text next to the photo reads: 'Meet Our Expert: Alex Smith is an experienced technology journalist and the former deputy editor of technology and internet culture website Alpha. Alex has written for two international outlets on digital safety including the New York Times, CNN, the Evening Standard, Wired, BBC, Paper Magazine, Woman's Hour, BBC News, and the BBC. He is also a frequent speaker at digital safety events.' Below the text are social media handles: '@wake_up_weds', 'www.thentionalcollege', and '@wake.up.wednesday'. At the bottom, a small disclaimer states: 'Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release.'
- Keep Children Safe Online: Information, advice, support - Internet Matters



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 10th November) and T2b (wb 16th March). 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

	AM				PM				
	8:30-9:00	9:00-9:30	9:30-10:30	Break time 10.35- 10.55	10:50-12:00	Lunchtime 12-1pm	1:00-2:00	2:00-3:00	2:50-3:00
M O N	Register, handwriting/ pink jobs	Guided Reading	English		Maths		Science 1:00-2:30	Assembly 2:30-3	Home time routine
T U E S	Register, Spelling test/ morning tasks	Guided Reading	English		Maths		Computing	Mandarin/ Music	
W E D	Register, Times tables test/ morning tasks	Guided Reading	English		Maths		Library (alternating weeks) PE Indoors	PSHE	
T H U R	Register, maths/Englis h morning tasks	Guided Reading	English		Maths		History/ Geography	Art/ DT	
F R I	Register, reading comprehensi on/ pink jobs	Reading	English		Maths		RE 1:00- 1:45 PE Outdoors 1:45-2:30	Assembly 2:30	

Curriculum

Ancient Egypt

- Maths- Place Value and Addition and Subtraction
- English- Setting descriptions, Persuasive adverts and Information reports about Gods/Goddesses
- Reading- The Ancient Egypt Sleepover (your child can bring their own copy in if they want to)
- Science- Light
- History- Ancient Egypt
- PE- Fundamentals and Cross country

Curriculum and enrichment

Reading texts:

- Term 1- The Ancient Egypt Sleepover
- Term 2- Libby and the Parisian Puzzle
- Term 3- Charlie and the Chocolate Factory

Trips for Year 3 are still to be confirmed. We are currently booking some in. We will update you on these when we have further information. We will be attending Hill End in Term 3.

For school wide events check the school calendar on our website.

Messages will also be sent out about this via ParentMail and My Child at School.

Curriculum and teaching methods

- Reading- Whole class reading
- English grammar features- paragraphs, using a and an correctly, fronted adverbials for time, place and cause, conjunctions, using inverted commas for speech and expanded noun phrases
- Maths- We will use resources such as dienes, numicon and counters to support with learning. We will be doing lots of times tables practise including a weekly times tables test on a Wednesday.
- 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>

Year 3 General information

- Year 3 can bring in pencil cases to school, however these are only to be used for learning purposes.
- If children are playing with stationary, then their pencil case may be removed or asked to go home if this continues.
- Unfortunately, because of our curriculum in Year 3, we will have limited time for show and tell. If your child brings in something, then they can share this with the class teacher. This then may be shared to the class or in a whole school assembly.

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 in homework books.
- Homework books will be sent out on a Thursday and will need to be returned by a Tuesday.
- We will do the weekly spelling test in the back of the homework books on a Tuesday morning.
- We will send out information each week's homework on our weekly update.
- Spellings for the whole half term will be stuck into the homework books.
- Homework includes:
 - Maths/English (alternating each week)
 - Spelling lists
 - Daily Reading
 - Times tables
 - 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.

For example: Why do we still learn about the Ancient Egyptians today?

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. This will build their resilience.

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.
- Information went out last week about financial voluntary contribution. Thank you in advance to those of you who can support us with this as this helps us with school supplies for learning.

Questions

