



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

School Code	N
Practitioner Code	N8
Curriculum Area(s)	Numeracy and Mathematics/Health and Wellbeing
Level	Early
Stage(s)	P1
Specific subject (if applicable)	

Experiences and Outcomes:

I know that people need different kinds of food to keep them healthy

HWB 0-32a

I can collect objects and ask questions to gather information, organising and displaying my findings in different ways

MNU 0-20a

Context: Healthy food

Stimulus : The Very Hungry Caterpillar

Learning Intentions:

I am learning to sort foods into groups.

I am learning to find and display information in different ways.

Success Criteria:

I can sort food into groups according to how often I should eat them.

I can organise information into a pictogram (with a partner).

I can display information in a bar chart (with my teacher).

I can find out information from a pictogram and bar graph.

**Briefly outline the range of quality learning experiences that have been provided:
(Remember – Breadth, Challenge and Application)**

Lesson 1 – Teacher read pupils ‘The Very Hungry Caterpillar’ story. Class discussion about which foods the caterpillar ate were healthy and which foods were not. Pupils worked in pairs to create a pictogram to show what the hungry caterpillar ate.

Lesson 2 - Pupils discussed the importance of healthy eating. They agreed that fruit is a favourite healthy snack in the class. Pupils grouped themselves according to their favourite fruit.

They then lined up to create a human bar graph of their favourite fruits. We discussed the importance of showing our information to others. As a class we agreed to make a bar chart to display the class’ favourite fruit. Using Education City template, the information was collated on the interactive board. Pupils then coloured the key and bars to match.

Lesson 3- Pupils were given pictures of different kinds of food. They were asked to sort the food according to how often this food should be eaten. Pupils talked about how healthy foods should be eaten regularly and how sugary snacks should be a treat.

Record the range of assessment evidence that was gathered (Say, Write, Make, Do)

Say: Class discussion about which foods the caterpillar ate were healthy and which were foods were not.
Talking to class about what plate their food should be put on (how often that type of food should be eaten.)
Answer questions related to the bar graph and pictogram (most popular/least popular food).

Make/Do: create a pictogram to show what the hungry caterpillar ate.
 make a human bar graph of favourite fruits.
 make a bar chart to show the class' favourite fruit.

Did the learner successfully attain the outcomes? YES

If not, what else would be needed to attain the outcomes?

Briefly outline the feedback and next steps provided to the learners:

Lesson 1:

Verbal feedback given to pupils as they discussed which foods were healthy and unhealthy in the caterpillar story.
Teacher coloured the traffic lights on the completed pictogram green to show that the success criteria was achieved.

Lesson 2:

Photograph taken of human bar chart displayed on whiteboard and checked against criteria with teacher. The pupil accurately coloured the bar chart and was given verbal praise when he was able to answer questions about the most popular and least popular fruit correctly. It was agreed that next time the pupil would create the bar chart independently by counting squares and drawing the bars himself. I introduced other questions that may be asked related to the information (e.g. How many more strawberries than bananas?) and explained that in further lessons we would answer more difficult questions like this.

Lesson 3:

During the sorting activity, the pupil identified that, although some foods are good for you, they should not be eaten as often as others. Pupil was given praise during the activity when he correctly identified when some foods were in the wrong place (ice cream in the 'sometimes' plate) and stated that we should eat five pieces of fruit or vegetable a day. I explained that we would use the knowledge gained in this lesson to create a healthy meal plan in the future (breakfast, lunch, dinner and snacks).

Learner Evidence

Early Level

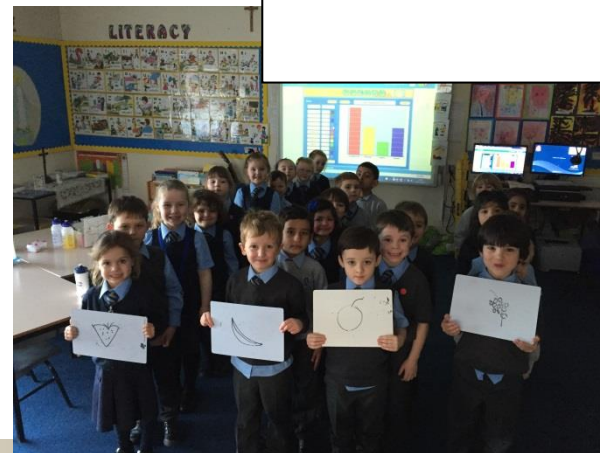
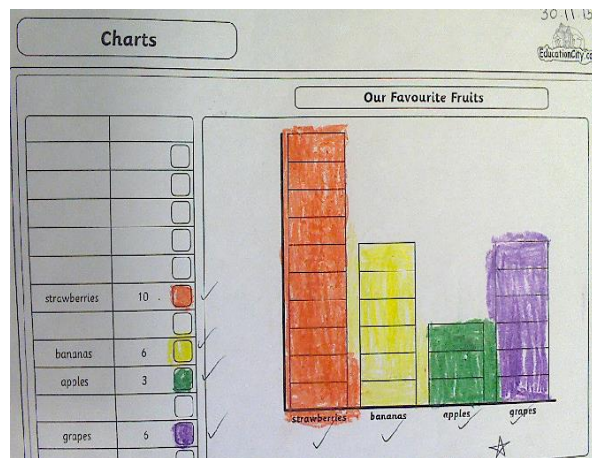
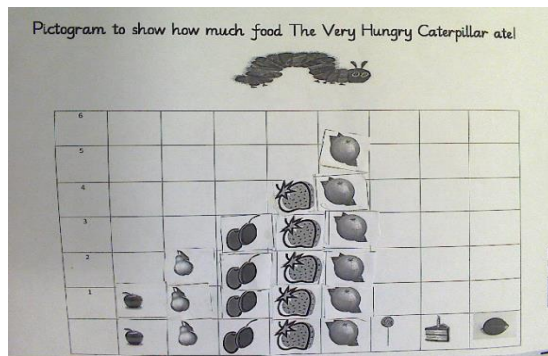
Numeracy and Mathematics/HWB

Context of Learning

Pupils had been reading the story 'The Very Hungry Caterpillar.' This led to a discussion about the foods that the caterpillar ate and whether they were healthy or unhealthy.

Pupils were then asked about their favourite healthy snack. From this we created links with numeracy and mathematics, specifically data handling.

Further discussions related to favourite snacks led to an activity related to the importance of a balanced diet and how often different kinds of food should be eaten.



Experiences and Outcomes

I know that people need different kinds of food to keep them healthy.
HWB 0-32a

I can collect objects and ask questions to gather information,
organising and displaying my findings in different ways. MNU 0-20a

Pupil:

The strawberries line is the longest.
Strawberries are the favourite.



Pupil:

It is okay to eat sweets and cakes as long as you don't eat them too often.



Significant Aspects of Learning

Researching and evaluating data to assess risks and make informed choices.

Applying numeracy and mathematical skills.

Success Criteria

I can sort food into groups according to how often I should eat them.

I can organise information into a pictogram (with a partner).

I can display information in a bar chart (with my teacher).

I can find out information from a pictogram and bar graph.

Learner Voice

The hungry caterpillar ate more oranges than anything else.

When we lined up behind our favourite fruit, the longest line was strawberries. This was the class' favourite fruit. The bar chart is a good way of showing which fruits we liked the best.

Teacher Voice

The pupil grasped all concepts readily and confidently answered simple questions about the information on the graph and pictogram. The next steps for the child are to complete his own bar graph and answer more complex questions.