

Inter Authority Moderation Event

Practitioner Moderation Template

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

School Code	
Practitioner Code	C4
Curriculum Area(s)	Science and Literacy
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	Woodland Learning Programme (learning in the Outdoors)

Experiences and Outcomes:

SCN – 0-12a I can identify my senses and use them to explore the world around me

Lit –0- 14a – I use signs, books and other texts to find useful or interesting information and I use this to plan, make choices or learn new things

Learning Intentions:

To use sense of touch to become aware of a variety of textures

To use sense of sight to identify environmental signs

To use sense of sight to keep safe near roads

To use sense of hearing to keep safe

To be able to use books to introduce the concept of road safety

To be able to use environmental signs to keep safe whilst out walking

Success Criteria:

I can describe a variety of textures using my sense of touch

I can identify information on environmental signs using my sense of sight

I can use my sense of sight to watch for traffic on the road, helping me to cross safely

I can use my sense of hearing to listen for traffic on the road, helping me to cross safely

I can use books to develop my awareness of road safety

I can use signs to help me cross the road safely

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

During an outing to the local woods, the children commented on things they could smell which developed into the children engaging with their environment using their senses. The child engaged in group discussions and helped to choose the route to the woods to ensure her ownership of the outing. She used sense of sight, hearing and touch throughout the walk. This learning was also consolidated in the outdoor area of the nursery which provided many opportunities for the child to use their senses

The sensory walk naturally stimulated discussion about road safety. We introduced the Ziggy Road Safety books and undertook a survey of environmental print to enhance awareness of road safety and the development of literacy.

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

- Touch, textures (do)
- Group discussion (say)
- Environmental print survey (write)
- Reading – exploring books (do)
- Environmental pictures (make)
- Observe signs (do)
- Touch textures (do)
- Discuss experiences (say) (children's voices)
- Record experiences (write, say, do)

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 was encouraged to engage with the surrounding environment using senses. Praise was given when she described or spotted something interesting; she was allowed to share this information with her peers.

She filed some of her pictures and environmental sign survey in her profile and gave feedback to the group on return from walk and her comments were recorded

We will build on the child's prior knowledge of textures and introduce different road safety environmental signs.

Pupil Voice:

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

"No bikes"

"That's for when your legs don't work" – disabled sign in car park

"Cars too fast, it says Slow Down" – flashing sign that comes on when drivers go faster than 30 mph

"The wall is scratchy" "The glass is cold"

How did you learn

"Looked for pictures around me"

"I got to feel with my fingers"

"I made pictures from my gather bag"

"I look for cars and stand behind the line"

I read stories about Ziggy"

Home links

Introduce take home Ziggy

Did the learner successfully attain the outcomes? **YES/NO**

Learner Evidence

Learning Intention.

I can identify my senses and use them to explore the world around me.



I can identify texture using my sense of touch.

The girl is identifying that the Conker Casing is prickly using her sense of touch.

Childs Voice. Ouch that's jaggy.



I can identify texture using my sense of touch.

The girl is identifying how the needles feel using her sense of touch.

Childs Voice. It feels smooth.



I can identify texture using my sense of touch.

Childs Voice. It's cold and wet.

Adult Voice.

The child was able to identify different textures using her sense of touch. The child was able to use appropriate descriptive language to describe the different textures she was feeling.

Learner Evidence

I can identify information on environmental signs using my sense of sight.

I can use my sense of hearing to listen for traffic on the road.

I can use my sense of sight to look for traffic on the road.



I can identify information on environmental signs using my sense of sight.

The child is using her sense of sight to identify the street sign and is able to recognise a letter from her name in it.

Child's voice: "That's got my letter."



I can use my sense of hearing to listen for traffic on the road

The child is using her sense of hearing to identify when traffic is coming.

Child's voice: "The cars are loud"



I can use my sense of sight to look for traffic on the road

The child is using her sense of sight, looking right and left to see if any traffic is coming

Child's voice: "No cars, it's safe"

The child is using her sense of sight and hearing to help her decide if it is safe to cross the road or not. She was able to identify using these senses whether the road was clear of traffic or not, consolidating previous learning on her senses while walking to the local woods.

Learner Evidence.

I can use books to develop my awareness of road safety.

I can use signs to help me cross the road safely.



I can use books to develop my awareness of road safety

The child listened to the Ziggy and the Lollipop story about road safety.

Child's Voice: "I don't like cabbage"



I can use signs to help me cross the road safely.

The child is aware of the yellow zigzag road sign outside the Children's Centre

Child's Voice: "Mummies shouldn't park on the zigzag"

Adults Voice.

Although the story was about Ziggy and the children getting to nursery safely, the child focused on the sentence "And if you're really good the teacher gives you a big juicy cabbage"

The child was able to use knowledge gained from the story into the outside world.

Block 2 Woodland Walk

Date: 15/11/16

Group: Rainbows

- I Can:
- Demonstrate how to cross the road safely
 - Listen and look for traffic
 - Find environmental road signs
 - Describe different textures
 - Listen to instructions
 - Show an interest in plants/nature
 - Shows an understanding of street names



Session 1	Session 2
<p>Emma: using my eyes listening</p> <p>Morven: we crossed the road safely</p> <p>Oria E: I tripped & tumbled</p> <p>Daisy: a step at the line</p> <p>Callan: hold hands</p> <p>Oria S: look with eyes</p> <p>Harrison: its scratchy</p> <p>Ryan: it feels cold</p>	<p>Emma: Don't park here</p> <p>Daisy: Red for stop</p> <p>Morven: hurts for when you have sore legs</p> <p>Ryan: up John street</p> <p>Callan: Buvie Street</p> <p>Oria S: I hear the water!</p> <p>Harrison: The letters tell us 'Halt Buve "H"'</p>
<p>Next Time: Introduce road safety</p>	<p>Next Time: Introduce different environmental print</p>

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Session 1	Session 2
<p>Emma: using my ears listening</p> <p>Morven: we crossed the road safely.</p> <p>Olla & I: I tasted brambles</p> <p>Daisy: a stop at the line</p> <p>Callan: hold hands.</p> <p>Olla S: look with eyes.</p> <p>Harrison: its scratchy.</p> <p>Ryan: it feels cold.</p> <p>Next Time: Introduce road safety</p>	<p>Emma: Don't park here.</p> <p>Daisy: Red for stop</p> <p>Morven: That's for when you have sore legs.</p> <p>Ryan: up John Street</p> <p>Harrison: it says slow down.</p> <p>Olla S: I know the water!</p> <p>Callan: Barrie Street</p> <p>Harrison: The letters that make "H"</p> <p>Next Time: Introduce different environmental print</p>

Environmental Print Survey

Environmental Print Survey