

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	B
Practitioner Code	B4
Curriculum Area(s)	Science and Literacy
Level	First
Stage(s)	Primary 2
Specific subject (if applicable)	Senses

Experiences and Outcomes:

I have explored my senses and can discuss their reliability and limitations in responding to the environment. SOC 1-12b

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting/useful to others. LIT 1-26a

Learning Intentions:

To state my 5 senses

To explain the importance of the senses

To state how my senses keep me safe

To select and organise information to create a text

Success Criteria:

I can name all of my 5 senses

I understand why we have senses

I can explain how my senses keep me safe

I can use my sense to describe Autumn

I can organise information and create a poem

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

Lesson 1 – playground to explore senses and discuss how these change in different seasons

Lesson 2 – writing a sense poem

Lesson 3 – mind map and class discussion about how we see and why sight is important

Lesson 4 – mind map and class discussion about how we taste and why taste is important

Lesson 5 – mind map and class discussion about how we hear and why hearing is important. Hearing bingo

Lesson 6 – comparing our senses to a chosen animal.

Record the range of assessment evidence that was gathered to meet the success criteria (considering breadth, challenge and application).

SAY – discuss sense and how they keep us safe

WRITE – senses poem. Mind map

MAKE: noise maker

DO; senses hunt in playground and at home

Smelling challenge, touch challenge, guiding partner game

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

The child could state each of the 5 senses and identify them in the environment. The child could link their senses to Autumn to write a descriptive poem.

Next steps – think about your senses in all seasons

The child understood how senses keep them safe

Next steps – continue to think of ways your sense keep you safe as you go through ne experiences

The child can select and organise information to create a text

Next steps: apply this to other types of writing

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Our senses are important because they help us. They keep me safe. We hear cars coming so we know to stop. We know if things are too hot or cold to touch or eat if something is sharp.

I know that dogs have better senses because they can hear and smell better than me. I like writing poems about my senses. I am good at this.

Did the learner successfully attain the outcomes? YES

Learner Evidence

We went on a hunt to learn all about our senses. We heard cars and leaves. We saw trees. We could smell fire burning and we felt the wet ground. I could taste the cold air. It made my throat feel funny.



We went on a hunt to learn all about our senses. We heard cars and leaves. We saw trees. We could smell fire burning and we felt the wet ground. I could taste the cold air. It made my throat feel funny.

We went to the Science Centre to learn more about our senses. It was so much fun. We had to smell different things. There was chocolate, rose, mint and orange. I liked the chocolate the best. We had to put our hand in a box and guess what it was.



- Child transfers senses knowledge to literacy to write a senses poem about Autumn.
- Shows knowledge being used in context.

in Autumn

Autumn LOOKS like birds
flying to the nest to
keep warm.



Autumn sounds like
crunching leaves
under my feet.



Autumn smells like
fires burning to keep

me warm. Autumn taste
like campfire.

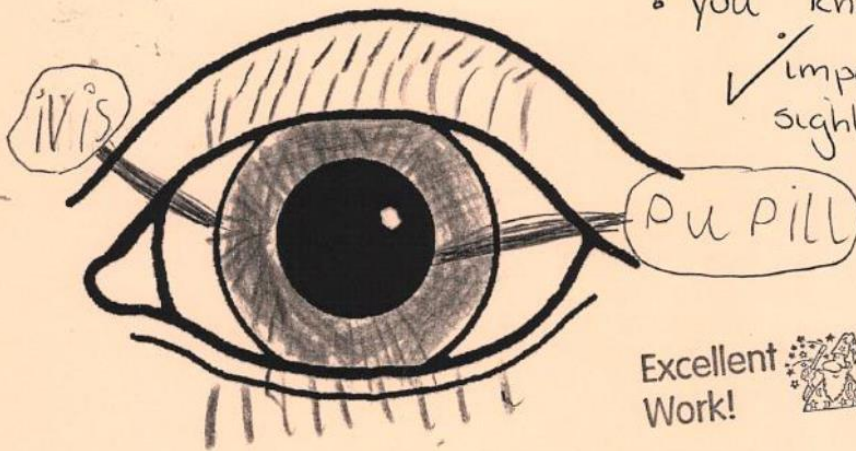


Autumn feels like the cold wind.

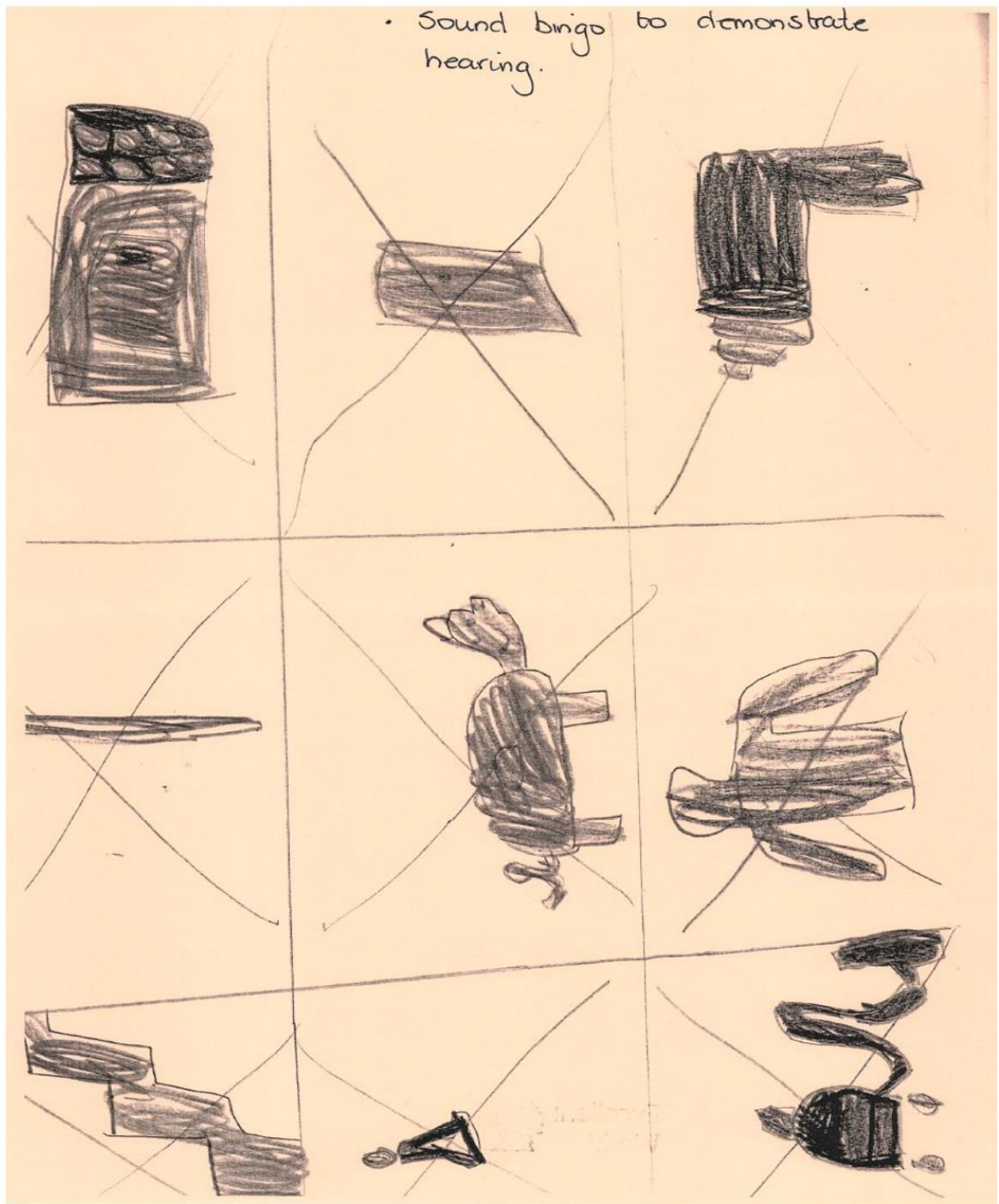
Eye

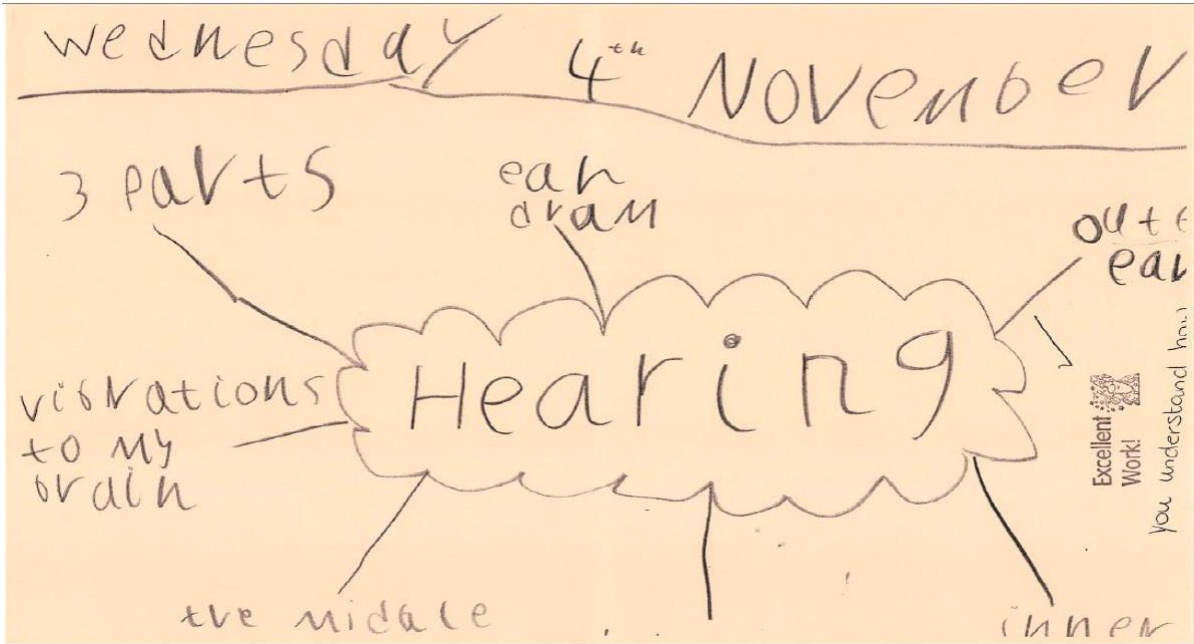
When I could not see I
felt scared.

I used touch and hearing.



- "I felt scared when I couldn't see" - (during game)
- "I needed someone to help me. I used touch and hearing"





Oct 28th OCTOBER

TASTE

sour

bitter

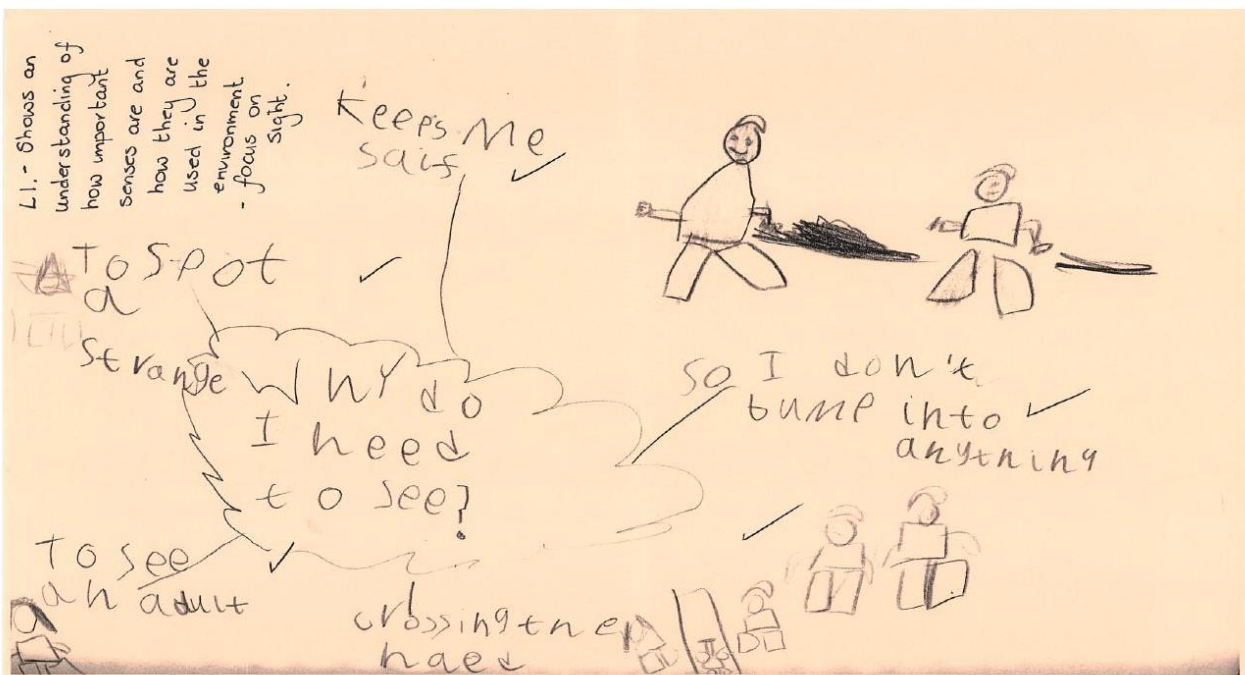
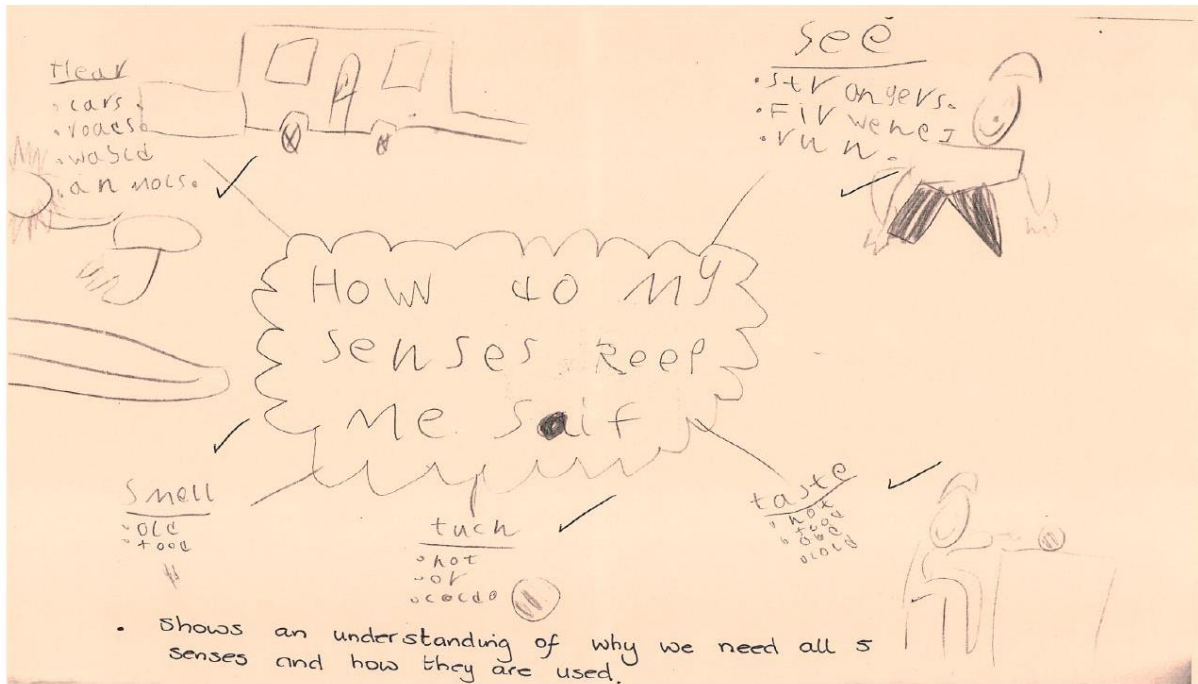
sweet & sour

sweet and salt

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Dynamite

- Child shows an understanding of taste.
- "I know why things taste different"
- "I like sweet the best"
- "If I have a cold, I don't taste the same things"



NOVEMBER ✓

- back and vice ✓



see - different food ✓

(N - rows or noise than mine Great Work

✓ - can hear better and more

L - smell more

- you can state how animal senses are either the same **of** different to ours.
- Child applies knowledge of senses to a different context.

Evidence from Senses hunt.

Thursday 8th October.

L1 To select and organise information

- I can state what senses I have.
- I can use my senses to describe autumn.
- I can describe what a poem looks like.
- I can organise information into a poem.



Great ideas!

H e a r
 the birds gawing
 to the nest and
 to put up.

crisp eats.
 T r u c k

A U T U M N

T a s t e
 -1 yer.



S e e
 c a t
 treat of
 f v c s t p e

S M E L