

East Renfrewshire Council: Education Department  
Practitioner Moderation Template

School Code	
Practitioner Code	Q4
Curriculum Area(s)	Maths/ Science
Level	First
Stage(s)	P2
Specific subject (if applicable)	

[Experiences and Outcomes:](#)

*I can distinguish between living and non living things. I can sort living things into groups and explain my decisions.*

**SCN 1-01**

*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**

*I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a***

[Learning Intentions:](#)

I am learning to identify living and non living things.

I am learning to use tally marks to collect information.

I am learning to change tally marks into a bar graph.

I am learning to look after my environment and the living things in it. (next steps)

[Success Criteria:](#)

I can sort objects into living and non living.

I can bundle tally marks into groups of five.

I can fill in a bar graph to show the information I have found.

I can discuss how we can increase the number of living things in our school playground. (next steps)

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

LESSON 1 LIVING AND NON LIVING

- Think, Pair Share- what is the environment?
- Discussed with the children types of things that can be found in the environment.
- Introduced the terms 'living' and 'non living'.
- On whiteboards, children were encouraged to draw two living and two non living

items.

- Class discussed the difference between living and non living things eg. Living things breathe, move, need food/water/light etc.
- On IWB, children were chosen to sort a range of pictures under the headings living and non living.
- Children drew their own pictures under the headings living and non living in their jotters.
- Children showed and discussed their reasons for sorting pictures under each column.

### LESSON 2 TALLY MARKS

- Re-cap the principles for living and non living things
- Children discussed living things they might find in the playground.
- Four small creatures were chosen as a class focus (birds, worms, insects, wasps).
- Re-cap the layout of tally marks (5 to a bundle).
- Outdoor activity- collecting information and recording tally marks under given categories.
- Feedback findings to class.

### LESSON 3 BAR GRAPHS

- Review finding from previous lesson.
- Discuss ways of displaying this information clearly.
- Guide children towards bar graphs.
- Show simple examples of bar graphs and how to input information. Speak about features of bar graphs – title and labels.
- In pairs, transfer tally mark findings into the given bar graph.
- Discuss information using open ended questions to promote higher order thinking skills (most popular, least popular etc).

### LESSON 4 (NEXT STEP AS OUTLINED BELOW)

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: Class discussions, group work, feeding back information to class.

Write: Tally marks, bar graph

Do: Sorting activity (living and non living)

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:

Oral feedback- positive praise given when sorting objects on IWB. Verbal feedback given about jotter work.

Next steps: Encouraged pupil to think about living things in our school environment.

Lesson 2:

Written feedback: teacher traffic lighted to assess success criteria.

Next steps: Encouraged child to think about how this information could be displayed clearly.

Lesson 3:

Written feedback on child's work in relation to success criteria.

Oral feedback: Positive praise given throughout lesson.

Next steps: The children were asked to think of how we could attract more living things in our school environment.

Pupil Voice:

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

Lesson 1 - A living thing grows. It needs water and food. A non living thing doesn't really move or grow. I drew them in my jotter. I sorted living and non living things on the whiteboard. I got them all right.

Lesson 2 – I think we'll find insects and birds outside. The bench is non living. I know that tally marks go in bundles of 5. You draw four lines and draw one through all of them. I liked finding the living things outside and doing tally marks on my sheet. I showed my friend how to do tally marks properly.

Lesson 3 – I think we could make a chart like the ones we did in maths. I know the title goes at the top. We looked at different bar charts on the whiteboard. I looked at my tally marks again and I coloured in the boxes to show the number of living things. I am going to think about ways we could get more living things into our school playground. I'm going to ask my mum.

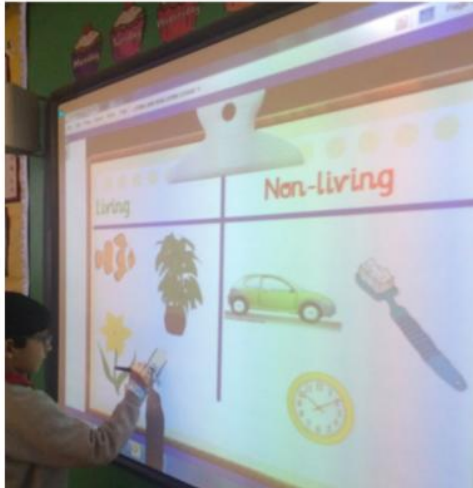
Did the learner successfully attain the outcomes? YES/NO

# Learner Evidence

## Lesson 1

LI: I am learning to identify living and non-living things

SC: I can sort objects into living and non-living



### Pupil Voice

A living thing grows. It needs water and food. A non-living thing doesn't really move or grow. I drew them in my jotter. I sorted living and non-living things on the whiteboard. I got them all right.

Verbal feedback given: 'You were able to sort living and non-living things.'

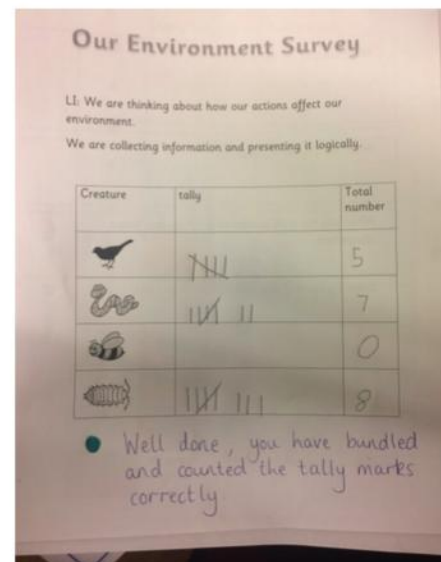
## Lesson 2

LI: I am learning to use tally marks to collect information.

SC: I can bundle tally marks into groups of five

### Pupil Voice

I think we'll find insects and birds outside. The bench is non-living. I know that tally marks go in bundles of 5. You draw four lines and draw one through all of them. I liked finding the living things outside and doing tally marks on my sheet. I showed my friend how to do tally marks properly.



**Lesson 3**

LI: I am learning to change tally marks into a bar graph.

SC: I can fill in a bar graph to show the information I have found.



**Pupil Voice**

I think we could make a chart like the ones we did in maths. I know the title goes at the top. We looked at different bar charts on the whiteboard. I looked at my tally marks again and I coloured in the boxes to show the number of living things. I am going to think about ways we could get more living things into our school playground. I'm going to ask my mum.