Practitioner Moderation Template Learner Evidence

East Renfrewshire Council: Education Department
Practitioner Moderation Template

School Code	F
Practitioner Code	F5
Curriculum Area(s)	Science and Numeracy
Level	First level
Stage(s)	Primary 2
Specific subject (if applicable)	

Experiences and Outcomes:

I can explore examples of food chains and show an appreciation of how animals and plants depend on each other for food.
SCN 1-02a
I can distinguish between living and non-living things. I can sort living things into groups and explain my decisions.
SCN 1-01a
I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria.
MNU 1-20b

Learning Intentions:

- to distinguish between living and non-living
- to sort objects into living groups
- to give examples of food chains
- to sort and organise information

Success Criteria:

- I can identify the features of living things
- I can sort animals into specific groups
- I can explain my reasons
- I can make a food chain
- I can explain how animals and plants depend on each other
- I can use a Carroll diagram to show information

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

Science Lesson 1 - Children were given pictures of living and non-living things and were asked to group them in any way they liked. This lead to the discussion of living and non-living. Children were shown a PowerPoint explaining the 7 criteria for living things. The class then went outside and had to find examples of living and non-living things and record. The teacher filmed the children explaining their choices and justifying their reasons.

Science Lesson 3 – having understood that objects can be split into living and non-living, the children were given pictures of animals and asked to group them. This led to the discussion of the 5 groups; mammals, fish, birds, amphibians and reptiles. The teacher explained the criteria for each group. Children sorted animals into groups. Each child was given picture of an animal and had to find their animal "family" then explain why they had joined that group.

Science Lesson 4 – having previously discussed how living things need energy, the children discussed in groups how they thought they got this energy. Pupils talked about animals eating other animals and from here the food chain was explained. The children acted out the sun shining onto a plant then the plant growing, a caterpillar eating leaves then a bird eating a caterpillar. The children worked into groups to make up their own food chain. Each pupil had to make a paper chain to show their own food chain and then explain their reasons.

Maths Lesson 3 – children had previously explored Venn diagrams and then were given pictures and asked to sort them into given certain criteria. The pupils were then given a living/non-living task to try and organise them into a Carroll diagram.

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.

- Do – find objects in playground that are living and non-living
- Say – justify why objects found are living non-living
- Make – paper chain showing food chain
- Say – justify food chain
- Do- sort information into Carroll diagram
- Do- find animals that belong into group
- Say – justify why their animals belonged in group

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

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

Lesson 1 –
"Well done learner 1, you have been able to find something that is living and non-living.
"Why is the ant living?" "How do you know the hut isn't living?"

Lesson 4 –
"Can you explain your food chain to me? Why did you start with the sun?"
"Great work, you have a made a correct food chain."

Maths –
"How do you think you have done?"
Learner's response
"You have successfully organised the objects into a carroll diagram."

Pupil Voice:
What have you learned? How did you learn? What skills have you developed?

"I know that living things can move, breathe, eat, have babies, go to the toilet, grow and respond."

"A food chain always starts with the sun."

"I liked going outside to find things that are alive."

Learner Evidence

Science Lesson 1 - recording sheet for outdoor task

Learner has written down objects that are living and non-living.

Video - transcript

Learner -"The living things is trees and ants and the non-living things is the sticks, hut and rocks."

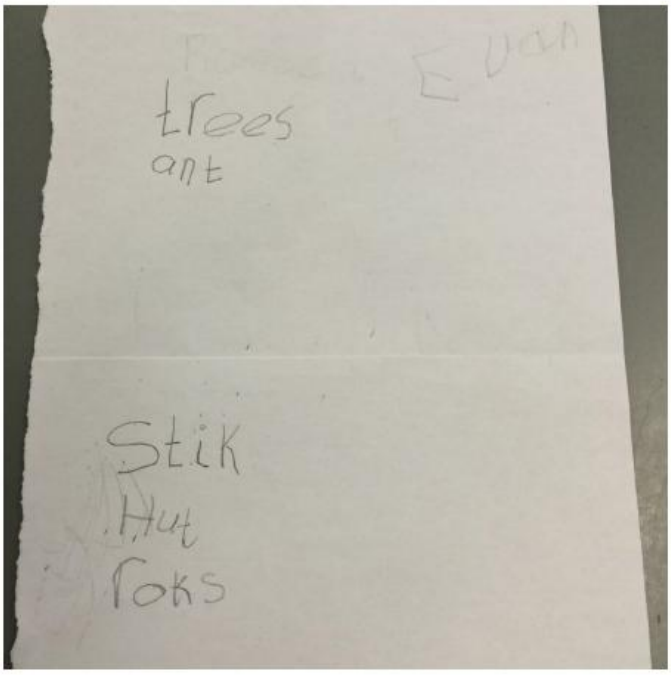
Teacher - "Why is the ant living?"

Learner - "The ant is living because it can move and it eats."

Teacher - "How do you know the hut isn't living?"

Learner - "Because it can't move."

The list and comments from the leaner provides evidence that the learner was able to identify living and non-living things and explain why.



Science Lesson 3

Picture

This picture shows how the learner has been able to successfully sort living things into categories.

Picture

The picture shows the children that have animals that belong in the same group. Learner was asked why they had gone into that group.

Pupil voice

"I've got a polar bear and I seen the fox. They are mammals because they have fur and have babies not in eggs."

This shows the learner's ability to find another animal in the same group and explain why they are mammals. This displays knowledge of living things and the learner can explain reasons.

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Science Lesson 4

The paper chain shows the learner can identify a food chain. I've folded them out to show the pictures and have written what each picture is.

Sun – leaf – caterpillar - frog

Pupil voice

Teacher - "Can you explain your food chain to me?

Learner - "It starts with the sun, leaf then caterpillar and then the frog eats it."

Teacher - "Why did you start with the sun?"

Learner - "the sun gives the leaves.....energy."

Teacher - "Great work, you have a made an accurate food chain."

The child explained the flow of the food chain and recalled facts from the lesson regarding the importance of the sun in this process.

Maths

The Carroll diagram shows that the learner was able to identify living and non-living objects.

The diagram shows evidence that the learner was able to organise the different objects and insert the information into a Carroll diagram.

Pupil voice

Teacher - "How do you think you have done?"

Learner - I think I've got it right. I put the living things together and the no-living before I sticked it down. I sticked the beach things down first then the non-beach things.

Teacher - "You have successfully organised the objects."