



PARENT/CARER INFORMATION MEETING

Sacred Heart Catholic Primary School
Autumn 2024
Year 3 St Martin – Ms Fleming
Year 3 St Bernadette – Mrs Price



Leadership Team

- **Mr. Lane – Executive Head Teacher**
- **Mrs Fernandez– Deputy Head Teacher**
- **Miss Le Fleming, Mr Rodrigo, Miss Palmer and Mrs Chick - Assistant Headteachers**

Other adults who help in our class

St Martin

- Mrs Durgaj—
Learning Support
Assistant

St Bernadette

- Ms Heath- 1:3 Learning
Support Assistant
- Ms Crystal – 1:3 Learning
Support Assistant
- Mr Wykes – 1:1 Learning
Support Assistant
- Mrs Symes – 1:3 Learning
Support Assistant

Information

- You can find out what is going on in school/class in several different ways: Website - www.sacredheart.islington.sch.uk
- Curriculum/topic maps
- Twitter account : SacredHeart_CS
- Class assemblies
- Parent's evening (Autumn & Spring terms)
- End of year reports (Summer Term)
- Notes/letters sent home
- Text messages (ensure school office has up to date details)
- Weekly newsletters (and put on the school website)

Website



<http://www.sacredheart.islington.sch.uk/>

Subjects we study

- Religious Education
- English (Reading, Writing, Handwriting, Grammar, Punctuation and Spelling)
- Maths
- Science
- History /Geography (half termly basis)
- Art/Design Technology (half termly basis)
- Computing
- Music
- Spanish
- Physical Education
- Personal, Social, Health, Citizenship and Emotional Education

Religious Education Topics

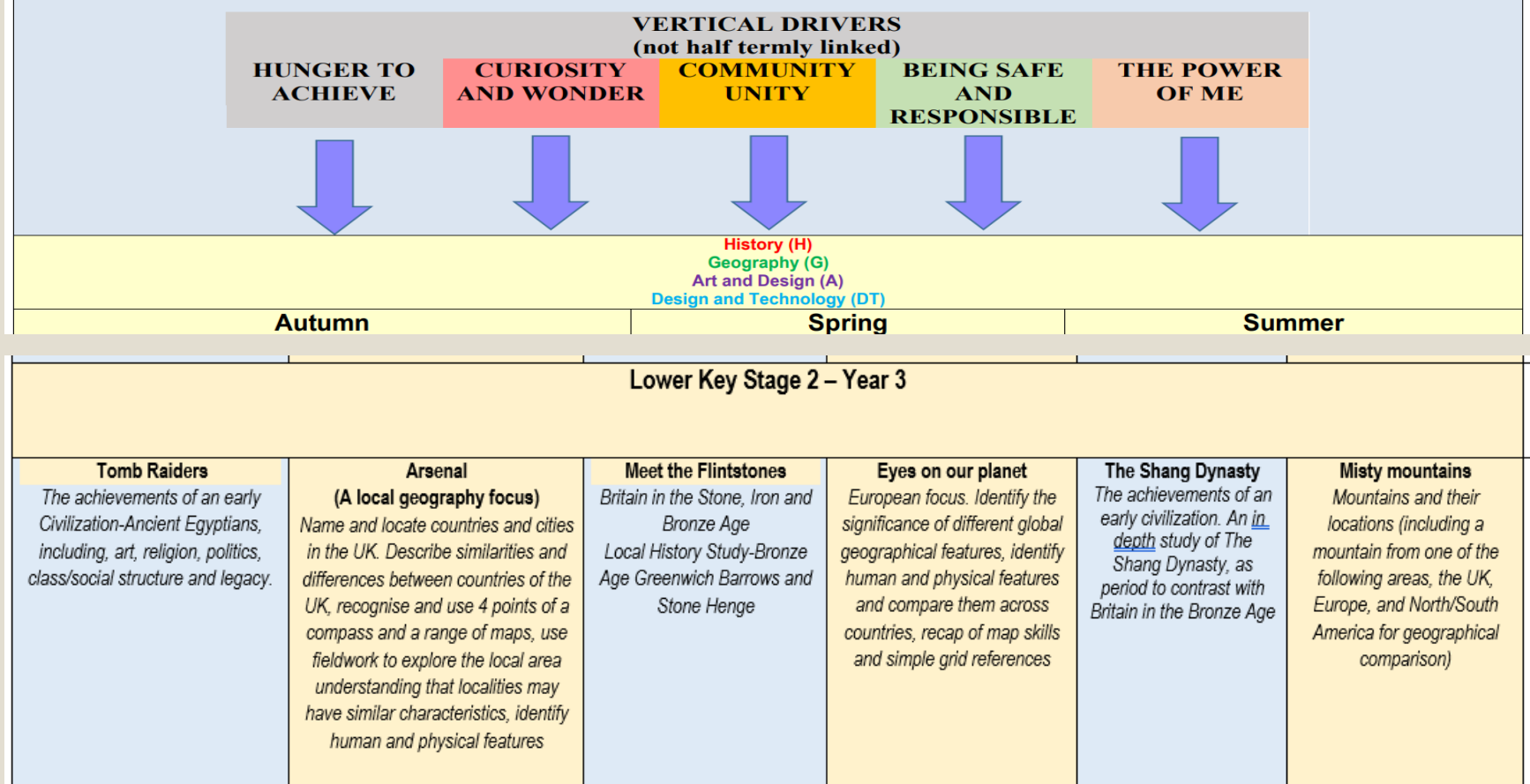


Sacred Heart Catholic Primary School Religious Education Overview 2024 – 2025

AUTUMN 15 weeks			SPRING 12 weeks			SUMMER 12 weeks	
AUTUMN 1		AUTUMN 2	SPRING1	SPRING2	SUMMER 1		SUMMER 2
			Y1- Y6 (KS1 & KS2)				
1 week	7 week	1 week	6 week	6 week	6 week	5 week	7 week
Our Mission Statement/ Class Saint (Year 1 = 2 weeks)	(Year 1 = 6 weeks) <u>Unit 1</u> Creation & Covenant (Genesis, Abraham/Moses)	<u>Other Faiths</u> Judaism	<u>Unit 2</u> Prophecy & Promise (Advent & Christmas)	<u>Unit 3</u> Galilee to Jerusalem (Kingdom of God & Discipleship)	<u>Unit 4</u> Desert to Garden (Lent & Holy week)	<u>Unit 5</u> To the end of the earth (Resurrection, Ascension & Pentecost)	<u>Unit 6</u> Dialogue and Encounter (Catholic identity / Local & Global community/ World Faiths)

Year 3 Curriculum Topics

Sacred Heart Curriculum Overview 2022-2023



Homework

Homework expectations

Children receive Maths and English homework alternate weeks on their home learning platform, Seesaw or Google Classroom. In addition to this, they also have a home/school reading book which should be read every day and parents/carers should sign, signalling that the reading has been completed. The homework timetable is below:

Subject	Year group	Day given out	Day of return
English	Y1: Phonics/Handwriting	Friday	Friday
	Y2: Reading and Spelling		
	Y3 – 6: Spellings and Reading		
Maths	Y1-6	Friday	Friday

Children should have their usernames and passwords in their reading records.

In addition to homework, children also have the option to use the interactive programmes, 'Reading Eggs' and 'Mathletics'. This can be done in addition to the homework set the by the class teacher.

For children in Years 3-6, if homework has not been completed and no valid excuse is given by a parent/carer, then the child will attend homework club on a Friday lunchtime which will be supervised by a phase leader. Please let your child's teacher know in good time if your child is unable to complete their homework.

Many thanks.



Homework started last Friday 13th September

Reading

In addition to the weekly homework, the children will be expected to complete daily reading from Monday- Friday. Expectations are as follows:

LKS2 – Year 3

20 minutes per night

Please ensure that you sign your child's Reading Record daily and comment if there is something you would like the teacher to know or when responding to a comment from the teacher. Your role in your child's development of reading is crucial so please sign the Home/school Reading agreement which you will find at the front of your child's Reading Record.



Home/School reading

- Child to read to parent and vice versa.
- Parents to ask children questions about what they have read. (There are suggested questions in the 'Helping your child with English' document which can be found on the school website, as well as home learning resources and suggested reading lists. Some books may have suggested comprehension questions listed at the back.
- Parent to sign, adding a comment is optional although please let us know any concerns you have or anything you feel is significant about your child's reading.
- 3x Book Not Signed (BNS) – Children will be asked to read during H/W club on Friday.
- Banded book levels – children should be able to read 95% of the book confidently to build up their confidence. As well as this, children need to be able to understand what they are reading.
- Your child's reading level may have changed moving into Year 3 as we change from coloured book bands to numbered book levels.



Spelling

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

Please take note of the Spelling word lists as your child needs to be able to read and spell these by the end of Year 4 (at the end of the key stage).

Comprehension Skills

Year 3 and Year 4 Reading Objectives



Decode	Perform/Discuss	2A: Explain Words	2B: Retrieval	2C: Summarise	2D: Inference	2E: Predict	2F: Themes	2G: Author Choice
<p>-Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see English appendix 1 , both to read aloud and to understand the meaning of new words they meet.</p> <p>-Read books that are structured in different ways and reading for a range of purposes</p> <p>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>-Read common exception words (Year 3 or Year 4 spellings)</p>	<p>-Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>-Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>-Recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>-listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p>	<p>-Check that the book makes sense to them and exploring the meaning of words in context</p> <p>-Use dictionaries to check the meaning of words that they have read</p>	<p>-Retrieve, record and present information from non-fiction</p>	<p>-Identify the main ideas drawn from more than one paragraph and summarise these</p>	<p>-Draw inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence</p> <p>-Ask questions to improve their understanding</p>	<p>-Predict what might happen from details stated and implied</p>	<p>-Identify and discuss themes and conventions in and across a wide range of writing (features of a particular genre)</p>	<p>-Identify how language, structure, and presentation contribute to meaning.</p> <p>-Discuss words and phrases that capture the reader's interest and imagination and how these contribute to meaning.</p>

These skills are covered in whole class guided reading at school but can be helpful to know to practise for home reading comprehension too!

Times tables

- Children need daily practice with their times tables in order to really remember them.
- They only truly know them when they can fluently recall them out of order and when they can apply them in order to solve problems.
- Children practise their times tables during Maths lessons and complete times table challenges but by this stage, the children should know them so we can use the lessons to apply them in reasoning and problem solving.
- There is guidance on the school website (under curriculum) for how to support your child with learning times tables.
- In Year 3, your child is expected to know up to 2,5 and 10 confidently from year 2 and will learn 3,4 and 8 throughout year 3 and use them in a range of calculations and problems.
- At the end of year 4, there is a statutory multiplication test where they are expected to recall all times tables up to 12 within 6 seconds.

How does my child's attendance and punctuality affect their progress?

- Children suffer academically if they are not at school – they fall behind and can find it difficult to catch up.
- Children should only ever be off school if they are ill.
- All pupil absences must be reported to the school immediately.
- Medical and dental appointments should be made after school, where possible.
- Holidays must not be taken in term time (term dates are available on the website)
- Education Welfare check the attendance of every child every 6 weeks.
- Where attendance is poor referrals will be made to Education Welfare.
- We expect children to have 100% attendance.
- Anything below 96% is a cause for concern.
- Anything below 90% is a '*persistent absentee*' and serious cause for concern.
- Anything below 90% is an immediate referral to Islington, who we have to liaise with regarding advice around poor attendance.
- Anything between 90-95% is monitored closely.

Please help your child achieve their best by sending them to school every day.



Behaviour and Expectations

- We use positive reinforcement to remind the children of our expectations:
 - Ready
 - Respectful
 - Safe
- Children will be rewarded with VIPS, Positive post cards, names on the recognition board and stickers for upholding our expectations
- Children who are not upholding our expectations will be given 3 reminders before a time out
- More serious offences such as physical or disrespectful behaviour will result in instant Reflection Time
- Reflection Times are noted on a child's record, if a child reaches more than 5 Reflection Times, parents will be called in for a meeting

Social Media outside of school

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



Roblox



PopJam



FaceTime

13+



Twitter



Facebook and Messenger



Viber



WeChat



Monkey



Yubo



Dubsmash



Instagram



TikTok



Skype



Google Hangouts



Reddit



Snapchat



Pinterest

16+



WhatsApp



Telegram Messenger



Tumblr

17+



Line



Sarahah



Tellonym

Sourced from NSPCC website October 2019

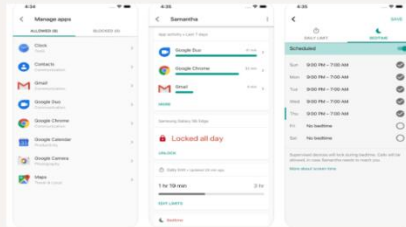
Social Media outside of school

Really useful website: <https://parentsafe.lgfl.net/>



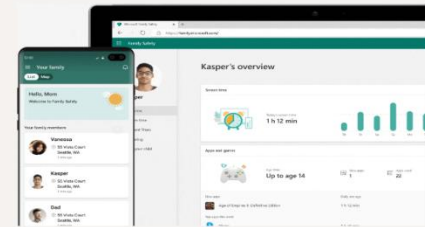
Apple Screen Time

Great for both parental controls and teen self-regulation



Google Family Link

Digital Wellbeing is the next step for the older ones after Family Link



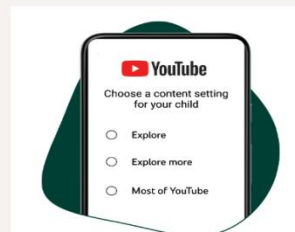
Microsoft Family Safety

There are no self-regulation features for older teens, but Family Safety is great for the younger ones



What about the rest?

Internet Matters is an amazing one-stop shop for easy-to-understand, step-by-step parent guides to the parental controls on an array of?



YouTube supervised mode for u13s

Parents can now use supervised mode even under 13s with different safety levels. [Find out more / set it up.](#)

Place 2 Be



Parenting Smart



We all want the best for our children, but parenting can be really tough sometimes. We've all been there.

Place2Be's Parenting Smart is a new site for parents and carers of 4-11 year olds, offering practical advice on supporting your child and managing behaviour.

All of our content is created by Place2Be's parenting experts. It's based on evidence and their experiences working with children, young people and their families



Designed with busy parents in mind, the site has short videos and articles on topics from meltdowns to bullying, from sleeping difficulties to encouraging self-confidence.



Learn more at
**place2be.org.uk/
parentingsmart**

Place 2 Be is a fantastic service that can be accessed in school. Children can choose to have talk sessions if something is worrying them and they have now launched a really useful parent website too!

<https://parentingsmart.place2be.org.uk/> -

Catholic Life of the School

- Lots of information on the school website
- Prayers at school and at home (available on the website)
- Wednesday Word (sharing Sunday's Gospel with children and families)
- Attending whole school masses (see newsletters)



Uniform Expectations

This half term, PE days are Monday and Wednesday.

SACRED HEART UNIFORM EXPECTATIONS	
Top	Standard Sacred Heart green polo shirt (or plain white from September 2024) Summer variation – blue gingham summer dress An old, oversized top to be kept in school to wear over uniform for messy activities such as Art and D&T (Year 1-6)
Sweatshirt	Standard Sacred Heart blue logo sweatshirt Standard Sacred Heart blue logo cardigan No plain jumpers or cardigans
Bottoms	Grey full-length trousers Grey knee-length skirt Summer variation – grey shorts EYFS variation – grey tracksuit bottoms/leggings
Shoes	Plain all black shoes, no logos, designs or embellishments. No boots or wellingtons are to be worn in school. No flip flops or crocs. Football shoes can be brought in to wear at lunch to play football, they should not be worn to school
Socks	Plain blue, black, grey or white standard socks. Ankle or knee-high length.
Tights	Black, grey or navy cotton tights. No patterns or embellishments.
Bags	Standard Sacred Heart school book bag Standard Sacred Heart small rucksack Standard Sacred Heart large rucksack Standard Sacred Heart drawstring PE bag
Hat	Sacred Heart peak cap Sacred Heart woolen hat
Hair accessories	Black, brown, blue or green elastic bands Black, brown, blue, green or silver clips Black, brown, blue or green hairband Plain accessories only Hair extensions to be of a natural colour Hair shoulder length or longer to be tied back No extreme hairstyles or colours No large bows
Jewellery	Earrings – plain sleepers or studs Watch for the purpose of telling the time No smart watches (e.g. Apple watches) Small religious necklaces, which must be worn under the uniform No other jewellery to be worn
PE Kit	Standard plain white t-shirt or polo shirt Blue shorts Suitable trainers Nursery/Reception variation – black plimsolls Winter variation – plain grey or navy blue tracksuit bottoms/leggings
Winter clothing	Plain coloured winter coat (preferably dark) Sacred Heart School logo waterproof jacket Plain coloured winter scarf Plain coloured winter gloves Plain coloured winter hat/ Sacred Heart woolen hat No logos or excessive designs No excessively styled hats, scarves or gloves
Make-up	No make-up to be worn



School trips

We organise trips to support your child's learning.

A letter will be sent out informing you of the trip and the cost if applicable.

Payment must be made and permission given using the online school money system.

We will sometimes need additional parent/carer volunteers, for trips – this will be organised by the teacher.

- *Swimming takes place in SummerTerm (June) and is over a two week block at Highbury Pool – more information will come nearer the time.*



Communicating with the teacher

- Brief messages can be given at the office or to a member of staff at the gate.
- Notes/letters can be sent in to the teacher.
- Telephone messages can be left for the teacher.
- You can make an appointment to see your child's teacher (before school at 8:30am or after school around 3:45pm are best)

At the end of the day.....

Collecting children – lessons finish at 3.30pm.

Children are led down to the back playground and are collected from there.

Please inform the office if somebody else will be collecting your child.



Inclusion & Pastoral care

The school Inclusion team work to minimise barriers to education and ensure that all children achieve their full potential.

- If we are worried about any aspect of your child's development we will work in collaboration with you to ensure your child's needs are met.
- In the first instance we would take action in the classroom.
- If your child needs more specialist input, we will consult with the school's Inclusion team and if necessary appropriate external agencies to ensure they receive the best support.
- If you have any concerns about your child's development at any time, we welcome your input. Please contact your child's class teacher in the first instance.
- You may wish to discuss sensitive matters relating to your child's welfare or development with a member of the school Inclusion team. Please contact the school office to book an appointment. The Inclusion leader is currently Miss Le Fleming.



Safeguarding is everyone's responsibility

The Designated Safeguarding Lead is **Mr Rodrigo**.

The Deputy Safeguarding Leads are:

Mr Lane

Mrs Fernandez

Mr Fletcher

Mrs Kelly

Miss Le Fleming

If you are worried about a child please speak without delay to the Designated Safeguarding Lead and in his absence one of the Deputy Safeguarding Leads.

At Sacred Heart we provide a safe environment in which children can learn. Every member of staff has a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action and follow the School's safeguarding procedures; this may involve working with other services such as Children's Social Care as required.

Contact Numbers

Should we need to contact you in an emergency it is very important that school has your correct contact numbers.

Please inform the school immediately if your contact details change.

FRIENDS OF SACRED HEART (FOSH)

FOSH (Friends of Sacred Heart) will be running again this year. This is a parent committee which organises events and raises funds for the school.

This will be led by Miss Palmer – she will be in touch soon about how you can get involved!

