

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

School Code	E
Practitioner Code	E18
Curriculum Area(s)	Listening and talking/ Health and wellbeing
Level	First level
Stage(s)	P2
Specific subject (if applicable)	Germs

Experiences and Outcomes:

Literacy and English

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways.

Creating Texts

LIT 1-28a/Lit 1-29a

Science

I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society.

SCN 1-13a

Learning Intentions:

- To describe events that took place during an experiment.
- To convey information about germs and their effects.
- To describe some of the ways germs or diseases can be spread.
- To share healthy practices preventing the spread of germs to ourselves and others.

Success Criteria:

- I can describe what happened clearly.
- I can describe why preventing the spread of germs is important.
- I can talk about different ways to stop the spread of germs.

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

- What germs are, how they are spread and their effects.
Research & H&WB clips – children asked to do research as part of homework.
Youtube clips explain simply the meaning of some words eg infection, viruses, diseases.
Glitter experiment – each group dips a hand in different colour of glitter and then experiments with how over a short period the glitters spread. The glitter represents germs.
Apple experiment – children observe how cut apples discolour through exposure to air. They are asked to compare the apples with their own bodies and how breaks in the skin allows infection.
- Avoidance of spreading germs.
Use of “Germ Buster” machine which highlights under light which parts of hands have not been properly washed.
PDI (Prevent Don’t Infect) Agent role play.
Instruction writing about how to wash your hands effectively.

Practitioner Moderation Template

Learner Evidence

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

Say: Annotations of target child's comments with peers during and after Glitter Experiment.

Write: Completion of Glitter experiment booklet.

Make: N/A

Do: Glitter Experiment.

Did the learner successfully attain the outcomes? YES

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

- Written work assessed against success criteria
- Pupil comments made during discussions were recognised, listened to and built upon by teachers and other pupils.
- Next steps – to create a poster illustrating prevention methods that have been discussed and learned.
- Next steps – to relay clearly what they have learned to someone else eg parent, friend, sibling.

Pupil Voice:

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

Targeted child highlighted.

That was SO cool. I love science.

I love it too. I've really liked doing germs.

(Teacher – Do you think you have learned new things with this topic?)

Yeah! I didn't know germs are so small but you see them with telescopes (teacher – microscopes).

You can see them with the Germ Buster too.

My nails were really dirty.

If you suck your fingers you get germs in your tummy and that makes you sick.

(Teacher – Did you enjoy the way we learned?)

Like doing experiments and things?

(Teacher – Yes.)

That's the best.

I like it when we do things.

(Teacher – Do you think you learned how to do new things?)

We learned how to wash our hands right and get all the germs off.

We learned how to label our ... pause.

(Teacher – Diagrams?)

Yes cos that's how scientists do it.

Learner Evidence



Look! I've got gold glitter on my hands now!

Keep moving!
We're putting germs on everything now.



See I have all different colours on my hand now. That means I have other people's germs now.



My Germ Experiment



Name: _____

© elementary discoveries 2014

What does the glitter represent?

the glitter represent bad, nasty, yucky,
horrible Germ

What did you notice when you shook hands with your classmates?

They got some of my glitter
and I got some of their glitter!

2

When you shook the glitter off on the paper towel, what did you notice?

It changed colour. We swapped it around.

3

Based on this experiment, how do you think germs spread?

When you get germs on your hands
and touch things other people
can get them too,

4

Why is it important to wash our hands?

So if your hands have
germs on them you don't
spread them because SOAP
KILLS GERMS

5