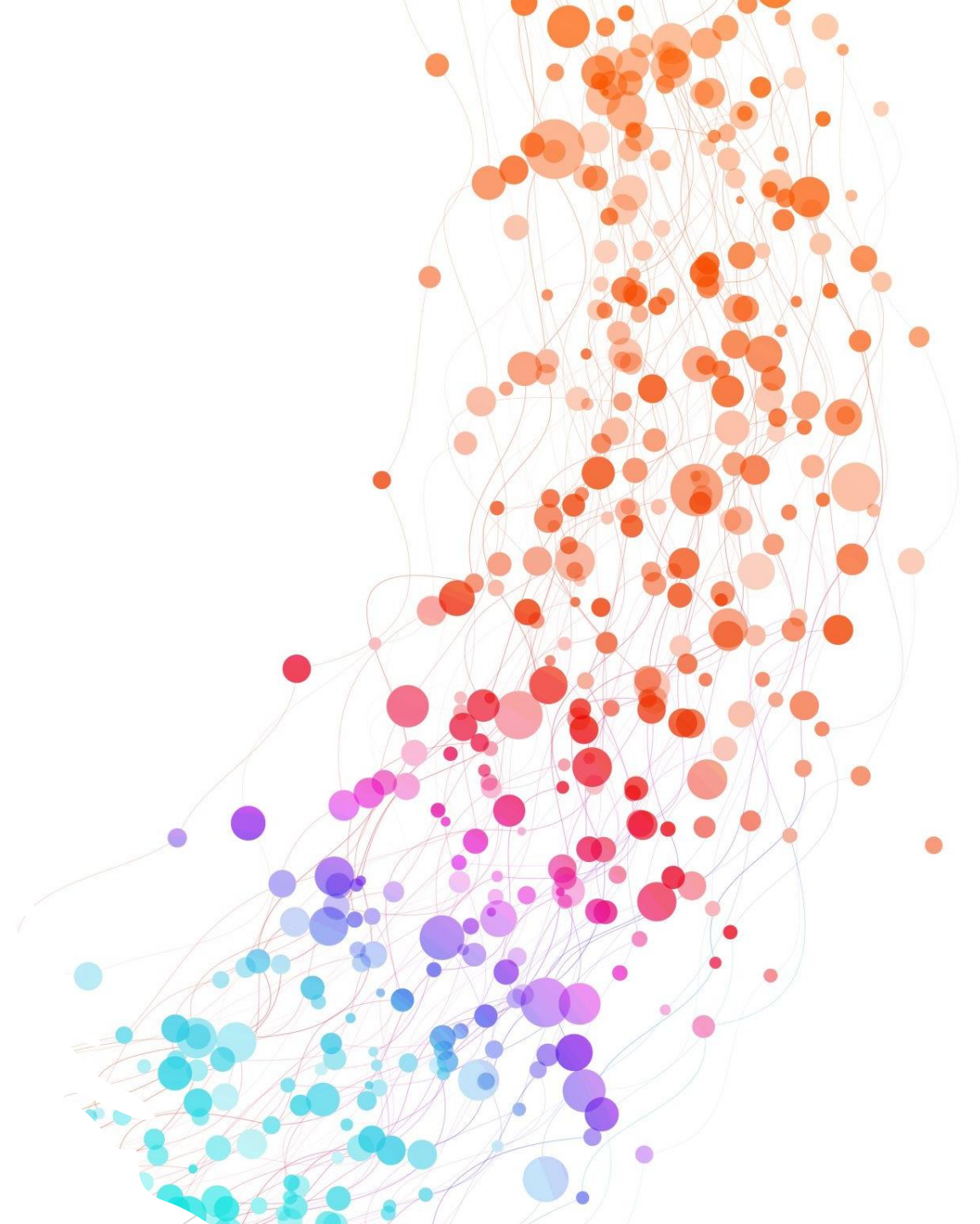


Year 3 Curriculum Meeting



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Why does it matter?

- ▶ Children who attend regularly, keep up with lessons
- ▶ Regular attendance is linked to higher achievement
- ▶ Helps build and maintain friendships
- ▶ Boosts self-esteem and a sense of belonging
- ▶ Teaches the importance of punctuality and commitment
- ▶ Helps teachers plan to meet the needs of your child
- ▶ Helps us identify and address learning needs or emotional challenges
- ▶ Legally responsibility
- ▶ Poor attendance can lead to warnings, fines and other legal consequences
- ▶ We are all ready, respectful and safe

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Your child's attendance available on:

- Arbor App
- Newsletters
- Parents' evening
- End of year report

**0 days off in a year
0 lessons missed**

100%

**2 days off in a year
10 lessons missed**

99%

**5 days off in a year
25 lessons missed**

97%

**10 days off in a year
50 lessons missed**

95%

**14 days off in a year
70 lessons missed**

93%

**20 days off in a year
100 lessons missed**

90%

Poor attendance

- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**


Department
for Education

**PARENT FINES FOR MISSING SCHOOL:
WHAT YOU NEED TO KNOW**

How can we help?

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**

Our attendance in = %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: _____ Class: _____

Weekly Attendance Tracker

☐☐☐☐☐

Monday Tuesday Wednesday Thursday Friday



**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Staff

3J

- ▶ Mrs Jackson - class teacher, KS1 Phase Lead and Maths Lead (Tuesday-Friday)
- ▶ Miss Charlotte, Mrs Wilson, Mr Henry

3N

- ▶ Miss Nebbitt
- ▶ Miss Charlotte, Mrs Wilson, Mr Henry

A school day in Year 3

Morning

- WCR, English and Maths

Afternoon

- Foundation subjects (science, geography, history, PE, RE, PSHE, computing, art and music).
- Handwriting
- Library visit

	8:30-8:40	8:40-9:10	9:10-10:30	10:30-10:45	10:45-12:00	12:00-1:00	1:20-2:20	2:20-3:00	3:00-3:05	
<i>M o n</i>	REG	WCR	Science/English	Break	Science/ <u>Maths</u>	Lunch	Hand writing	RE	WCR (if library)	H o m e
<i>T u e s</i>	REG	Assembly	<u>SPaG</u> /English	Break	<u>Maths</u>	Lunch	<u>Hand-writing</u>	Geography/History	Library/WCR	H o m e
<i>W e d s</i>	REG	WCR	<u>SPaG</u> /English	Break	<u>Maths</u>	Lunch	PE		PSHE	H o m e
<i>T h u r s</i>	REG	WCR	<u>SPaG</u> /English	Break	<u>Maths</u>	Lunch	<u>Hand-writing</u>	Art/DT		H o m e
<i>F r i</i>	REG Hand writing	Assembly	<u>SPaG</u> /English	Break	<u>Maths</u>	Lunch	Music/Drumming 1:00-2:00		Computing	H o m e

Writing

English is broken down into 2-week units.

The range of genres covered include chronological and non-chronological writing, poetry, non-fiction and fiction writing, diary writing, letter writing, descriptive writing.

Incorporates spelling, punctuation and grammar (SPaG)



Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g., the use of the first person in a diary; formal and informal language).

In narratives, describe settings, characters and atmosphere using a range of language features (e.g., prepositions; expanded noun phrases; ambitious word choices).

Integrate dialogue in narratives with direct speech sometimes punctuated correctly.

Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g., using headings and subheadings; commas in a list; correctly use 'a' or 'an'; suffixes and prefixes; subordinate clauses).

Use a range of devices to build cohesion (e.g., conjunctions, adverbials of time, cause and place, pronouns, synonyms) within paragraphs.

Use verb tenses consistently and correctly throughout their writing including some examples of past progressive, and present perfect tense.

Use the range of punctuation taught at Key Stage 1 mostly correctly (e.g., capital letters (including for proper nouns); full stops; exclamation marks; question marks, commas to separate items in a list).

Spell correctly some words from the Year 3/4 spelling list.

Handwriting should be joined and letter size may be inconsistent.

Year 3 and 4 Statutory Spellings

EN

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	important	occasionally	purpose	though
appear	consider	famous	increase	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	

Handwriting

Letter Families Progression

Straight line letters:

i, t, l, u, y, j.

Over, round and back letters:

c, a, g, d, o, q, f, s.

Down up and over letters:

r, n, m, b, h, k, p.

Diagonal letters:

v, w, e

Anomaly:

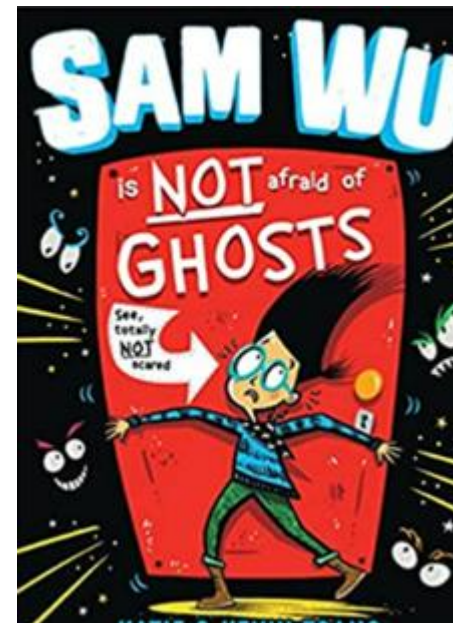
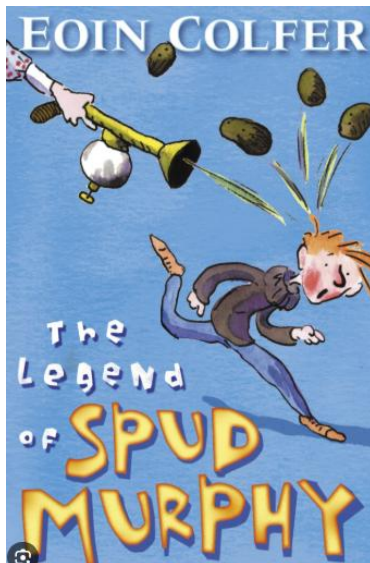
x, z.

Little Wandle Lower Case Letter Formation Rhyme

a	Lead in, around the astronaut's helmet and down and out into space.	n	Lead in up, down, up then over the net and lead out.
b	Lead in, up, down bears back, up and around his big tummy and lead out.	o	Lead in, all around the octopus and lead out.
c	Lead in, curl around the cat and lead out.	p	Lead in, up then down the penguin's back, up and around its head and lead out.
d	Lead in, round the duck's body, up to its head and down to its feet and lead out.	q	Lead in and round the queen's face, up to her crown, down her robe with a flick at the end.
e	Lead in, around the elephant's eye and down its trunk.	r	Lead in, from the cloud to the ground and over the rainbow.
f	Lead in, down the flamingo to its foot and across its wings.	s	Lead in, down the snake from head to its tail.
g	Lead in, round the goat's face, under his chin and lead out.	t	Lead in, down the tiger and across its neck.
h	Lead in, up, down and over the helicopter and lead out.	u	Lead in, up, down and around the umbrella and back to the ground.
i	Lead in and down the iguana and dot the leaf.	v	Lead in, up to the top of the volcano back down then up to the top and lead out.
j	Lead in, all the way down the jellyfish and curl out.	w	Lead in, up and down, then up and down the wave then lead out.
k	Lead in and jump up and down, round his body and flick out his tail.	x	Lead in and curl it to the left and curl it to the right and out.
l	Lead in, up, all the way down the lollipop and lead out.	y	Lead in, up, down and around the yo-yo, then follow the string round and lead out.
m	Lead in up, down, up, over the mouse's ears and lead out.	z	Lead in and zig, zag, loop it round and out.

Whole Class Reading (WCR)

Whole Class Reading is when the whole class shares and studies the same text together. Instead of children being split into small groups with different books, everyone reads and discusses the same story, poem, or piece of information.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



Maths



NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

We follow **NCTEM** and **Maths No Problem**

MATHS 
NO PROBLEM!

Mastery approach: small steps to consolidate learning

Focus on depths of learning not rote learning

Keep up, not catch-up approach

Maths



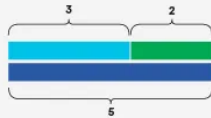
NCETM
NATIONAL CENTRE FOR EXCELLENCE
IN THE TEACHING OF MATHEMATICS

Focuses on concrete-pictorial- abstract (CPA) approach.
Regularly making use of different manipulatives and
representations to help support children in their learning.

MATHS 
NO PROBLEM!



Concrete



Pictorial

$$3 + 2 = 5$$

Abstract

Foundation Subjects

Science -

Rocks, Plants, Animals incl Humans,
Magnets and Forces, Light

Geography -

Settlements and Land Use, Climate Zones
and Europe

History -

Ancient Egyptians, Stone, Bronze and Iron
Age

Art

Think like an Artist, Egyptian Scrolls,
Shape and Space

DT

Constructing a castle, Wearable Technology,
Eating Seasonally

Trips/Workshops 2026-2027

Autumn Term

Bible Explorers Workshop

Kent Life - Stone Age Workshop

Spring Term

Buddhapadipa Temple

Egyptian Day

Summer Term

Science Museum

Home Learning

- ▶ TTRS -3-4 times a week with the focus being on the 2, 3, 4, 5, 8 and 10-times tables.
- ▶ Reading - every day 10-15 minutes.
- ▶ Home learning is being reviewed



What can you do to help us?

- ▶ Encourage independence and a 'can do' attitude.
- ▶ **Labelling** all pieces of uniform (jumpers, coats, PE tops).
- ▶ If someone else is picking up your child, **please tell us** by email (before 1pm if possible) or in person.
- ▶ Please ensure your child has a water bottle everyday.
- ▶ Record in reading diaries - or encourage your child do it.
- ▶ Keep books in children's bags.
- ▶ Please attend Parents' Evening.





Our Behaviour Ethos: Ready, Respectful & Safe

At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

At Abbey we are...

Be on time

Have correct uniform

Ready

Have your resources

Show your positive attitude

Toilet at break time

At Abbey we are...

Be kind

listen

Be polite

Respectful

give people time

look after each other

accept

At Abbey we are...

Have a go!
Good EFFORT

Try new things

Safe

Make mistakes

Walk in corridors

Sit Safely



Bronze 100 points
Silver 200 points
Gold 300 points
Platinum 500 points

Reflection
 RELIGION



Thank you for your time!

Questions?