

Practitioner Moderation Template Learner Evidence
East Renfrewshire Council: Education Department
Practitioner Moderation Template



School Code	AA
Practitioner Code	AA6
Curriculum Area(s)	Technology and health and Well being
Level	Early
Stage(s)	Pre-5
Specific subject (if applicable)	

Experiences and Outcomes:

I enjoy playing with and exploring technologies to discover what they can do and how they can help us.

TCH 0-01a

Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy.

HWB 0-30a

Learning Intentions:

I am learning to:

- Explore a range of technologies and discover what they can do.
- Use new technologies safely.
- Handle, taste and talk about different foods
- Talk about how some foods can help us to grow and keep healthy.

Success Criteria:

I can:

- Use different technology and talk about what it does and how it helps us.
- Taste different food
- Touch, hold and feel different foods
- Talk about how different foods taste and feel.
- Talk about how some food can help me to grow and be healthy.

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

Starting point –After making playdough Child A used the playdough to make different foods which began our learning about healthy foods. In the following days she had opportunities to bake using different technologies, to select fruits for snack and discuss healthy options. We read books about healthy foods and she applied her learning independently during role play.

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.

Say – Child A's comments during the activities and play.

Write – Mark making to record different healthy foods.

Make – Making healthy snacks and baking food.

Do – Role play and investigating books about food independently.

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.

Activity 1- Discussion about foods leading to talk about how some foods can help us to grow and be strong.

Activity 2 – feedback throughout to assist Child A when using technology.

Activity 3 – adult feedback to encourage healthy choices in snack and making explicit how making healthy choices will help her body to grow and be healthy.

Activity 4 – Adult discussed child's comments with her, extending her knowledge using questions such as "can you see foods that are good for your body?" The discussion also talked about being healthy when being active.

Activity 6 – adult discussion to highlight the positive effects of eating fruit and vegetables.

Next steps:

- continue to encourage Child A to try different fruits, assisting her to use the computer to look at fruit and veg online , and assist in ordering these for our snack.
- Further Links between healthy food choices and exercise/ being active.

Pupil Voice:

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

Child A "I like lots of fruit and vegetables they are so good to eat; they are good for me too! I can make my own food in the house corner. I used the oven, the microwave and the toaster to make a sand which. I really liked making scones; the oven is really hot to cook them. The button goes orange when on, then goes green when ready. An adult or mummy will put food in the oven because it's hot to cook food. You need to stand away if you are a little girl".

Learner Evidence

Starting Point
Child initiated

Activity 1 – Child’s Prior Knowledge

Child A asked to make play dough. Child A was very enthusiastic and keen to have her friends do this with her. Child A could identify the ingredients that she needed and what colour the play dough it was to be. Child A initiated that she was making food. I asked Child A if she then would like to do make some real scones and very excitedly she said **“Yes!”**

Child A also made a picture of her favourite food and from this a conversation began about healthy food (Appendix 1). Child A’s picture was of chicken nuggets and chips and this was a starting point to Child A developing her knowledge and experience of healthy food.

I am making a scone. You have to push it down to make a love heart.



I like chicken nuggets and chips.



Activity 2

Children ordered the ingredients needed for baking using the playroom computer. Child A followed the instructions on the recipe, using scales to measure amounts.

Children used their hands to mix ingredients – the adult discussed how the texture of the ingredients with the group. **“I like mixing to make scones. I like putting my hands in, its lots of fun. I like eating them too.”**

Children used the kitchen oven to bake their scones.

Afterwards:

- Child A could recall all the ingredients and equipment needed to make the scones.
- Child A was able to describe her use of the computer, scales and oven.
- Child A could share with others her ideas about the texture of the ingredients.

That’s the oven, the scones go in there! They get very hot and then we can eat them!



My hands are in the bowl, I was rubbing them with butter. I was squishing it.



I am using the scales to put the butter in. I have got two spoons, I can see it moving!



We went on the computer to get some flour, sugar and butter.



I can touch, hold and feel different foods.

I can use different technology and talk about what it does and how it helps us.

Activity 3

Prior knowledge - Child A only eats banana at snack and is reluctant to try new fruits or healthy foods. At snack time the group discussed how each choice could help us grow or be healthy. The adult talked about different flavours and textures and with encouragement Child A selected two new fruit and vegetables to try.

Child A could confidently express her thoughts to why she had made those choices. **“Pears and orange are the best and tasty”**. She was able to explain in simple terms how the choices make links to her health.

Through being actively encouraged to select a variety of foods independently she is showing a developing knowledge of a healthy diet. Child A happily enjoyed handling, tasting and talking about a variety of foods.



Drinking my milk and trying a green pepper. It has lots of flavour!



I am eating a tomato its good for you.

Adult “Great! You have chosen a different fruit. We need different fruits so our bodies can be healthy.”

I can talk about how different foods taste and feel and I can taste different food.

I can talk about how different foods taste and feel and I can taste different food.

Activity 4

During independent play Child A investigated a story called Eating Well, which she shared with her friends. When talking she was able to recall information from group discussions about healthy food and how it can help us to grow. She could apply her understanding, explaining to others, and making connections to her own experiences.

“I can see apples, grapes and tomatoes”. Child A was able to provide clear explanations of the food she picked out from the book and make links to how her choices affect her wellbeing. **“My favourite food is cheese it’s good for your body. I need to be a big girl.”** Child A could confidently talk and describe different food types for example fruit and dairy and was also able to pick out why certain foods are important for a healthy body and effect that has.

That’s bad for you if you have too many sweet, you get a sore tummy. You might be sick!



You can be a big girl, much taller if you can eat fruit.



Milk is good for your teeth, your bones!

You can do lots of running on your sports day. You can run as fast as you can, but if your legs get sore, you can have a wee rest.



I can talk about how some food can help me to grow and be healthy.

Activity 5

During independent play Child A applied her growing knowledge of using technology to cook and bake during role play. Through her play she added details in her language developing her understanding of how kitchen appliances work and was able to talk about how to stay safe too.

I have put my bread in for 20 seconds. It makes it hotter. Bread goes to toast.



I am making a healthy cheese sandwich with ham and lettuce.



It cooks in here, it goes round and round.



Pot with food goes on the circles that are hot, we need a lid. The pot helps it cook.



I can use different technology and talk about what it does and how it helps us.

Activity 6

Child A was then asked if she could make a picture of food she likes to eat and her views of food had changed (Appendix 2). She was very keen to show me her healthy choices and what positive impact that it can have on her. Child A thoroughly enjoyed exploring and investigating this learning journey and it has made a positive impact on her early years learning and development.

It is all good for your bones, so you can get taller.



Adult "You have chosen healthy foods. Broccoli is really good for your brain and cheese is really good for your bones.

I can talk about how some food can help me to grow and be healthy.