

Year 3 Curriculum Morning

Thursday 11th September 2025

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

Attendance at Abbey



Last year, 32 children achieved 100% attendance.

96% is good.

Ready, respectful, safe.

Don't miss out!

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%

Attendance at Abbey

Attendance groups

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
Above 95%	39	106.9	+2.4	102.6	+2.2	106.2	+2.4	107.5	+2.2	98% ●
90.1 - 95%	16	106.6	+1.8	100.5	0.0	105.2	+1.1	103.9	-1.0	93% ●
80.1 - 90%	7	104.7	+2.7	97.6	0.0	103.9	+2.0	103.4	+1.4	87% ●
50.1 - 80%	3	97.7	-1.6	95.0	0.0	93.3	-5.6 ●	90.3	-8.6 ●	65% ●

The children who made the most progress in all areas, had 95% attendance.

We don't want your child to miss out.

Attendance at Abbey

**MOMENTS
MATTER,
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COUNTS.**

Our attendance in = %



MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY

Attendance at Abbey



NATIONAL
BOOK
tokens

Congratulations
on your achievement

National Book Token
initial value:
£5.00

Valid for 8 years from last use



Gift card number
6337 9202 2123 7985 360

PIN
180



Attendance at Abbey

Name:

Class:

Weekly Attendance Tracker

Monday

Tuesday

Wednesday

Thursday

Friday



Attendance at Abbey

- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances*.
- New rules – August 19th 2024.

Attendance at Abbey

New rules:

- Miss 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
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Oracy at Abbey

Why teach it?

- Build on ideas
- Question others' thinking
- Acquire more vocab
- Boost confidence
- Participate more

Find out more about ...

- Talk rules
- Talk moves
- Talk groups
- Talk roles

Friday 19th September
8:30 – 9:30
Library

**YOU'RE
INVITED!**

What is Oracy?

"The ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication."

Oracy Education Commission, 2024.



Community

**Teaching
&
Learning**



Vision 2030

Curriculum

Wellbeing

Welcome to Year 3's Curriculum Overview

3M

Miss Mills – Teacher

Miss Kavanagh – Teaching Assistant

Miss Kent – PPA cover (Monday PM)

3JC

Miss James – Monday, Tuesday, Wednesday

Mrs Curran - Thursday, Friday

Mrs Murray – Teaching Assistant

Miss Kent – PPA cover (Friday PM)



Abbey Primary School

Year 3 Timetable



	8:30-8:40	8:40-9:10	9:10-10:30	10:30-10:45	10:45-12:00	12:00-1:00	1:00-1:15	1:15- 2:15	2:15-3:00	3:00-3:05
Monday	Registration	Whole Class Reading	English	Break	Maths	Lunch	Hand-writing (15min)	History	PSHE	Home
Tuesday	Registration	Assembly	English	Break	Maths	Lunch	Hand-writing (15min)	Science	Library	Home
Wednesday	Registration	Whole Class Reading	English	Break	Maths	Lunch	Hand-writing (15min)	PE	RE	Home
Thursday	Registration	Whole Class Reading	English	Break	Maths	Lunch	Hand-writing (15min)	Art		Home
Friday	Registration	Assembly or Whole Class Reading	English	Break	Maths	Lunch	Handwriting	Music 1:00-2:20 / 2:00 3:00	Computing	Home

Homework

Homework will be set every Thursday and is expected to be returned by the following Tuesday

Spellings will be handed out on a Monday and children will be tested on their spellings on a Friday.
Spellings will be practiced during handwriting lessons.

Online Top Marks activity www.topmarks.com

Times tables – Timestables Rockstars.

English/SPaG – 1 activity per week.







Maths – 1 activity per week.

- Reading – 4 times per week, recorded in reading diary. Diaries will be checked daily.

Reading
comprehen

VIPERS



Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Statutory Sp words

Word list – years 3 and 4

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

Handwriting

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

Maths Mastery Approach – based on the concept, every child can learn and every child can do well.

Focus on depth of learning and not rote learning

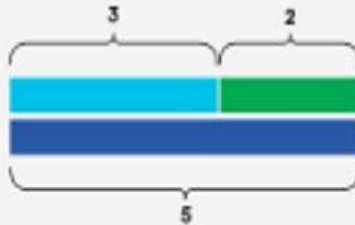
Keep up, not catch up approach

High quality textbooks and workbooks.

Concrete-Pictorial-Abstract



Concrete



Pictorial

$$3 + 2 = 5$$

Abstract

Local trip- fieldwork

Kent Life- Stone Age experience

Egyptians Workshop/show– on site

CSI Easter workshop- on site

Buddhapadipa Temple– local trip

End of Year trip- to be confirmed



We are becoming a UNICEF UK Rights Respecting School

Abbey Primary School wants to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talent and ability to their full potential. As part of this plan, we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of UNICEF UK.

At Abbey Primary School pupils will learn about their rights by putting them into practice every day. You can find out more about the Award here: [unicef.uk/About_RRSA](https://www.unicef.uk/About_RRSA)

We really hope that you will support our school on our Rights Respecting journey.





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!

Try new things

Safe

Make mistakes

Walk in corridors

Sit Safely

House Points

ClassCharts
Part of tes

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

Reflection
RELIGION

What can you do to help us?

- Practice 2s, 3s, 4s, 5s, 8s, 10s times tables- Year 4 Times Tables check
- Read aloud with expression and discuss what you are reading (4 times a week)
- Ensure homework comes back on Tuesdays to support learning in class
- Encourage children to write using joined handwriting
- Encourage independence and a 'can do' attitude
- Label all pieces of uniform

Questions

