

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	
Practitioner Code	A5
Curriculum Area(s)	Science & Literacy
Level	First Level
Stage(s)	P.3
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 am learning to make notes under given headings and use these to understand information, explore ideas and problems and create new texts. LIT 1-15a

Learning Intentions:

To make notes under given headings and use these to understand information.

To understand and create a food chain.

To understand how plants and animals depend on each other for food.

Success Criteria:

I can:

Select note form i.e. bulleted list/mind map/headings (notes)

Use my own words and technical vocabulary (notes)

Select and sort information (notes)

Make inferences (notes)

I can:

Use scientific language to identify elements of a food chain (diagram)

Complete a labelled diagram (food chain)

Identify the direction of energy in a food chain (diagram/video/reading)

Explain how animals and plants rely on each other for food (video)

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

For this moderation activity, pupils will apply their learning across Literacy and Science through the context of The Rainforest.

Pupils were provided with an unseen text about animal food chains from which they had to take notes of the key information. This will enable pupils to practice their note taking skills and help to broaden their use of scientific language and explanations. Pupils were able to choose which format of notes they wanted to use. Pupils will rely on their prior knowledge of food chains as well as gaining new understanding of how animals and plants depend on each other for food.

Following this, pupils were provided with a variety of real life examples of animal food chains for discussion and then applied this knowledge to their learning of The Rainforest; learners applied skills in variety of tasks: individual tasks, group discussions, and collaborative activities. Pupils also have to explain their learning resulting in a sense of accountability for their work.

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 - Learner has provided an answer to question and justified response
Learner has worked effectively with others in group discussion

Write - Learner has produced organised and relevant notes

Do - Learner has created their own animal food chain

Did the learner successfully attain the outcomes? YES/NO

Yes the learner achieved the outcomes in all aspects of her learning.

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

Opportunities for collaborative working encouraged pupils to verbalise their opinions and thought process and enabled the teacher to organically question pupils on their thinking and learning. Through discussion, the learner evaluated her learning and that of others to clearly understand the criteria for achievement and she was provided with verbal and written feedback from teacher and peers on completion of tasks, which then fed into her targets.

On completion of the writing task, learners self and peer evaluated each other's response and commented on the success against the success criteria.

Pupil Voice:

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

"I learned about a food chain is when animals, well it starts with a plant; say you were doing it on land and it would go to an animal that eats plants and then then an animal that eats that animal and other animals. Then that animal might not get eaten and if it doesn't that that would be the end and if it does then it would go on. It shows what animals eat but it has scientific words that I didn't know before like herbivore, omnivore and carnivores and another new one called decomposer which is when it eats dead things and I learned what might happen if something happens to a food chain like if an animal becomes extinct by deforestation so then the food chain will change. I learned this by the text and my notes and when we worked in groups to match up different foods chains and I made my own food chain for The Rainforest. I also practised my note taking skills and I had to make sure that they were organised. I used bullet points but I could have used a mind map and... I can't remember any more types."

"My targets for next time would be that I would like to learn if there is more stages of a food chain and then I would be able to make more stages on one. And how many things could there be in one food chain, like the biggest chain. And probably learn how to do more note taking, like different types and get a bit faster."

Learner Evidence

Food Chains

Plants and animals in an ecosystem are linked together by their feeding relationships. The sequence of these feeding relationships is called a food chain. All plants and animals need food to give them the energy to grow and move. A food chain shows how each living thing gets its food. As green plants are usually the main source of energy input into an ecosystem, food chains generally begin with a green plant.

Green plants make their own food. They use the energy from the sun to make their own food. Some of this food is used, and some is stored in the roots, stems, and leaves.

Energy

Although not normally shown in a food chain, we must remember that the chain is started by energy, usually in the form of sunlight. It is the energy from the sun that all life is dependent on.

Producers

All food chains start with a producer, this will normally be a green plant. Plants are living organisms. They need nourishment in the form of water, nutrients and light to survive. Plants are called producers because they make their own light inside themselves, using water and sunlight in a process called photosynthesis.

Consumers

Consume means "eat". Animals are consumers because they cannot make their own food. Animals get their energy by consuming (eating) plants and other animals. Consumers comprise:

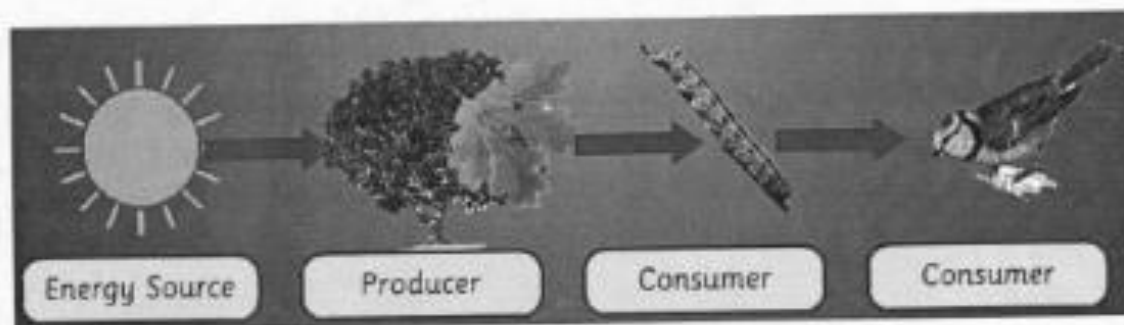
- Herbivores- who feed on the producers
- Carnivores- who feed on the herbivores
- Decomposers- who break down the dead bodies and waste products of all four groups (including their own) ready for recycling.

Consumers are also involved in predator and prey relationships. The blue tit, for example is a predator because it eats other animals such as the

caterpillar. The fox is a predator because it eats other animals such as the blue tit. Any animal which is hunted and killed by another animal for food is known as prey. The caterpillar is the prey for the blue tit, whilst the blue tit is prey for the fox. The predator eats the prey and the prey gets eaten by the predator.

The arrow in a food chain represents the direction of energy flow. Energy in the form of food is shown to be transferred from producers, which are mostly plants, to consumers.

For example, in a woodland, an oak leaf produces energy-rich sugars and starch. A caterpillar, in search of energy (in the form of food), eats the leaf. In turn, the caterpillar is eaten by a blue tit. Thus there is a transfer of energy from leaf to caterpillar to bird, in a food chain.



"I am going to use bullet points because I think that they make stuff easier to sort out."

"Can my food chain be any animals or plants I want 'cause I now know more than I did before?"

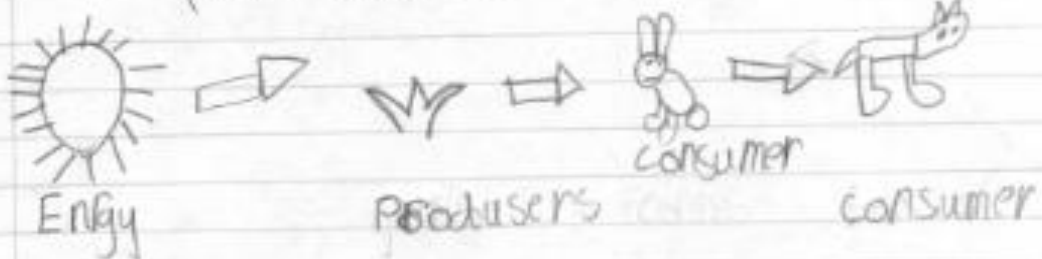
I can select note form

I can use
technical
Vocab.

- Decomposers break down dead bodies
- the producers are usually green plants
- consume mean eat
- Herbivores feed on plants
- carnivores feed on herbivores
- Producers get their energy from the Sun
- Animals that are hunted is prey
- consumers eat other animals
- All food chains start with a producers

I can
select +
sort info.

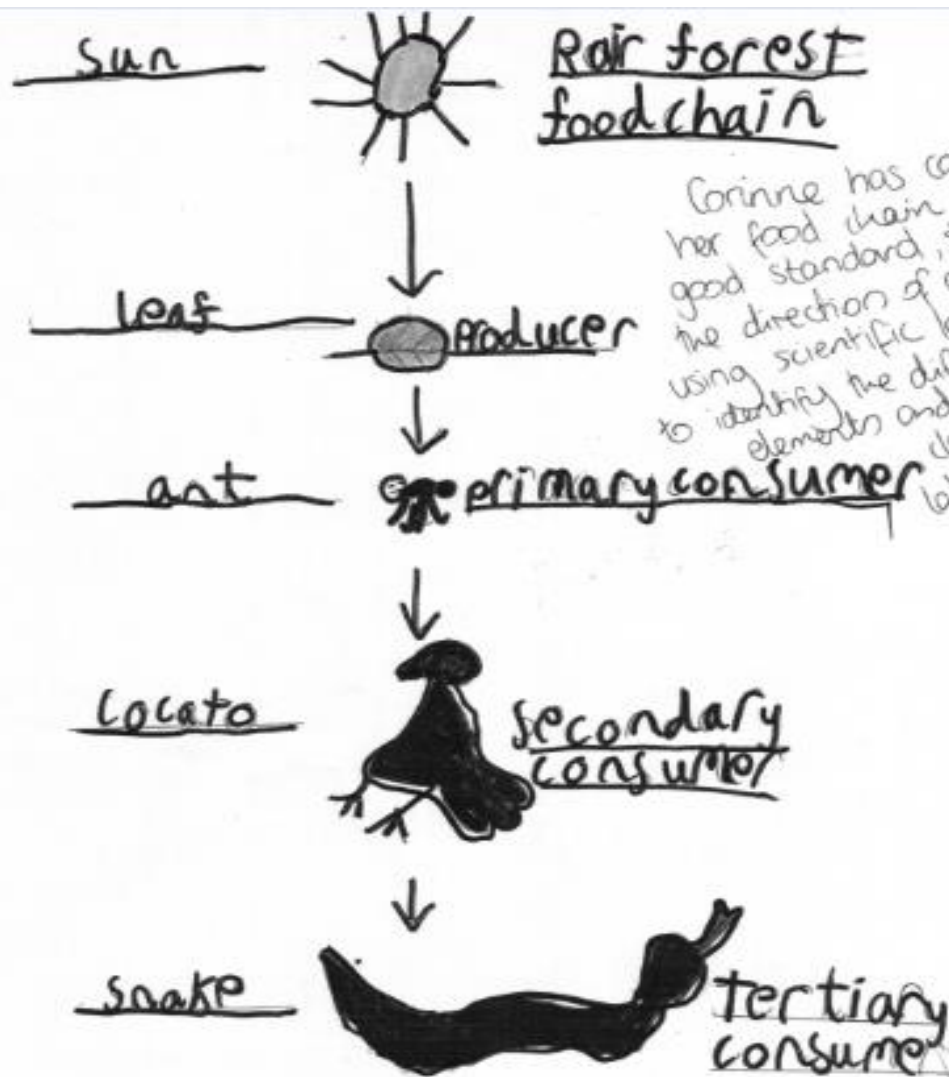
"I used my notes to help me make my own food chain".



I think green because I have learned a lot of stuff and they start interesting and organised.

Lily - because they are against and you used bullet points. Next time add in more information.

You have created very organised notes using bullet points and selected only the most important information. You have also included lots of technical vocabulary and have explained what it means. Well done Corinne! Own words? / Inferences?



Corinne has completed her food chain to a good standard, showing the direction of energy, using scientific language to identify the different elements and it is clearly labelled.

"Can my food chain be any animals or plants I want 'cause I now know more than I did before?"

"I used my notes to help me make my own food chain".-

