

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

School Code	
Practitioner Code	M2
Curriculum Area(s)	Science
Level	Early
Stage(s)	P1
Specific subject (if applicable)	Ice, Water and Steam

Experiences and Outcomes:

By investigating how water can change from one form to another, I can relate my findings to everyday experiences. SCN 0-05a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT 0-26a

Learning Intentions:

- To investigate how water can change from one form to another.
- To relate my findings to everyday experiences.
- To share ideas and information in a way that communicates my learning.

Success Criteria:

- Share what I already know about water.
- Describe and identify water in its various forms.
- Explain how water in its various forms is a part of my everyday life.
- Explore water and how I can change it from one form to another.
- Record and share the findings of my investigations.

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

Refer to lesson templates for context of each lesson.

Design principles covered are;

Lesson 1: Personalisation and choice, Relevance, Challenge and enjoyment and Progression.

Lesson 2: Personalisation and choice, Relevance, Challenge and enjoyment, Progression and Depth.

Lesson 3: Challenge and enjoyment, Breadth, Progression and Depth.

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

Lesson 1: Write-create an individual mind map.

Say- share ideas with peers in small groups(Teacher led)

Lesson 2: Say- participation in group and class discussions.

Do-participation in all science activities involving water as a liquid, solid and gas.

Lesson 3: Do- Education City game, Hot Springs played in small groups.

Write- Identification of water using words solid, liquid and gas in the correct context.

Say- peer discussion and peer assessment of learning.

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: Written and oral feedback was given to pupil regarding next steps, to think of water in its other forms.

Lesson 2: Oral feedback was given throughout the range of activities in this lesson to encourage the pupil to verbalise her thoughts.

Lesson 3: Peer feedback and oral teacher feedback was given on the accuracy of written answers.

Please see evidence submitted.

Pupil Voice:

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

I learned that water can be a liquid, a solid and a gas and I can write the words now. I didn't know some things before but I do now. We did different activities and the ones I liked best were writing my name on the window and holding the ice out of the freezer. It dripped all over my table and the paper towel. I learned lots in Science and I told my Mum about water and ice and steam. I am good at talking to my friends about the work and it is like being the teacher when you put ticks on if it's all right. I can colour in the traffic lights to see if it's a good job and I like working with my partner.

Learner Evidence

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Context for Learning

Pupils were told that they were going to be investigating water. In order to establish prior knowledge, pupils were asked to create a mind map of the different ways that they can see and use water in their everyday lives. Small group discussions were then carried out where pupils were able to share their ideas and talk about the appearance of the water. When looking at the mind maps it was clear at this stage that pupils were only considering water as a liquid.

After group discussions we talked as a class about water changing to a solid or a gas as a few pupils were able to talk about water as ice.

Next steps-activities to show water in the forms of solid and gas.

Teacher Voice 1. Tell us about your mind map...well done you had lots of ideas.

2a. What is the water like in all your pictures? b. Do you know what we call water when it looks like that? c. It is called a liquid. Yes that is right, those are liquids too.

3. But, does water always look like that? Have a think...

Early/First/Second Level		Lesson number 1	
Evidence of learning			
SAY ✓	MAKE	WRITE ✓	DO



Success criteria

I can

- think of ways that my family and I use water during the day.
- consider the different ways I see water all around me.
- record my ideas to share with others.
- share my ideas as I talk and listen to others.

Pupil Voice 1. I have a bath, a rain cloud, a fish in a pond and a glass of water.

2a. It is blue and it is see through. It feels tickly on your hands. b. No. c. Like fairy liquid and liquid soap.

3. No it can be dirty and muddy sometimes.

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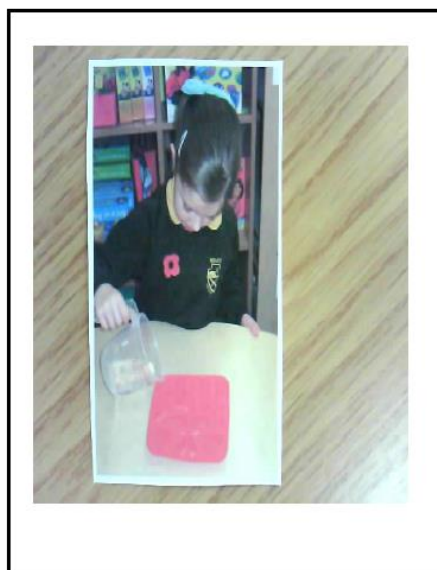
Early/First/Second Level		Lesson number 2	
Evidence of learning			
SAY ✓	MAKE	WRITE	DO ✓

Context for Learning

After recap of Lesson 1 the pupils were encouraged to think of water as a solid. They were then asked how we could make the water a solid and in small groups carried out an activity to freeze water. The next day we took the ice and held it in our hands. The pupils were asked to describe what happened to the ice as we held it and make suggestions as to why it was happening. We also looked at turning water into a gas. We boiled a kettle and pupils were asked to describe what was happening and what they could see. The kettle was held close to a window so we could see the gas turning back to a liquid.

Teacher Voice

Can you tell me what you are doing with the water? What will happen?



Success criteria

I can

- discuss how I can turn water from a liquid to a solid.
- describe what happens to ice as I hold it.
- identify situations when water is a gas.

Pupil Voice

The water is tricky to pour. It splashes and it can get too full. If we put the tray into the freezer the water will make love hearts, it will get really cold.

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Learner Evidence

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Early/First/Second Level		Lesson number 2	
Evidence of learning			
SAY ✓	MAKE	WRITE	DO ✓

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Teacher Voice

The water has now changed to ice, why did this happen? What will it feel like? Let's hold the ice, tell me what is happening. Do you know why?



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Success criteria

I can

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Pupil Voice

The water got cold in the freezer and turned to ice. It feels super cold.

It is slipping off my hand and it is all watery. It melts into liquid again. My hand is warm and it is making the love heart melt.

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Evidence of learning			
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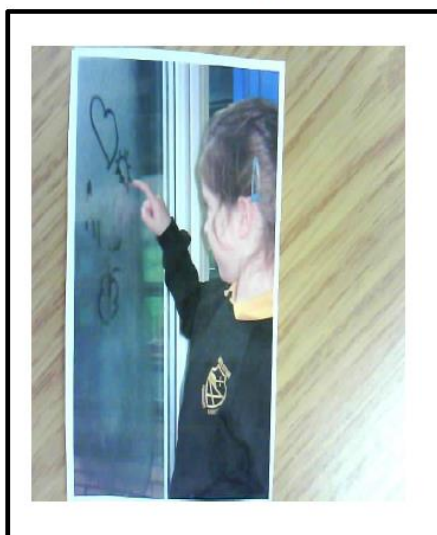
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Teacher Voice

When is water a gas?

Let's boil this kettle. What is happening? What can you see? What happens when I put it near the window? How does your finger feel? How do we know that the steam is water?



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Success criteria

I can

- discuss how I can turn water from a liquid to a solid.
- describe what happens to ice as I hold it.
- identify situations when water is a gas.

Pupil Voice

Water is a gas when it is steam, like when it is coming out the kettle.

The water is boiling. I can see it bubbling in the kettle. Now the steam is going on the window and it is steaming up. I am going to write my name and draw a butterfly and a love heart. My finger is all wet because the window is wet with steam.

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Early/First/Second Level		Lesson number 3	
Evidence of learning			
SAY ✓	MAKE	WRITE ✓	DO ✓

Context for Learning Discussion of previous learning of water in its three different forms. Pupils were invited to participate in the Education City game Hot Springs which asked them to identify the different forms of water in a winter environment. Pupils were asked to complete an individual task where they had to recognise and label various everyday objects that were representative of water as a solid, liquid or gas.

Peer assessment was carried out in pairs.

Teacher Voice

1. Now that we have played the game and looked at water in its different forms I want to see if you can write the correct word under each picture to show me that you know which one is liquid, solid or gas.

Pupil completes worksheet and then swaps with a partner for peer assessment.

2. Are you happy with what your partner thought of your work today?



Success criteria

I can

- identify when water is a liquid, a solid or a gas.
- recognise and write the words solid, liquid and gas.
- share my ideas and information with my peers.

Pupil Voice

2. I got a green traffic light because I got everything right. I did a good job today!

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