Welcome to the Year 3 curriculum talk!

Miss Green and Mrs Enyenihi

Mission statement

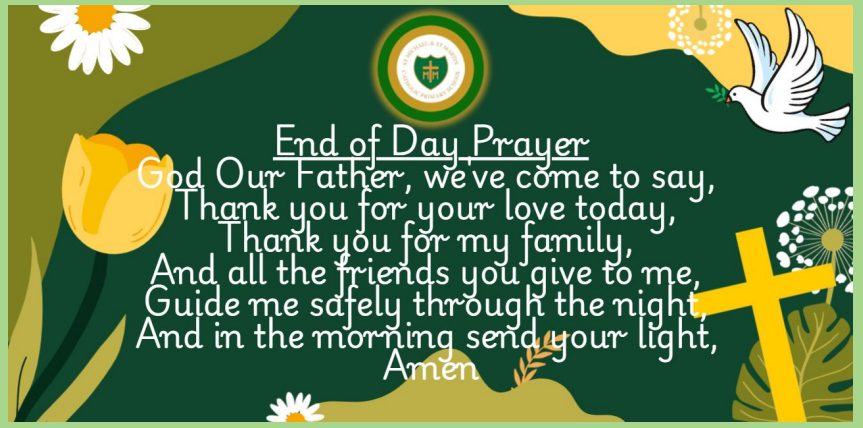


Daily prayers









KS2 Transition

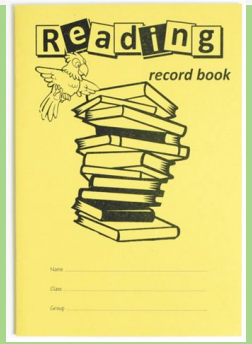
- **Reading Record** – Please listen to your child read and comment/sign the Reading Record
- **Pencil case** – include sharp pencils, coloured pencils, a ruler, a glue stick and a rubber.
- 1 Healthy Snack
- Ukulele Music
- First Holy Communion













Stationary











Colouring pencils optional - must be named

Expectations for Behaviour

We encourage all children to demonstrate a high standard of behaviour at all times in order to **create a safe, respectful and happy learning environment.**

Each class has participated in the process of making a set of 'Golden Rules.' The children have agreed to follow the rules as they understand that this will help them learn.

Treating each other and all members of staff with **respect and courtesy** is expected of both children and parents and this reflects the ethos of our school.

The children are required to **listen carefully** to develop their self control and concentration in class and in the playground.

Partnership / Working together with parents and guardians plays a big part in estdblishing good relationships and standards of behaviour.



Uniform check

Autumn Term

BOTTLE Green Coat

BOTTLE Green Skirt or Pinafore Dress

BOTTLE Green **Cardigan** with branded school logo

*School Tie

(Elastic ties –Reception – Yr 2, full tie Yr3 – 6)

White short-sleeved Shirt

BOTTLE Long Green / White Socks or Tights

(No ankle socks)

Black (low heeled) shoes

(NO TRAINERS OR BOOTS)

BOTTLE Green hat / scarf / gloves *(optional)*

BOTTLE Green Coat

Grey Trousers

BOTTLE Green **Jumper** with branded school logo

*School Tie

(Elastic ties –Reception – Yr 2, full tie Yr3 – 6)

White short-sleeved Shirt

Grey Socks

Black Shoes

(NO TRAINERS OR BOOTS)

BOTTLE Green hat / scarf / gloves *(optional)*













All uniform must be clearly named and labelled

For more info:

https://www.stmichaelandstmartin.co.uk/page/?title=School+Uniform&pid=26

Year 3 Curriculum map

Autumn Term 2026

Miss Green and Mrs Enyenihi

Geography and History

History - Prehistoric Britain

What are the benefits of a settler's life as opposed to a nomadic life?

-To arrange events from the past in chronological order

Who were the first people in Britain?

-How do we know about people from the past?

-What did people do in Neolithic times?

-Why did people stop using stone as their main tool?



Geography – Seas and Coasts

What lies beneath the water?

How are coastlines ever changing?

- Know and locate countries and coastlines around the world.
- Coastal features and processes

Science

Animals Including Humans



Skeletons and Movement

How can we sort and group animals based on their skeletons?

S1: Name and identify bones in the human body
S2: Functions of the skeleton
S3: Name and identify bones in a range of animals
S4: Animals with and without a spine
S5: Are all skeletons the same?
S1: Joints
S2: How we move

English



Picture Book- The Comet
Power of Reading:
Stone Age Boy
Instructional writing, narrative writing from an alternative viewpoint, description of a setting, persuasive advert, recount, diary.
Oliver and the Sea Wigs: *Adventure story, description to convey character/setting, recount; descriptions to convey character/setting*

Handwriting- Focusing on joining letters in all written work.
Comprehension
Learning to proofread and edit independently

Religious Education

Creation and Covenant – Children will be learning about how to use religious words and phrases to explore the nature of God as Creator and Sustainer. They will be giving simple descriptions of prayers, signs and actions performed in Church and at Mass.
Advent to Christmas
Collective Worship in class and KS2 Gospel Assembly

Maths

Use multiple of 5 and 10 bonds to 100 to solve additions and subtractions; add and subtract 1-digit numbers to and from 2-digit numbers.
- Compare and order 2- and 3- digit numbers; count on and back in 10s and 1s; add and subtract 2 and 3 digit numbers
- Know multiplication and division facts for the 5, 10, 2, 4 and 3 times-tables; doubling and halving.
- To be able to tell the time to the nearest minute, using an analogue clock

PE

Tag Rugby - Children will develop a range of skills from passing, dribbling, tackling and the importance of team-work.

Gymnastics and Dance

Computing

Computing systems and networks: Networks

Programming: Scratch

MFL (Italian)

Myself/Family
Weather/Season Body Parts
Christmas
Clothes

Music

Ukulele
Celebration of Hymns
Finding rhythm and pulse
Christmas music and carols

Art & DT

Drawing: Growing artists
L1: See like an artist
L2: Shading
L3: Texture pictures
L4: Botanical drawing
L5: Abstract flowers
L6: Evaluation and Feedback
European Language week: Cooking food from around

PSHE

Caring for others
The Sacraments
We do not have to be the same



Register

9:00 - 9:30

Morning activity
(Guided reading,
Handwriting,
Times Tables)

9:30 - 10:30

English

10:30 - 10:45



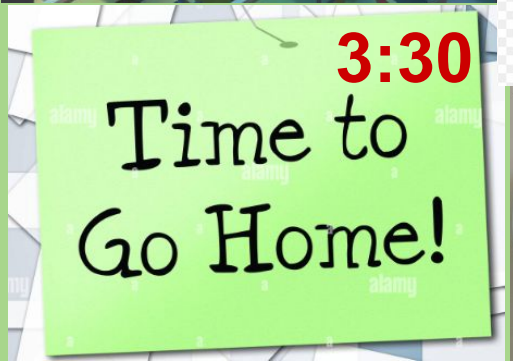
11:00 - 12:00

Maths



12pm - 1pm







Reading

In Year 3, we place a strong emphasis on developing confident, fluent and enthusiastic readers. Children have regular opportunities to practise reading aloud with expression, pace and accuracy. We have daily 30 min Reading sessions. In these lessons we develop both reading fluency and comprehension skills by teaching children to think carefully about what they have read, retrieve information from the text, make inferences, explain their ideas and use evidence from the text to support their answer. Alongside this, we encourage children to read for pleasure and discover books and authors that they enjoy.



Through our English lessons, children read a range of carefully chosen year-group texts, including stories, poetry and non-fiction, which help to broaden their vocabulary, knowledge and understanding of different genres.

In our school, we use **Accelerated Reader** as a platform to monitor children's reading progress and to help us identify their appropriate reading levels. It supports us in ensuring that children are choosing books that are suitably challenging while still being enjoyable and accessible. Through regular assessments in form of quizzes, we can track children's progress over time and identify areas where additional support may be needed. It also helps us to foster a positive reading culture and positive attitudes by encouraging children to read regularly, explore a range of books and develop a love of reading.

Ways a Parent Can Help with READING

1. Let your child see you reading!

   Have magazines and books in your home.

2. Help your child find appropriate word & reading games on the computer.

   Keep a dictionary on hand. Help your child look up new words they read or hear.

3. Read mysteries with your child and try to figure out the clues together.

4. Movie version coming out?

   Read the book together first, then talk about which you each liked better.

5. Set aside a time and place for your child to read -

   like a comfy chair and a reading light in a quiet place

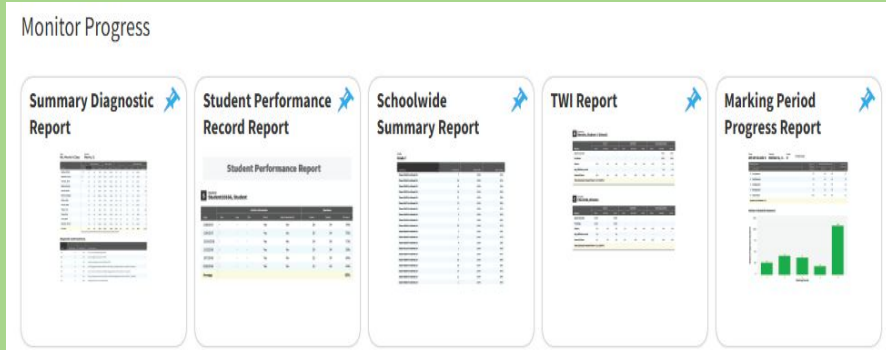
6. Visit your public library regularly.

   Look for and read together the books that were your favorites when you were a kid.

7. Encourage your child to write -

8. Ask your child questions about what he or she is reading, such as:

Accelerated Reader™



CTs monitor our pupils' progress weekly.

Accelerated Reader™



Quick links

+ Add link

Meet

Generate link

New announcement Repost

T

Tatiana Enyenihi
14 Sept (Edited 16 Sept)

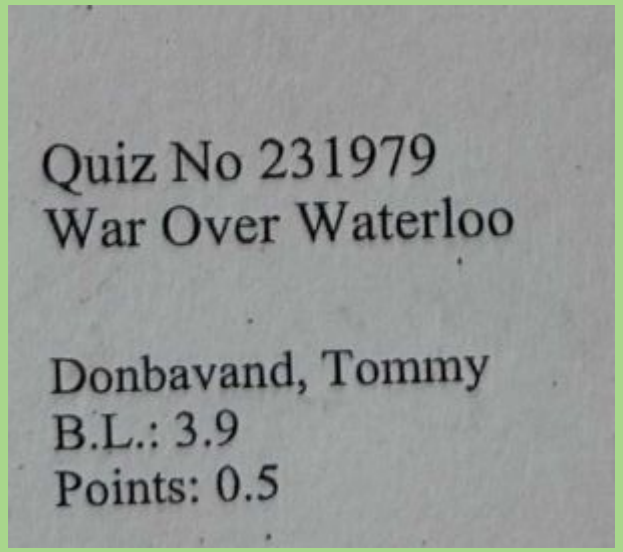
https://login.renaissance.com/12d2c817-c05f-4a2f-a1e3-27cb21f713e9?sta
9dce-56e0ab4e09b5
Above is the link to the Accelerated Reader.
You can also access it through the school website/ Children/ Accelerated R

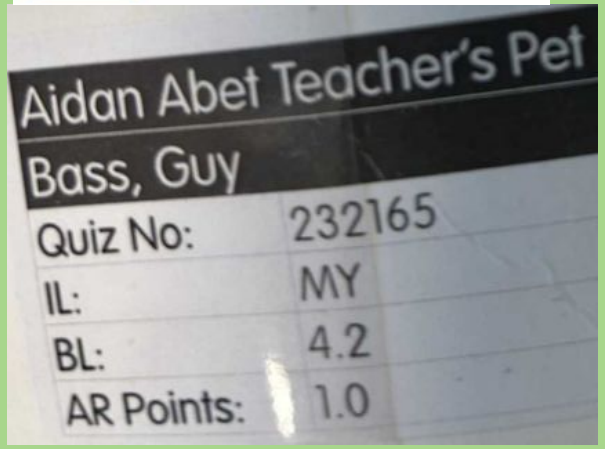


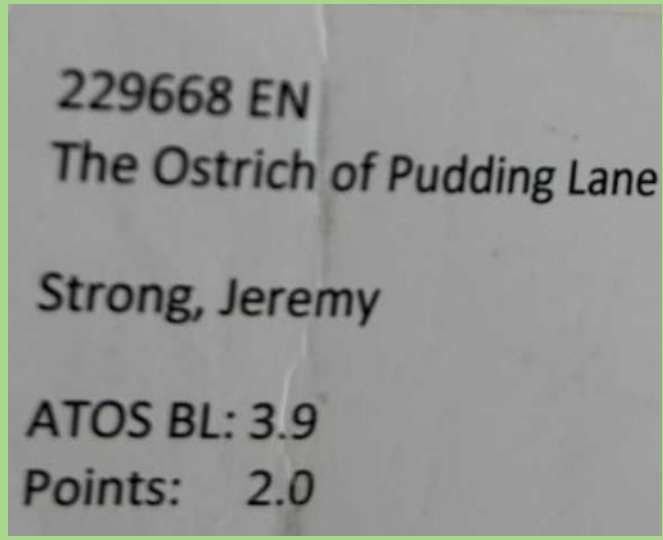
HOME » CHILDREN » ACCELERATED READER

Accelerated Reader

Accelerated Reader



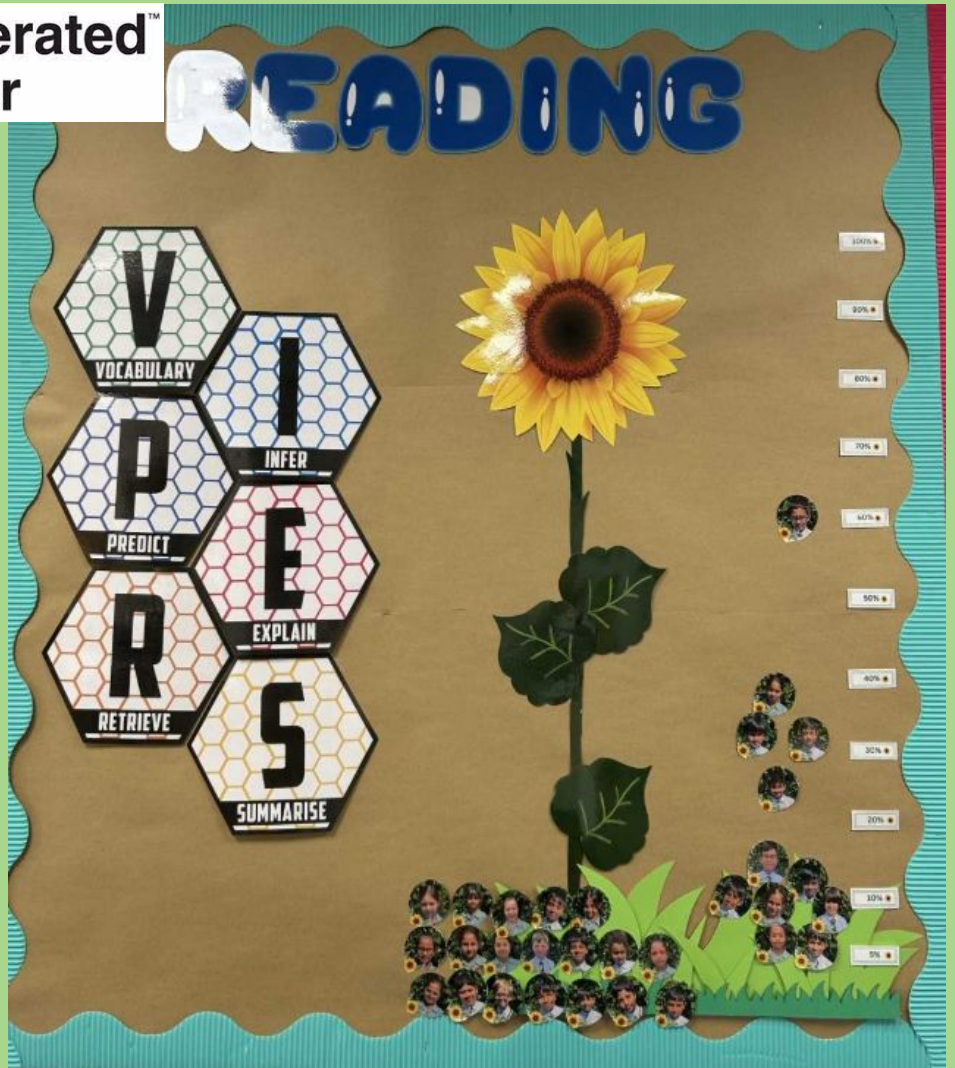




Some books may take longer to read because they are chapter books or more challenging, and these books are often worth **two or more Accelerated Reader points** . We encourage children not to rush through a book simply to earn points, but to take the time they need to read carefully, understand the story and enjoy the experience.



Accelerated™ Reader



Junior Library

Our Junior Library is well equipped with a wide range of books from the **Accelerated Reader** programme. The stock is carefully selected to support and encourage children's reading development. We ask that children and families take good care of these books while they are at home. If a library book is lost or damaged beyond use, it will need to be replaced so that other children can continue to enjoy it. In these circumstances, parents will be asked to pay a **£5 fee** towards the cost of a new book.

Reading Records

Reading at home is essential for helping children to make progress across the curriculum.

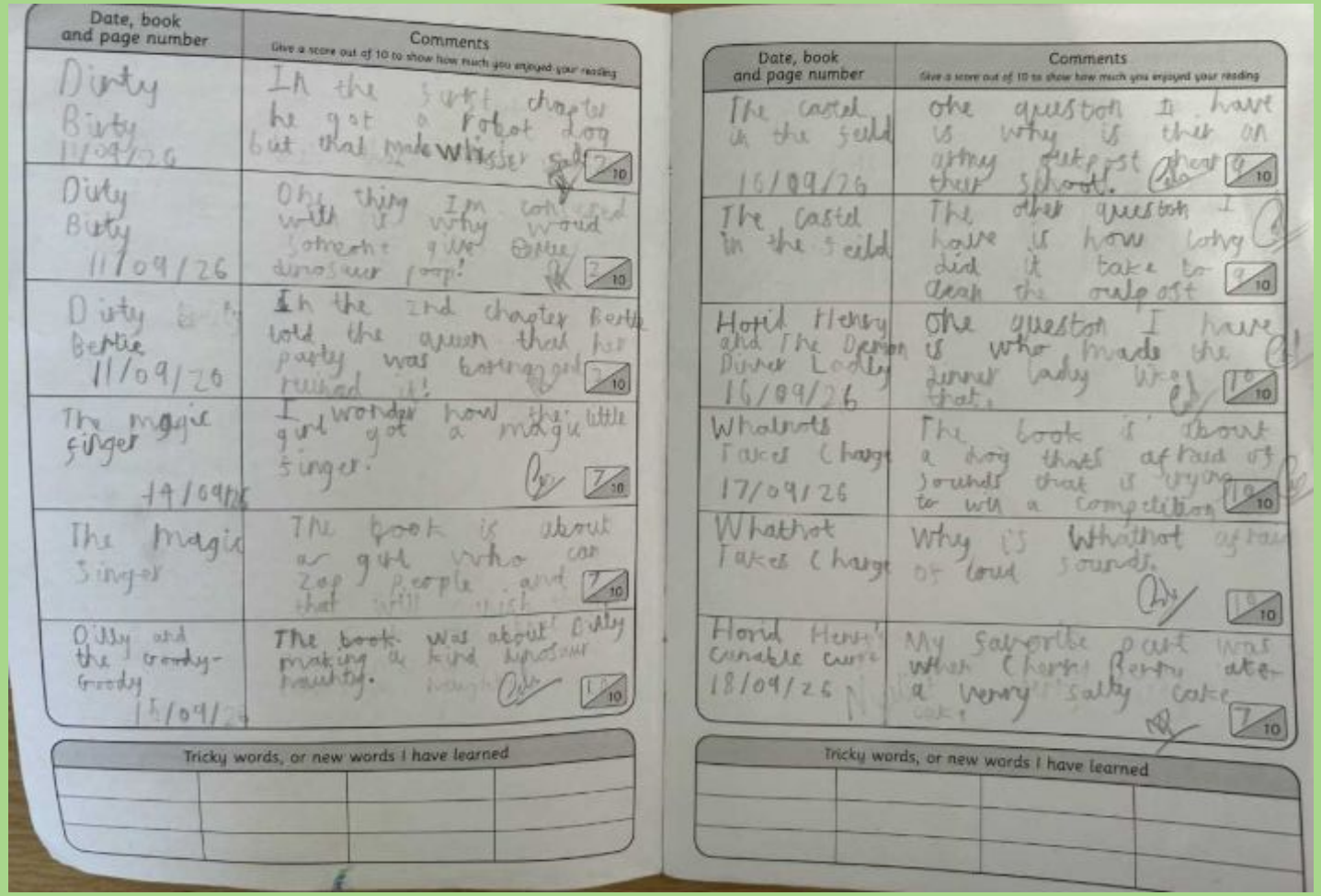
As part of our home-school agreement, you have agreed to support your child in reading for 20 minutes each day.

Reading Records allow us as a school to keep track of your child's reading.

Please support us by signing it with your initials when you listen to your child read. CTs check and stamp RR once a week.

Child must record date and title daily. They only need to write a more detailed comment 3 times a week.

What a Good One Looks Like - WAGOLL



Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
Dirty Birty 11/09/26	In the first chapter he got a robot dog but that make Whisker sad 7/10
Dirty Birty 11/09/26	One thing I'm confused with is why would someone give Bertie dinosaur poop! 7/10
Dirty Bertie 11/09/26	In the 2nd chapter Bertie told the queen that her party was boring and rushed it! 7/10
The magic singer 14/09/26	I wonder how the little girl got a magic singer. 7/10
The magic Singer	The book is about a girl who can zap people and that will [illegible] 7/10
Dilly and the crunky-Grunky 14/09/26	The book was about Dilly making a kind dinosaur naughty. 1/10

Tricky words, or new words I have learned

Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
The Castel in the Seild 16/09/26	One question I have is why is that on army Jake's post there their shoot. 9/10
The Castel in the Seild	The other question I have is how long did it take to clean the outpost 9/10
Horid Henry and The Dinner Lady 16/09/26	One question I have is who made the dinner lady [illegible] that. 10/10
Whatnots Takes Charge 17/09/26	The book is about a dog that's afraid of sounds that is trying to win a competition 10/10
Whathot Takes Charge	Why is Whathot afraid of loud sounds. 10/10
Horid Henry's Cunning Curse 18/09/26	My favorite part was when Cherry Berry ate a very salty cake 7/10

Tricky words, or new words I have learned

Writing

Before children begin writing, we spend time developing and articulating their ideas through **Talk for Writing** . We encourage children to discuss, rehearse and organise their thoughts aloud before putting them onto paper, helping them to develop confidence and a clear sense of what they want to say. Throughout this process, we explicitly teach and model **grammar, spelling and punctuation** , introducing children to the correct grammatical terminology, such as **apostrophe for possession, fronted adverbials, adverbs of manner, conjunctions and expanded noun phrases.** On their way of becoming more independent writers we support children in constructing well-formed sentences and choosing vocabulary carefully.

Handwriting

We also encourage children to take pride in the presentation of their work and understand that clear, neat handwriting is an important part of becoming a successful writer. We focus on **accurate letter formation and joined handwriting** . Children are taught to form their letters correctly, maintain consistent size and spacing, and develop a fluent, legible joined script. Regular practice helps children to build confidence so that handwriting becomes effortless and automatic.



Year 3 Spellings

Friday 25th September 2026

Please learn at home and write out each word 3 times in the modelled handwriting. There will be a test on these spellings on Friday 2nd October.

Topic Words (History and 'Stone Age Boy' Book.

Spelling	Practice 1	Practice 2	Practice 3
stone			
age			
cave			
painting			
mammoth			
hunter			
gatherer			
nomadic			
flint			
leather			

Correct modelling examples along with the spelling rule are sent home weekly.

Spelling – work for years 3 and 4

Revision of work from years 1 and 2

Pay special attention to the rules for adding suffixes.

New work for years 3 and 4

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
The /ɪ/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth, gym, Egypt, pyramid, mystery
The /ʌ/ sound spelt ou	These words should be learnt as needed.	young, touch, double, trouble, country
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below. Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell)

Year 3 and 4 Common Exception Words

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

Topic Words (RE, Science, History/ Geography, Maths etc.)

Multiplication Tables

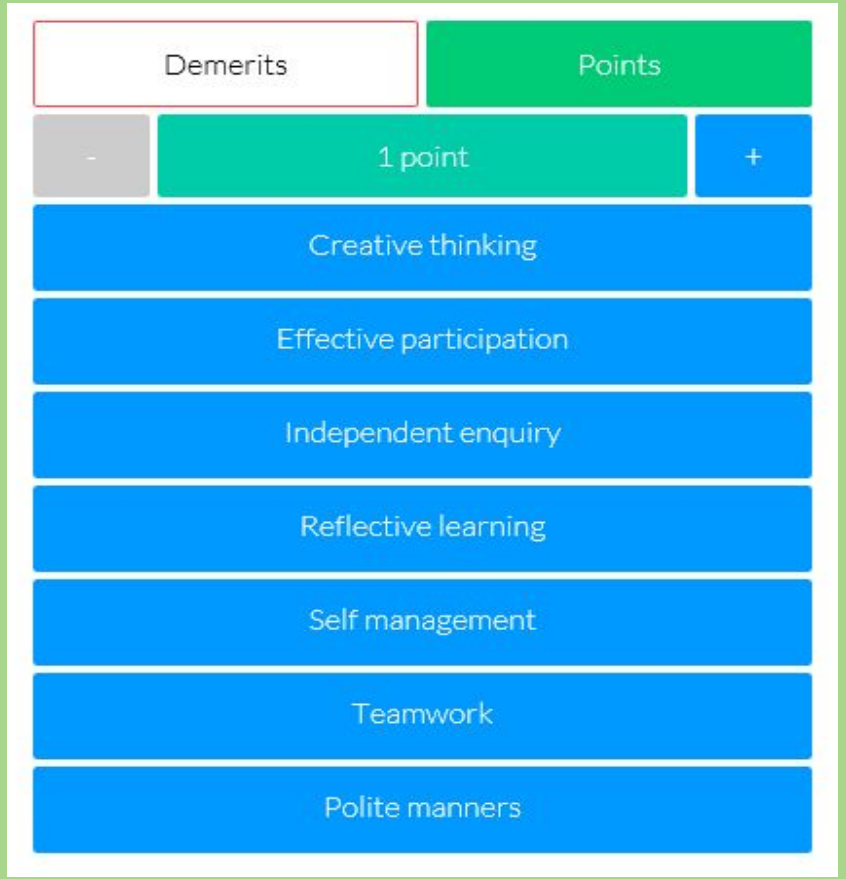
1 times table	2 times table	3 times table	4 times table	5 times table	6 times table
1x1= 1	1x2= 2	1x3= 3	1x4= 4	1x5= 5	1x6= 6
2x1= 2	2x2= 4	2x3= 6	2x4= 8	2x5=10	2x6=12
3x1= 3	3x2= 6	3x3= 9	3x4=12	3x5=15	3x6=18
4x1= 4	4x2= 8	4x3=12	4x4=16	4x5=20	4x6=24
5x1= 5	5x2=10	5x3=15	5x4=20	5x5=25	5x6=30
6x1= 6	6x2=12	6x3=18	6x4=24	6x5=30	6x6=36
7x1= 7	7x2=14	7x3=21	7x4=28	7x5=35	7x6=42
8x1= 8	8x2=16	8x3=24	8x4=32	8x5=40	8x6=48
9x1= 9	9x2=18	9x3=27	9x4=36	9x5=45	9x6=54
10x1=10	10x2=20	10x3=30	10x4=40	10x5=50	10x6=60
11x1=11	11x2=22	11x3=33	11x4=44	11x5=55	11x6=66
12x1=12	12x2=24	12x3=36	12x4=48	12x5=60	12x6=72

7 times table	8 times tables	9 times tables	10 times tables	11 times tables	12 times tables
1x7= 7	1x8= 8	1x9= 9	1x10= 10	1x11= 11	1x12= 12
2x7=14	2x8=16	2x9= 18	2x10= 20	2x11= 22	2x12= 24
3x7=21	3x8=24	3x9= 27	3x10= 30	3x11= 33	3x12= 36
4x7=28	4x8=32	4x9= 36	4x10= 40	4x11= 44	4x12= 48
5x7=35	5x8=40	5x9= 45	5x10= 50	5x11= 55	5x12= 60
6x7=42	6x8=48	6x9= 54	6x10= 60	6x11= 66	6x12= 72
7x7=49	7x8=56	7x9= 63	7x10= 70	7x11= 77	7x12= 84
8x7=56	8x8=64	8x9= 72	8x10= 80	8x11= 88	8x12= 96
9x7=63	9x8=72	9x9= 81	9x10= 90	9x11= 99	9x12=108
10x7=70	10x8=80	10x9= 90	10x10=100	10x11=110	10x12=120
11x7=77	11x8=88	11x9= 99	11x10=110	11x11=121	11x12=132
12x7=84	12x8=96	12x9=108	12x10=120	12x11=132	12x12=144

Timestables.com

House points and Epraise

The school has an online rewards system where house points for each child are recorded. Any member of staff can give out 1-5 house points for a range of different good behaviours that children are showing.



Demerits/Detentions

Demerits will be issued if your child:

- Is not following the class rules
- Sloppy homework submitted/ no homework
- Is disrupting the flow of learning for themselves or others

If a pupil receives 3 demerits in one week, they will be given a detention. A detention slip will be sent out home which will need to be signed and returned to school. Then this child will miss out 30 min of their lunch time on Friday doing some school work assigned by their teacher in a small group of other students held for similar reasons.

Our Top Tips

Tip 1: Remember your child's education is a partnership. Attend parents evenings to discuss your child's progress including strengths and areas for development.

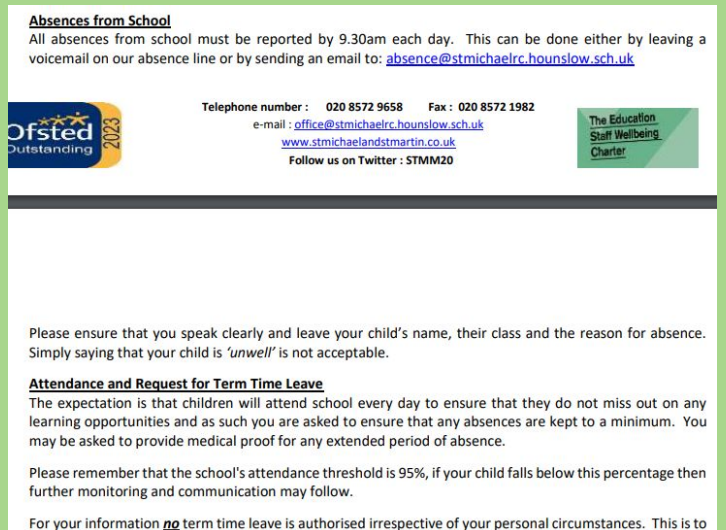
Tip 2: Support your child with homework tasks and daily reading. Try drawing or acting out answers of difficult concepts.

Tip 3: Make sure your child is aware that getting stuck is not a problem. Move on and give them another challenge and come back to the hard ones at the end and/or go through it together.

School Attendance

It is vital that children attend school everyday. Every lesson counts! If your child is absent a phone call to the school office should be made to inform of the absence and reason why. This should be before 9.30 each day that your child is absent. Follow the school procedure for reporting absences explained in the welcoming letter by Mrs Duggan.





Absences from School

All absences from school must be reported by 9.30am each day. This can be done either by leaving a voicemail on our absence line or by sending an email to: absence@stmichaelrc.hounslow.sch.uk

Telephone number : 020 8572 9658 Fax : 020 8572 1982
e-mail : office@stmichaelrc.hounslow.sch.uk
www.stmichaelandstmartin.co.uk
Follow us on Twitter : STMM20

Please ensure that you speak clearly and leave your child's name, their class and the reason for absence. Simply saying that your child is *'unwell'* is not acceptable.

Attendance and Request for Term Time Leave

The expectation is that children will attend school every day to ensure that they do not miss out on any learning opportunities and as such you are asked to ensure that any absences are kept to a minimum. You may be asked to provide medical proof for any extended period of absence.

Please remember that the school's attendance threshold is 95%, if your child falls below this percentage then further monitoring and communication may follow.

For your information ***no*** term time leave is authorised irrespective of your personal circumstances. This is to

Talk with your Child

Talk with your child. Talking and listening play major roles in children's school success. It's through hearing parents and family members talk, and through responding to that talk, that young children begin to pick up the language skills.

In addition, children who haven't learned to listen carefully often have trouble following directions and paying attention in class.

PE / Extra Sport sessions and after school sports club

P.E. Kits

PE takes place every Tuesday.
All children will come to school in their PE kit on Tuesday.

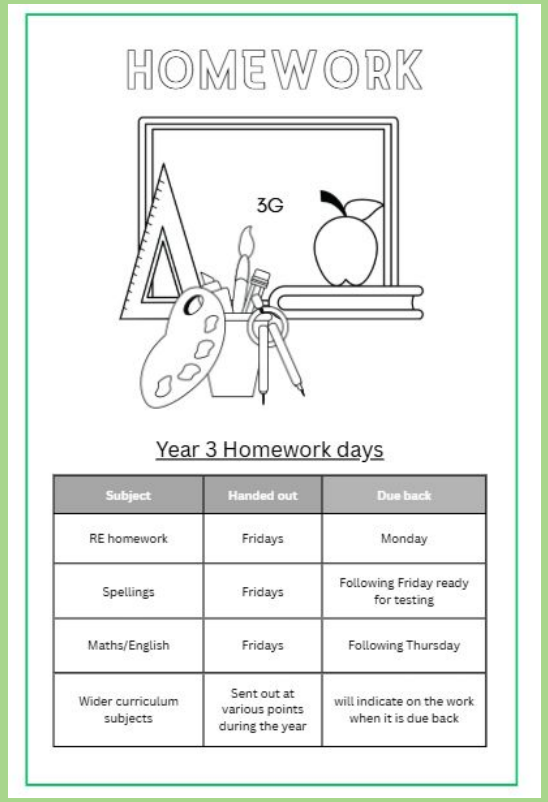
If your child attends an after school club it's your responsibility to keep track of the timetable and know what days of the week the clubs are. Children must be collected on time. If they are picked up late, they will not be allowed to participate in the club. This is strictly monitored on a 3 strike basis.



School trips



Homework



Subject	Handed out	Due back
RE homework	Fridays	Monday
Spellings	Fridays	Following Friday ready for testing
Maths/English	Fridays	Following Thursday
Wider curriculum subjects	Sent out at various points during the year	will indicate on the work when it is due back

Useful Websites for home learning:

- BBC Bitesize
- Oxford Reading Owls
- ICT Games
- Top Marks Games
- TTRockstars (times tables)

Parents Evening

Parents Evening will be held on:
3rd & 4th November 2026



schoolcloud
Parents Evening
Parents' evenings, simplified

Pick up and drop off

Children must be collected promptly from school at the allocated time.

Remember to inform your child's class teacher and the school office if there is a change in who is collecting them as this can pose significant safeguarding risks.

3:30

STRIVE -School Visions and Values

Here at St Michael and St Martin, we want the children to develop these core values to help them be well-rounded individuals. They must strive to be:







Spiritual
Thinkers
Resilient
Independent
Valued
Empathetic



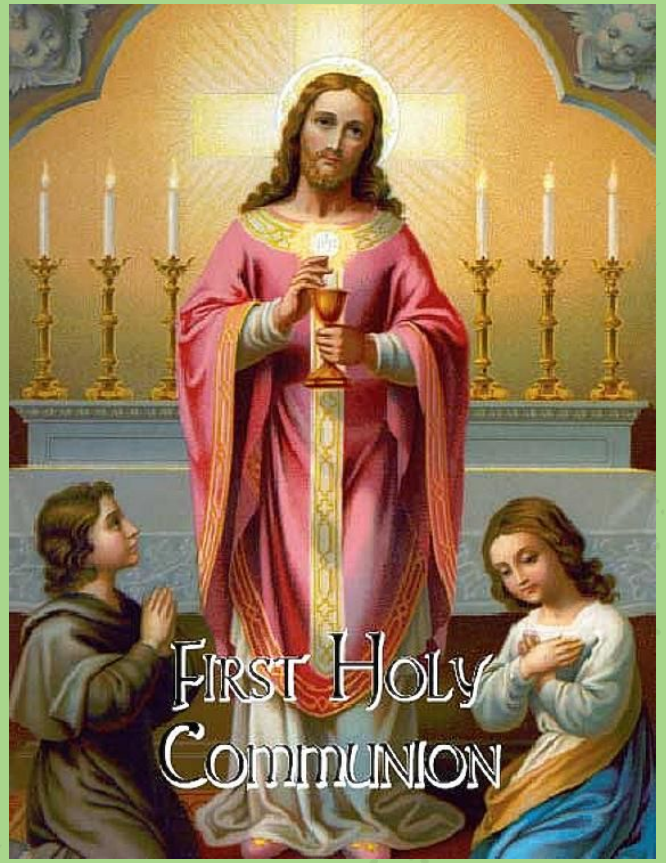




A STRIVE assembly is held on a Thursday to recognise and celebrate children who are displaying these attributes in class and school.

First Holy Communion

As your child is in Year 3, they will have the opportunity to begin preparing to receive their First Holy Communion. We would like to remind you that **it is the responsibility of each family to enrol their child on the parish's Holy Communion preparation programme** . The school will support and complement this preparation through our Religious Education lessons and prayer life, but the sacramental preparation itself is organised by the parish.



Please keep up-to-date with the curriculum and weekly newsletters by looking at our school website, checking your emails regularly, as well as checking Class Pages, Google Classroom and our Twitter feed for school events.

www.stmichaelandstmartin.co.uk



Thank you for your continued support. We look forward to building positive relationships with you, and we hope that your child will have a happy and successful year.



Internet Safety

Advice for Parents & Carers
September 2026

IT COULD HAPPEN HERE!

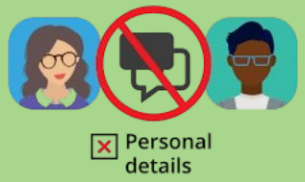
me, you, us



safeguarding is everyone's responsibility

10 Key Internet Safety Tips for Children

1. Be careful who you talk to – strangers can pretend to be children. Never share personal details (name, school, address, photos). If asked for pictures, say no and tell a trusted adult.



2. Social media age limits – most apps require you to be 13+. Keep accounts private, think before posting, and remember images can be shared anywhere once uploaded.



3. AI tools – not everything they generate is true. Never give them personal info or photos, as these could be misused.



10 Key Internet Safety Tips for Children

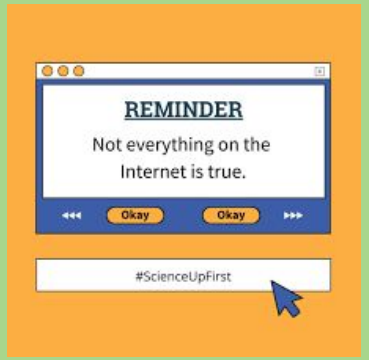
4. Your digital footprint matters – what you post now could affect things like job opportunities later.



5. If something upsets you online – tell a trusted adult straight away and report it using the app's tools (usually via the 3 dots).



6. Check your sources – news and stories online may be fake or misleading.



10 Key Internet Safety Tips for Children

7. Beware of scams – don't forward chain messages or give out passwords or payment details.

8. Avoid money transfer schemes – offers of "easy cash" are usually linked to crime.

9. Think before spending in games – loot boxes and in-game purchases can add up quickly.

10. Don't believe everything you see – people edit photos, exaggerate lifestyles, or use AI. *Gang life online, for example, is rarely what it seems.*









Age Restrictions for Social Media Platforms

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



Sourced from NSPCC website October 2019

✅ Actionable Advice for Online Safety

1. Set Clear Screen Time Limits

- Agree on daily/weekly screen time and stick to it.
- Use tools like “downtime” or “bedtime” features on devices to automatically limit usage.
- Encourage balance: outdoor play, reading, and family time alongside screen time.

✅ Actionable Advice for Online Safety

2. Stay Informed and Educated

- Keep up to date with the apps, games, and websites your child is using.

- Explore resources like NSPCC *Net Aware*, UK Safer Internet Centre, or Childnet.

- Talk to your child regularly about their online interests so you understand what they enjoy and where risks might lie.

✅ Actionable Advice for Online Safety

3. Remember: It Could Happen Here

- Don’t assume “my child would never…”—online risks (cyberbullying, strangers, inappropriate content) can affect any child.

- Keep conversations open so children feel safe telling you if something goes wrong.

✅ Actionable Advice for Online Safety

4. Use Filtering and Parental Controls

- Activate filters on your home Wi-Fi and on individual devices.

- Set up child accounts with age-appropriate restrictions.

- Regularly review privacy and security settings on apps and websites.

✅ Actionable Advice for Online Safety

5. Limit Internet Access Times

- No devices in bedrooms overnight—charge them in a shared space.

- Set “offline times” such as during meals, family activities, or before school.

✅ Actionable Advice for Online Safety

6. Monitor Devices Proactively

- Keep devices in shared areas where you can see what’s happening.

- Check browsing history, app use, and friend lists on social apps/games.

- Consider agreeing a “digital contract” with your child, setting expectations about how devices are used.

✅ Actionable Advice for Online Safety

7. Talk Openly and Regularly

- Encourage your child to tell you if they see something that worries or confuses them.

- Role-play scenarios (“What would you do if someone you don’t know messages you?”).

- Praise honesty—children are less likely to hide mistakes if they feel supported.

✅ Actionable Advice for Online Safety

8. Model Good Online Habits

- Show your child that you also put your phone away at dinner or bedtime.

- Be mindful of your own screen time, social media use, and sharing of photos/information.

Useful links and resources:

https://www.nspcc.org.uk/keeping-children-safe/online-safety/

https://saferinternet.org.uk/guide-and-resource/parents-and-carers

https://www.gov.uk/government/publications/coronavirus-covid-19-keeping-children-safe-online/coronavirus-covid-19-support-for-parents-and-carers-to-keep-children-safe-online

https://www.barnardos.org.uk/get-support/support-for-parents-and-carers/child-abuse-and-harm/keeping-children-safe-onlin

O2 | NSPCC
Let's keep kids safe online

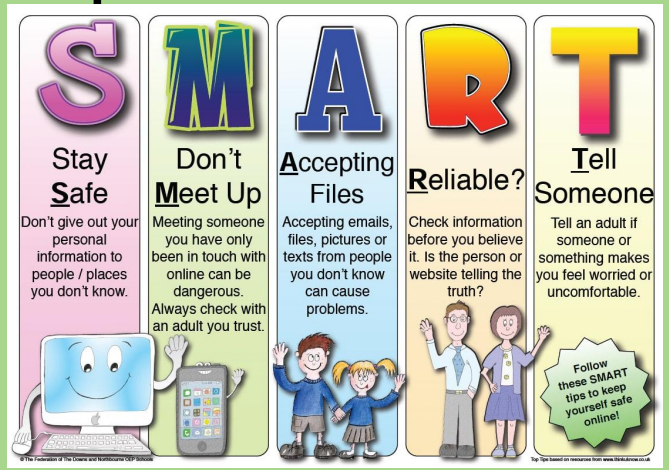
UK Safer Internet Centre

Department for Science, Innovation & Technology

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Attend E-Safety talk

- At all times monitor what your children are watching and doing on their electronic devices.
- Ensure you have enabled parental locks and restrictions.



Thank you for listening

Do

- ✓ Set your profiles to private
- ✓ Share what you do online with adults you trust
- ✓ Tell an adult if anything worries, upsets or frightens you
- ✓ Be kind to others
- ✓ Spend time with friends and family offline





Don't

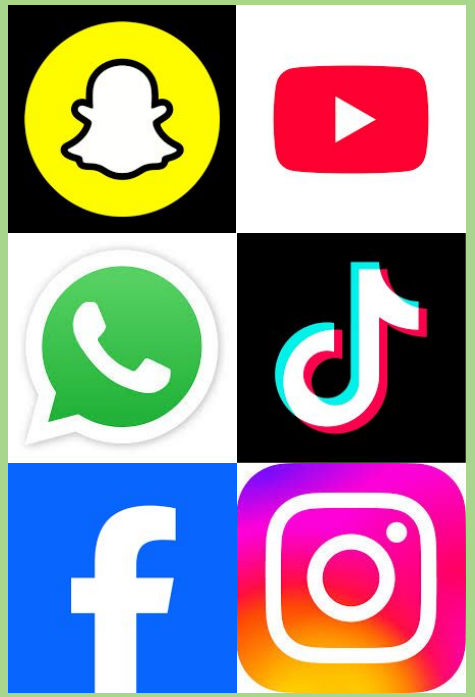
- ✗ Believe everything you see
- ✗ Trust strangers
- ✗ Give anyone your name, age or address
- ✗ Share pictures or videos of yourself
- ✗ Spend any money without checking with an adult





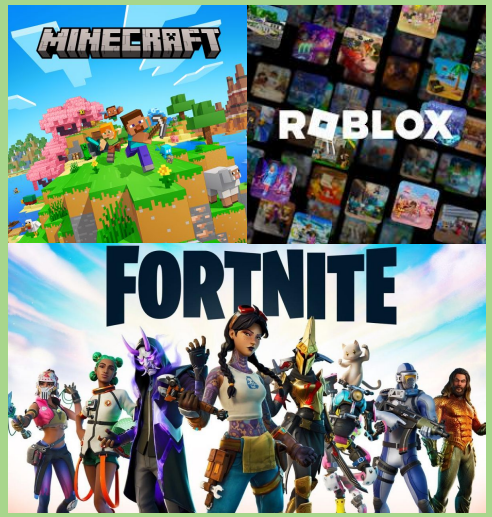
What are the risks of social media for children?

- Oversharing
- Sharing their location
- Talking to people they don't know
- Sending or receiving inappropriate content
- Unrealistic sense of body image or reality
- Obsessive focus on likes and comments



What are the risks of online gaming?

- Being bullied
- Trolling, griefing and scams
- In-game purchases
- Talking to people they don't know





“I thought he safe…he was just in his room.”

https://www.schoolsforeverychild.org.uk/blog-posts/understanding-teen-emoji-language-a-guide-for-parents-to-keep-children-safe-online

In today's digital world, teenagers are using emojis as a form of coded language on social media, texting apps, and online forums. While most emoji use is harmless, some symbols carry hidden meanings that parents should be aware of, especially when they relate to risky behaviours such as substance use or inappropriate online interactions.

General Expressions:

🔥 (Fire) – Cool, awesome, or attractive

💀 (Skull) – "I'm dead" (used when something is extremely funny)

😂 (Laughing Face with Tears) – Something is hilarious

👀 (Eyes) – Paying attention or something suspicious

🤡 (Clown) – Someone being foolish or embarrassing

Friendship & Relationships:

❤️ (Red Heart) – Love or deep friendship

💙 (Blue Heart) – Platonically caring about someone

💜 (Purple Heart) – Could indicate romantic interest but also used in fan culture (e.g., K-pop fans)

🖤 (Black Heart) – Dark humour or expressing sadness

🤞 (Fingers Crossed) – Hopeful, but sometimes used for unclear or unofficial relationships

Potentially Risky Meanings:

Some emojis can be used to refer to drug use, alcohol, or risky behaviour. While their meanin ones:

🍃 (Leaf) or 🌿 (Herb) – Marijuana

💊 (Pill), 🥂 (Clinking Glasses), 🍾 (Champagne Bottle) – Drugs or alcohol

🔌 (Electric Plug) – A drug dealer or supplier

🚀 (Rocket) – Getting high or taking drugs

⏳ (Hourglass) – "Time is running out" (can refer to body shape or urgency for risky behaviour)

Sexual Innuendos:

Some emojis have become widely used as symbols for body parts or sexual content:

🍑 (Peach) – Buttocks

🍆 (Eggplant) – Male genitalia

🌮 (Taco) or 🍒 (Cherries) – Female anatomy

💦 (Sweat Droplets) – Sexual activity or attraction

🔥+🍑 (Fire + Peach) – Suggesting someone has an attractive body

Children and Parents: Media Use and Attitudes Report (May, 2025)



https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-report-2025/childrens-media-literacy-report-2025.pdf?v=396621

Media use, by age:

3-5



19% have their own mobile phone

85% use any device to go online.
To go online: **69%** use a tablet, **34%** use a mobile phone, and **12%** use a laptop

56% use messaging sites/apps
91% use video sharing platforms
49% use live streaming sites/apps
37% use social media and **60%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**85%**), WhatsApp (**31%**) and Snapchat (**23%**)

31% play games online

76% watch TV or films on any type of device other than a TV set (**77%** on a TV set)

32% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Media use, by age:

6-7



30% have their own mobile phone

96% use any device to go online.
To go online: **80%** use a tablet, **48%** use a mobile phone, and **26%** use a laptop

57% use messaging sites/apps
94% use video sharing platforms
48% use live streaming sites/apps
36% use social media and **63%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**91%**), WhatsApp (**33%**) and TikTok(**30%**)

43% play games online

78% watch TV or films on any type of device other than a TV set (**83%** on a TV set)

38% watch live TV | **76%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Media use, by age:



42% have their own mobile phone

97% use any device to go online.
To go online: **73%** use a tablet, **51%** use a mobile phone, and **37%** use a laptop

74% use messaging sites/apps
96% use video sharing platforms
61% use live streaming sites/apps
57% use social media and **69%** have their own social media profile

Across these categories the top 3 sites/apps used by this age group are Youtube (**93%**), WhatsApp (**46%**) and TikTok (**42%**)

65% play games online

80% watch TV or films on any type of device other than a TV set (**85%** on a TV set)

41% watch live TV | **74%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Media use, by age:



82% have their own mobile phone

100% use any device to go online.
To go online: **81%** use a mobile phone, **68%** use a tablet, and **48%** use a laptop

94% use messaging sites/apps
99% use video sharing platforms
73% use live streaming sites/apps
81% use social media and **86%** have their own social media profile

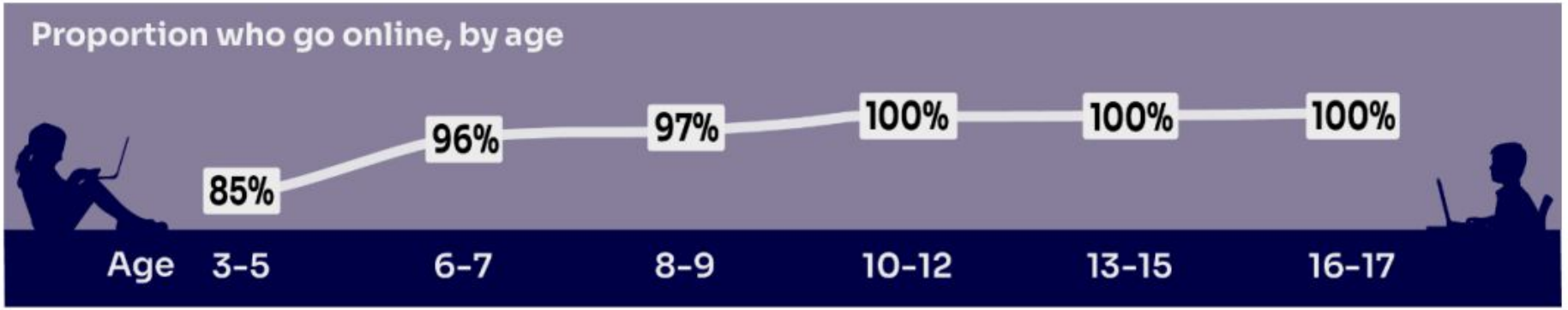
Across these categories the top 3 sites/apps used by this age group are Youtube (**90%**), WhatsApp (**71%**) and TikTok (**63%**)

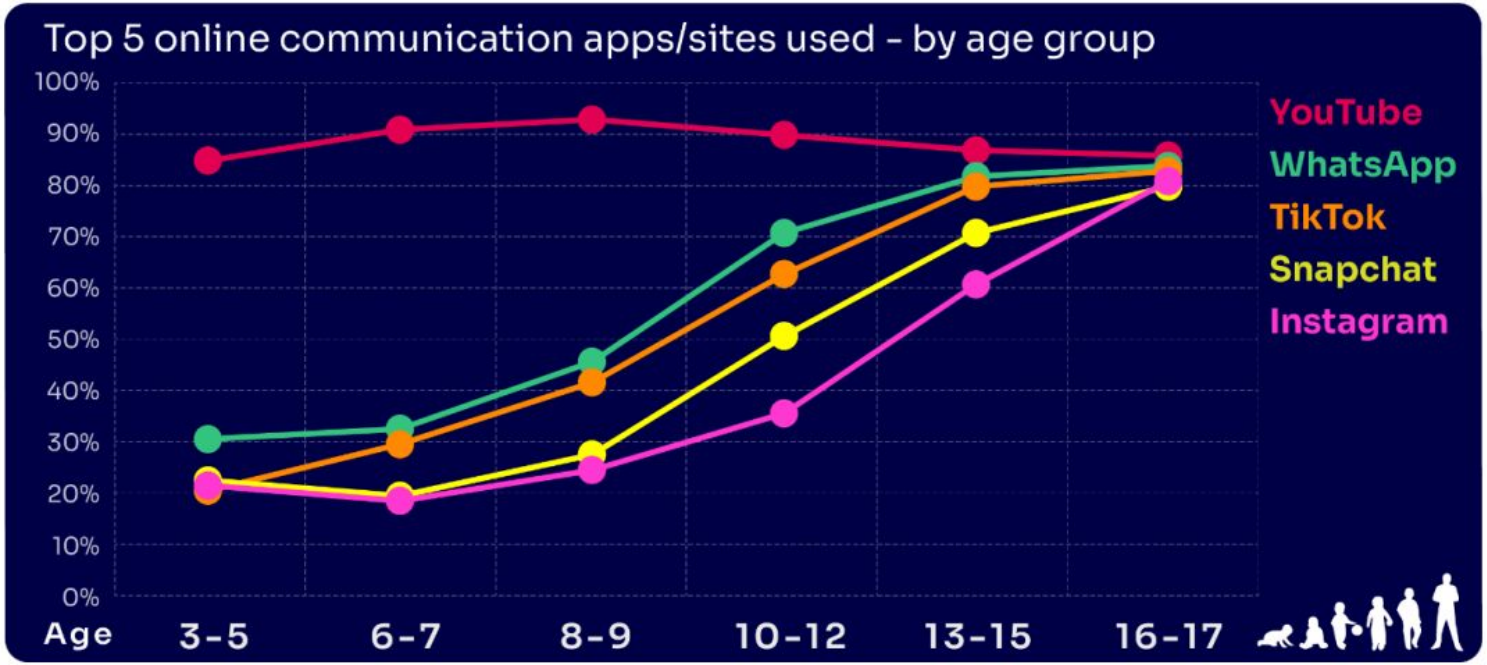
77% play games online

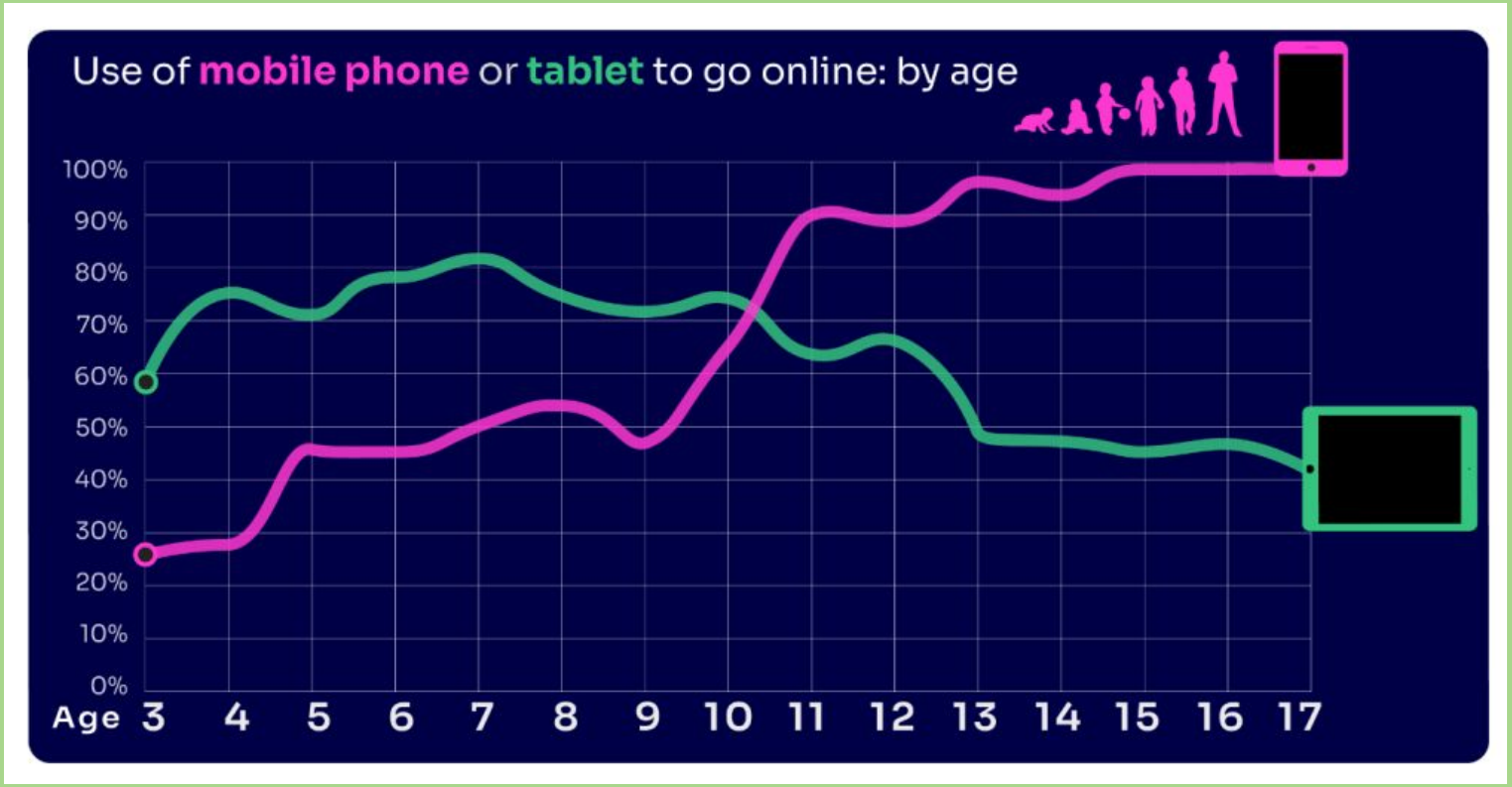
79% watch TV or films on any type of device other than a TV set (**87%** on a TV set)

41% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

Almost all children age 3-17 (96%) went online in 2024, highlighting the centrality of the internet in children's lives.




Top 5 online communication apps/sites used - by age group
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Age
3-5
6-7
8-9
10-12
13-15
16-17
YouTube
WhatsApp
TikTok
Snapchat
Instagram


Use of mobile phone or tablet to go online: by age
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Age 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

‘Brain rot’[15] is an emerging genre of video content consumed by some participants in our Children’s Media Lives study

In last year’s *Children’s Media Lives* report, we noted a continued increase in the use and appeal of short-form content among children in our study, as well as a preference for videos that are ‘loud and dramatic in nature’ and use choppy, fast-paced editing styles with overlaid sound effects, animations, and rapid transitions. While this still holds true, for some participants this appears to have developed into a habit of watching seemingly meaningless content. This year, for the first time, the phrase ‘brain rot’ was used by several children in the study to describe both the genre of content they were watching, and also the negative feeling they experienced after engaging with this type of content. ‘Brain rot’ videos can be described as frenetic, choppy, and loud and usually include contextless, random, non-sequitur clips that do not seem to make sense. One participant, Amber, discovered the term on TikTok:

> “It’s really hard to explain brain rot. It’s, like, something that’s like so annoying that it rots your brain kind of.” Amber, 13

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The term **"Brain Rot"** is not a recognized medical diagnosis. However, it is often used to describe the perceived negative effects of excessive screen time on children's cognitive development. Some potential effects associated with this concept include



- ☑ **Reduced attention span**
- ☑ **Difficulty with critical thinking**
- ☑ **Increased risk of mental health issues**
- ☑ **Lower academic performance**
- ☑ **Impaired social skills**

Key Findings:

- Nearly four in ten 8-17s believe that people are mean or unkind to each other online all or most of the time
- Girls continue to be more likely than boys to experience nasty or hurtful interactions online
- Certain demographics (8-13) are more likely to see worrying or nasty content online
- Nearly four in ten parents would let their child create a profile before reaching the minimum age
- Parents continue to set rules for their children about being online, although there have been some



https://www.securus-software.com/dangerous-apps-for-children/

How can we help to protect children?





Topics covered in school lessons (% of 8-17s who go online)



Taking steps to be safe online

Learning online

More children this year are watching videos which help them with doing their schoolwork and learning new things

Parents continue to see the educational benefits of their children being online, aligning with findings from the previous two years. At least half of parents of 3-17s whose child goes online agreed that doing so helped their children with developing skills with reading and numbers (55%) and/or learning a new skill (51%); and seven in ten (72%) felt that that being online helped their children with their schoolwork/homework. And nearly six in ten (57%) of these parents felt that the benefits outweighed the risks of their child going online for information-gathering purposes, unchanged over the previous two years.