



When Akin went to



Tapestry School



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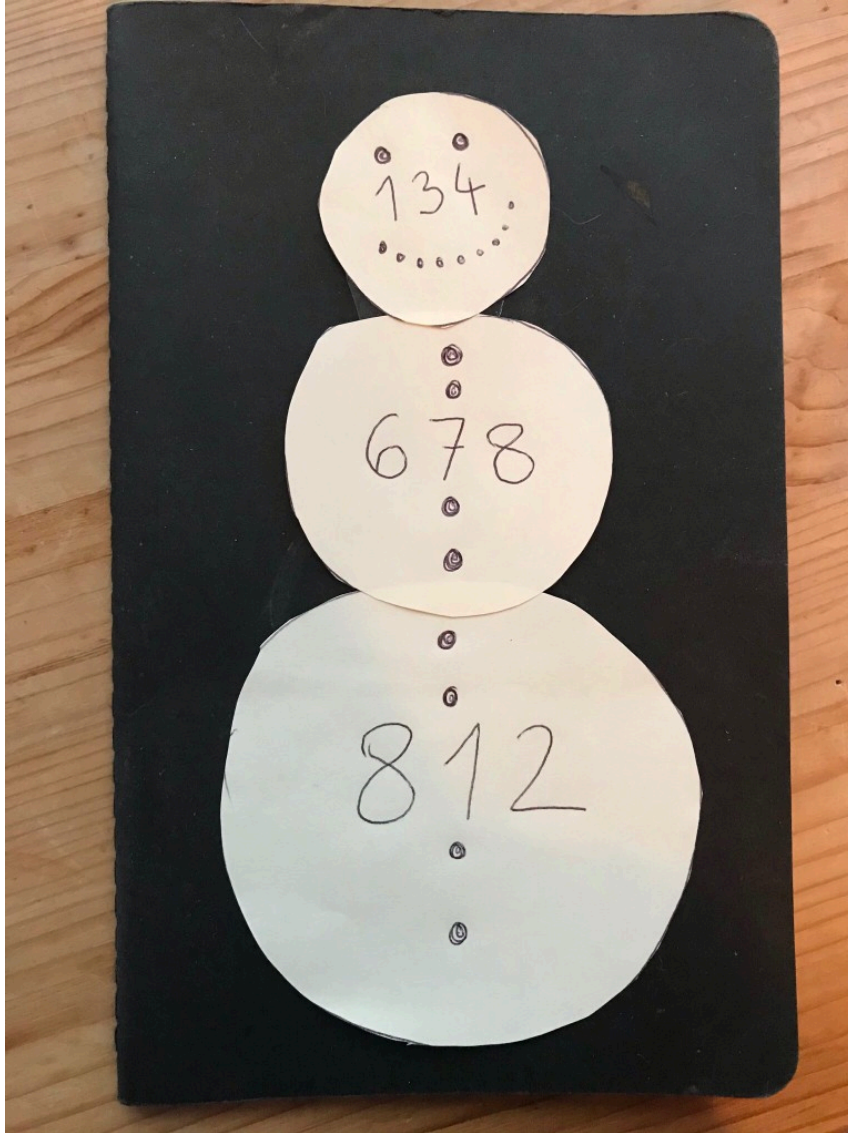
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Addition Snowmen

By Adanya Udo - Added 15 Jan 2021 09:06 AM



Notes

Akin loves maths! He's been challenging the family to this activity all day. He's also asked us to give him larger numbers to play with.

He's asked for some more if possible?

Flags

Maths - Number



Formative assessment: Spoken Language - Working At

By Ben Tapestry - Added 08 Feb 2021 10:22 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Comprehension - Working At

By Ben Tapestry - Added 08 Feb 2021 10:24 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Spoken Language - Working At

By Lauren Foley - Added 09 Feb 2021 11:00 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Mental maths

By Jack Dabell - Added 04 Oct 2021 09:57 AM

Notes

Today Akin and I practiced counting up and down in 1s 10s and 100s.
We took turns choosing a number to start from then we would count up and down.

I chose 187 for Akin to start with. He counted up and down in 1s with no problem but struggled a bit with the 10s and 100s. After some work with the hundred square it became much clearer.



Flags

Thinking

Team worker

Maths - Number

Very Happy 😊

Formative assessment: Spoken Language - Working At

By Jack Dabell - Added 20 Oct 2021 10:41 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Word Reading - Working At

By Jack Dabell - Added 20 Oct 2021 10:41 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Comprehension - Working At

By Jack Dabell - Added 20 Oct 2021 10:41 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Number and Place Value - Working At

By Jack Dabell - Added 20 Oct 2021 10:42 AM



Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Addition and Subtraction - Working Below

By Jack Dabell - Added 20 Oct 2021 10:42 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Multiplication and Division - Working Below

By Jack Dabell - Added 20 Oct 2021 10:42 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Fractions - Working Above

By Jack Dabell - Added 20 Oct 2021 10:42 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Transcription - Working Above

By Jack Dabell - Added 26 Oct 2021 10:42 AM



Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Composition - Working Above

By Jack Dabell - Added 26 Oct 2021 10:42 AM

Notes

This observation was generated by the formative assessment snapshot tool.

Formative assessment: Vocabulary, Grammar and Punctuation - Working Above

By Jack Dabell - Added 26 Oct 2021 10:42 AM

Notes

This observation was generated by the formative assessment snapshot tool.



Football club.

By Jack Dabell - Added 19 Jan 2022 02:33 PM



Notes

Akin showed great initiative in today's after school football club, he was helping some other students with their dribbling practice.

Flags

PE

Summative assessment: Akin Udo

By Ben Tapestry - Added 03 Feb 2022 03:17 PM

Notes

This observation was generated by the summative assessment snapshot tool.

Data and graphs

By Jack Dabell - Added 28 Feb 2022 02:06 PM



Notes

Today we were looking at different ways to represent statistical data.
We looked at bar charts, pie charts, line graphs and tally charts.

Akin seems really interested in this topic and requested something else to look at with you at home! I have linked an activity for him.

Let us know how it goes.

Comments

Adanya Udo, 15 Mar 2022 11:27 AM

Great!

We finished our book!

By Adanya Udo - Added 15 Mar 2022 11:35 AM

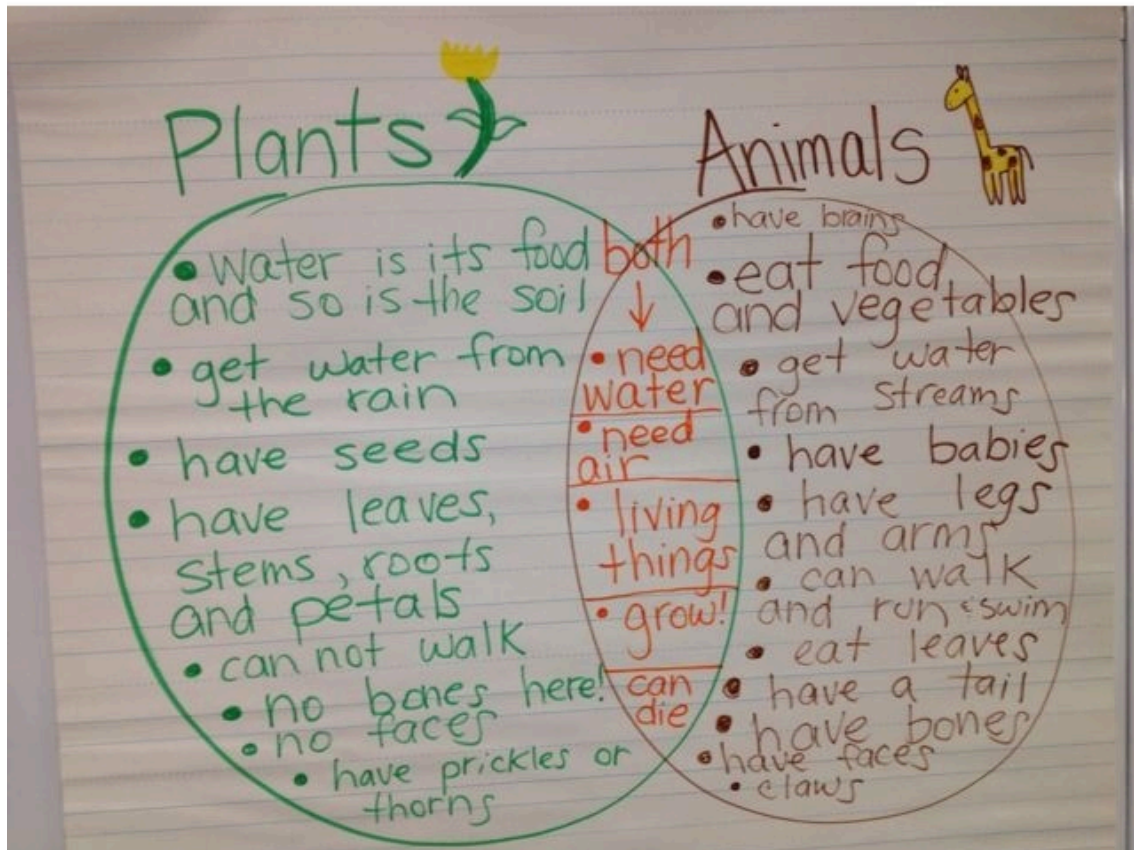
Notes

Akin and I have been reading The Butterfly Lion for the past few weeks, just a bit before bed and sometimes on the weekends. He said he really enjoyed it and wants to know if there's anymore Michael Morpurgo books in the school library?



Venn Diagrams

By Jack Dabell - Added 15 Mar 2022 11:43 AM



Notes

In science this term our topic is Living Things and Their Habitats.

Today we looked at Venn Diagrams so we could analyze the differences and similarities between different living things. The class all had lots of ideas of what to put and attached is an example from Akin's group.

Great work!



Comments

Akin Udo, 05 Apr 2022 08:49 AM

I loved this topic!

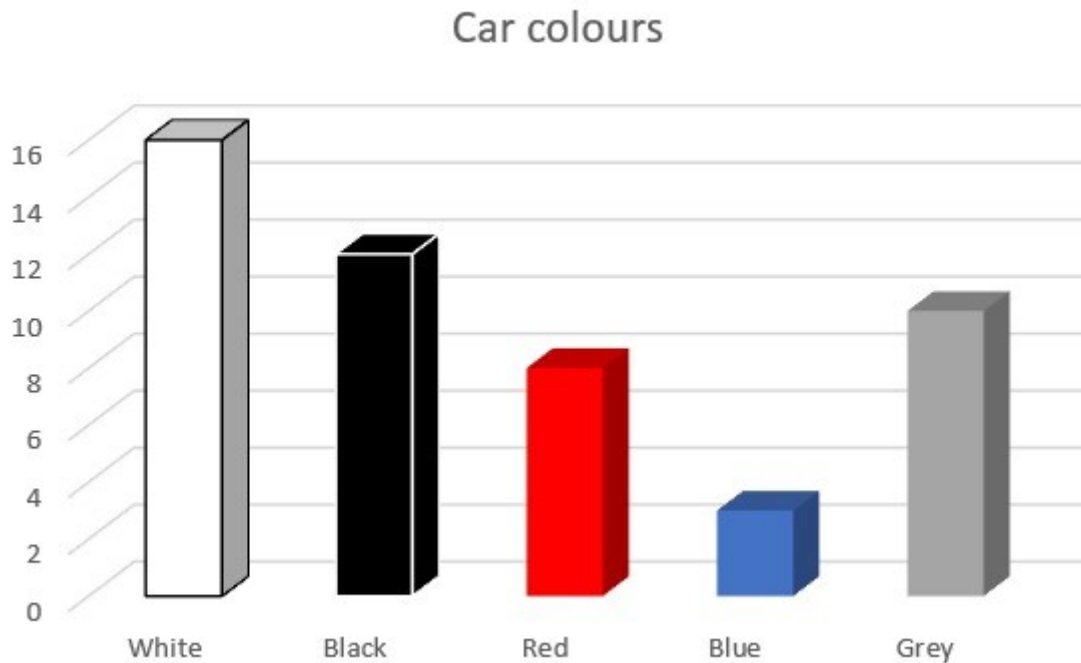
Flags

Science



Traffic Survey - Part 2

By Akin Udo - Added 05 Apr 2022 08:58 AM



Notes

Most of the cars were white or black.
I like red cars the most.
This was such a fun activity! Can we do more like this one?

Comments

Miss Etxegibel, 05 Apr 2022 09:07 AM

This is fantastic! I love how you coloured each bar accordingly. You have to show me how to do this!

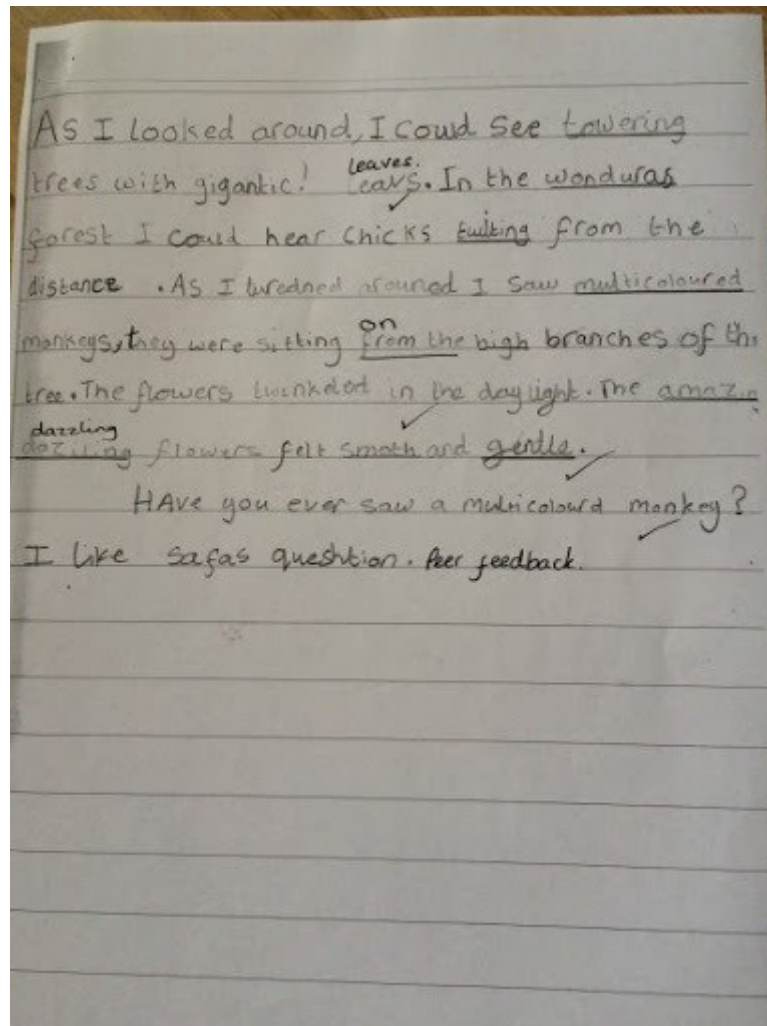
Akin Udo, 05 Apr 2022 09:08 AM

I'll show you in class next time. It is very easy!



Descriptive Writing

By Ben Tapestry - Added 15 Jun 2022 11:34 AM





Toys

By Akin Udo - Added 20 Jun 2022 04:30 PM



Notes

This is my little brother's favourite toy. He plays with it a lot. The trains he plays with are my trains from when I was his age.

They are made of wood and they are painted with different colours.

My dad said he had trains as well when he was little as well

Comments

Adanya Udo, 13 Jun 2022 03:17 PM

Akin and Jaiden are always playing with these trains. It's so nice to know they get on. I remember my father having the old trains out when I was growing up too.

Ben Tapestry, 15 Jun 2022 11:35 AM

This is great Akin - and thank you to Jaiden too for sharing your toys with us.



Do you have any toys at home that need batteries? If so, what do you think they need the batteries for?

Summative assessment: Akin Udo

By Jack Dabell - Added 23 Nov 2022 01:21 PM

Notes

This observation was generated by the summative assessment snapshot tool.



Akin's Report

By Jack Dabell - Date of Report: 23 Nov 2022 03:33 PM

Details

School Name: Tapestry School

Year Group: Year 3

Class Name: Falcons

Teacher's Name: Mr Dabell

Teacher Comments

Teacher Comments

Akin has continued to be an enthusiastic learner. He is always willing to put his hand up and have a go and isn't discouraged if he gets something wrong. Akin is well liked by his peers and he likes offering his help to others

Key Stage 2 - Year 3

None (N)
 Absent (A)
 Working Below (WB)
 Working At (WAt)
 Working Above (WAb)
 Important for KS2 Teacher Assessment

English

Spoken Language

- ✓ Listen and respond appropriately to adults and their peers

Working At

- ✓ Ask relevant questions to extend their understanding and knowledge

Working At

- ✓ Use relevant strategies to build their vocabulary

Working At

- ✓ Articulate and justify answers, arguments and opinions

Working At



- ✓ Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

Working At

- ✓ Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Working At

- ✓ Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

Working At

- ✓ Speak audibly and fluently with an increasing command of Standard English

Working At

- ✓ Participate in discussions, presentations, performances, role play, improvisations and debates

Working At

- ✓ Gain, maintain and monitor the interest of the listener(s)

Working At

- ✓ Consider and evaluate different viewpoints, attending to and building on the contributions of others

Working At

- ✓ Select and use appropriate registers for effective communication

Working At

Reading

Word Reading

- ✓ Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet

Working At



- ✓ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Working At

Comprehension

Develop positive attitudes to reading and understanding of what they read by

- ✓ Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Working At

- ✓ Reading books that are structured in different ways and reading for a range of purposes

Working At

- ✓ Using dictionaries to check the meaning of words that they have read

Working At

- ✓ Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

Working At

- ✓ Identifying themes and conventions in a wide range of books

Working At

- ✓ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Working At

- ✓ Discussing words and phrases that capture the reader's interest and imagination

Working At

- ✓ Recognising some different forms of poetry [for example, free verse, narrative poetry]

Working At

Understand what they read, in books they can read independently, by



- ✓ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Working At

- ✓ Asking questions to improve their understanding of a text

Working At

- ✓ Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Working At

- ✓ Predicting what might happen from details stated and implied

Working At

- ✓ Identifying main ideas drawn from more than one paragraph and summarising these

Working At

- ✓ Identifying how language, structure, and presentation contribute to meaning

Working At

- ✓ Retrieve and record information from non-fiction

Working At

- ✓ 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

Working At

Writing

Transcription

Spelling

- ✓ Use further prefixes and suffixes and understand how to add them

Working Below

- ✓ Spell further homophones



Working Below

- ✓ Spell words that are often misspelt

Working Below

- ✓ Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Working Below

- ✓ Use the first two or three letters of a word to check its spelling in a dictionary

Working Below

- ✓ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Working Below

Handwriting

- ✓ Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

Working Below

- ✓ Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Working Below

Composition

Plan their writing by

- ✓ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Working At

- ✓ Discussing and recording ideas

Working At

Draft and write by



- ✓ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

Working At

- ✓ Organising paragraphs around a theme

Working At

- ✓ In narratives, creating settings, characters and plot

Working At

- ✓ In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Working At

Evaluate and edit by

- ✓ Assessing the effectiveness of their own and others' writing and suggesting improvements

Working At

- ✓ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Working At

- ✓ Proof-read for spelling and punctuation errors

Working At

- ✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Working At

Vocabulary, Grammar and Punctuation

Develop their understanding of the concepts set out in English Appendix 2 by

- ✓ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

Working At



- ✓ Using the present perfect form of verbs in contrast to the past tense

Working At

- ✓ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Working At

- ✓ Using conjunctions, adverbs and prepositions to express time and cause

Working At

- ✓ Using fronted adverbials

Working At

- ✓ Learning the grammar for years 3 and 4 in English Appendix 2

Working At

Indicate grammatical and other features by

- ✓ Using commas after fronted adverbials

Working At

- ✓ Indicating possession by using the possessive apostrophe with plural nouns

Working At

- ✓ Using and punctuating direct speech

Working At

- ✓ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Working At

Comments

Worked really hard with his reading this month and even asked for more independent reading time with Mrs. Jones. Akin has picked up new vocabulary with ease this year and starting using them independently in his own writing.

Mathematics



Number

Number and Place Value

✓ Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number

Working At

✓ Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)

Working At

✓ Compare and order numbers up to 1000

Working At

✓ Identify, represent and estimate numbers using different representations

Working At

✓ Read and write numbers up to 1000 in numerals and in words

Working At

✓ Solve number problems and practical problems involving these ideas.

Working At

Addition and Subtraction

Add and subtract numbers mentally, including

✓ A three-digit number and ones

Working Above

✓ A three-digit number and tens

Working Above

✓ A three-digit number and hundreds

Working Above

✓ Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction

**Working Above**

- ✓ Estimate the answer to a calculation and use inverse operations to check answers

Working Above

- ✓ Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Working Above**Multiplication and Division**

- ✓ Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Working At

- ✓ Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods

Working At

- ✓ Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Working At**Fractions**

- ✓ Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10

Working At

- ✓ Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators

Working At

- ✓ Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators

Working At



- ✓ Recognise and show, using diagrams, equivalent fractions with small denominators

Working At

- ✓ Add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

Working At

- ✓ Compare and order unit fractions, and fractions with the same denominators

Working At

- ✓ Solve problems that involve all of the above.

Working At

Measurement

- ✓ Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Working At

- ✓ Measure the perimeter of simple 2-D shapes

Working At

- ✓ Add and subtract amounts of money to give change, using both £ and p in practical contexts

Working At

- ✓ Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

Working At

- ✓ Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight

Working At

- ✓ Know the number of seconds in a minute and the number of days in each month, year and leap year



Working At

- ✓ Compare durations of events [for example to calculate the time taken by particular events or tasks].

Working At

Geometry

Properties of Shapes

- ✓ Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

Working At

- ✓ Recognise angles as a property of shape or a description of a turn

Working At

- ✓ Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Working At

- ✓ Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

Working At

Statistics

- ✓ Interpret and present data using bar charts, pictograms and tables

Working At

- ✓ Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Working At

Science

Working Scientifically



- ✓ Asking relevant questions and using different types of scientific enquiries to answer them

Working At

- ✓ Setting up simple practical enquiries, comparative and fair tests

Working At

- ✓ Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Working At

- ✓ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Working At

- ✓ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Working At

- ✓ Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Working At

- ✓ Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Working At

- ✓ Identifying differences, similarities or changes related to simple scientific ideas and processes

Working At

- ✓ Using straightforward scientific evidence to answer questions or to support their findings

Working At

Plants



- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Working At

- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

Working At

- Investigate the way in which water is transported within plants

Working At

- ✓ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Working At

Attendance

Attendance: 98%

Lateness: 5%

Summary

Pupil Voice

"I have really enjoyed year 3 so far, especially maths. I like helping my friends when they are stuck."

Teacher Signature:

Signed By Jack Dabell

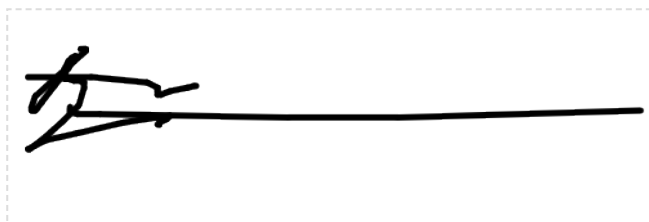
SLT Comments

Well done, Akin. You've had a brilliant term and a big well done for your times tables!



SLT Signature:

Signed By Jack Dabell



Additional Information

If you have any questions about this report please speak to your child's teacher. They will be happy to discuss it with you.