

School Code	B
Practitioner Code	B2
Curriculum Area(s)	Literacy and Science
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

I have experienced the wonder of looking at the vastness of the sky, and can recognise the sun, moon and stars and link them to daily patterns of life. **SCN 0-06A**

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. Finding and using information **LIT 0-14a**

Learning Intentions:

- To identify the sun, moon and stars
- To link the sun, moon and stars to our daily routines
- To find new information using books and other texts

Success Criteria:

- I can identify the sun, moon and stars using my observation skills
- I can state the features of the sun moon and stars
- I can state my daily routines
- I can describe the difference features of night and day
- I can provide examples of my daily routine that occur during the day and at night
- I can select appropriate texts to find new information
- I can use key phrases / pictures of a topic to search for information
- I can summarise the new information I have learned from a text.

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

We read the story called "Whatever Next" by Jill Murphy which sparked an interest in space and going to the moon. This fitted perfectly with the Mearns Castle Cluster Early Level Science planner 'Sun, moon and stars'. The children were enthusiastic, engaged and demonstrated an eagerness to learn more and this was then developed further in the playroom. The child experienced group discussions and planning sessions with his key worker to ensure personalisation and choice and autonomy within the learning

experiences. During weekly nursery planning and child responsive adaptation a range of learning experiences were planned and delivered within the nursery playroom, outdoors playground and wider environment.

During forest schools experiences were planned to allow for observation of the sky with particular reference to the impact of the sun on our daily routines. This allowed for relevance as links were made to the child's own experiences and lifestyle. Within the arts and crafts area bubble painting was introduced to promote the creation of moon like images to stimulate discussion of key features. The writing area was resourced with images, books and sounds linked to the sun, moon and stars to encourage exploration of sun, moon and stars through mark making. The children were involved in choosing fiction and non fiction books to add to the book corner and the Interactive Whiteboard with reference songs and video clips were made available for exploration.

A trip to the planetarium at Glasgow Science Centre was arranged to provide a meaningful context for children to transfer their new knowledge within a new context.

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

- Group discussions (say)
- Mark making at writing table (write)
- Bubble painting (make)
- Day and night pictures (make)
- Observations using binoculars and a telescope during outdoor learning and at forest schools (do)
- Reading / exploring books in book corner (do)
- Accessing new information on interactive whiteboard video clips / discussing new information found (do and say)
- Educational visit to the science centre/Planetarium (do and say)

Did the learner successfully attain the outcomes? **YES**

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

Throughout this experience, the child was given praise on the progress he had made and the information he had retained and shared with others. He was encouraged to share his identification of sun moon and stars with his group at group time. He was given an 'expert' title in the book corner and was encouraged to direct other children to the new information found within texts. He was very happy to show his parents some of the work that he had created and filed some of his favourite pieces in his Learning Journey (profile).

Next steps: Continue to investigate and research using a variety of media to further extend and build upon his prior knowledge of the sun, moon and stars. To develop his interest in planets and space travel.

Next steps/home links: Staff reported to parents about his interest in the subject. They were happy to support this interest by reading at home and going on family outings to the library to seek further information.

Pupil Voice:

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

What have you learned?

"I have been learning about day and night"

"When it is day time and sleep time" "We go to bed when it's a black sky and we get out of bed when the Sun comes out"

"I learned about the shapes of the moon and the stars are always in the sky"

"The sun lives in the sky too, it sometimes hides behind the clouds"

"We learned about the shapes of the moon and the planets and the stars"

How did you learn?

"We used the Smart board to look at the rocket going into space and the man who fell off into earth, and the things in the sky at night but are different in the day"

"We read lots of stories and pretended to be the bear, the one that went to the moon in the story"

"We took the torches outside and we used the binoculars"

"I made a picture of the moon, I used a straw to blow bubbles in the paint and that was the craters"

"I went on the bus to the Science centre and a man was speaking to us about the moon, the stars and the sun" "We saw some of the planets too and we landed on some of the planets in our spaceship"

Learner Evidence

Learning Intention:

- To identify the sun, moon and stars



I can state the features of the sun moon and stars
The child used chalk and selected black paper in the arts and craft area to depict the different phases of the moon he saw in a reference book.

I can identify the sun, moon and stars using my observation skills

Here the child is using binoculars to observe the sun during the afternoon.

Child's Voice:

"I can see the sun in the sky. It is hiding behind the clouds but still in the sky".



Child: The moon can be different shapes at night.

Adult: How many shapes?

Child: There is a full moon and a half moon.

Adult: That is two shapes.

Child: It is sometimes like a banana shape.

Adult: How many different shapes is that now?

Child: Three shapes, a full moon, a half moon and a banana moon.



I can state the features of the sun moon and stars

Following watching a song about a man living in the craters of the moon, the child choose to use bubble painting to depict the craters on the moon.

Child's Voice:

"So here are the holes on the moon. The bubbles dry to look like holes. They are bumps on the moon from bangs from other rocks"

I can state the features of the sun moon and stars

After reading *Twinkle, Twinkle Little Star* illustrated story:

Child: Stars are in the sky.

Adult: That is right. Can we see any out the window now?

Child: No! Silly! It's day, the stars are asleep at day. They only wake up at night, when we are in our beds. But you can't see them really.

Adult: Why not?

Child: Because they are up up in the sky. And you use a teloscope (telescope) to see them. It helps you see far far away.

Child to another child in book area:

Child: See the stars there, they are like shiny, like the paper we just used at the making table. Because they are shiny in the sky.

Adult Voice:

The child was able to identify the sun both physically in his own environment but also within images in texts. Use of a solar system model allowed the child to independently show the position of the sun. The child could explain the stars were found in space and when in the planetarium was able to articulate that pictures (constellations) could be seen in them.

Learning Intention:

- To link the sun, moon and stars to our daily routines

I can state my daily routines

When discussing our daily routine at welcome time:

Child: Well today it's Monday and that's nursery again.

Adult: Do you not go to nursery everyday?

Child: No only on Monday, Tuesday, Wednesday, Thursday and we don't come on a Friday because we are with mummy. Different days are different.

Adult: Is there anything you do the same everyday?

Child: I wake up, I have breakfast, I like cheerios, I get ready and I go out. Then afterwards I brush my teeth and have a story, sometimes daddy sometimes mummy then I go to sleep.

I can describe the difference features of night and day

When exploring images of night and day on CBBC website with a friend:

Child: That is night because it is dark and you can't see.

Friend: When it is dark I put the lights on, to see all everywhere.

Child: Or use a torch. Like we did in nursery when we turned the lights off too look like night time. A torch is like a little light in your hand.

Friend: My brother uses a torch at night to read his book.

Child: That's naughty, at night it is dark so you need to sleep.

Child: Look at the sun saying hello (pointing to sunrise photo)

Friend: Yeah the sun is saying wake up!

Child: I wake up after the sun says hello, I've never seen the sun like that. But it's the sun because its morning. Not the moon because that's bedtime.



I can provide examples of my daily routine that occur during the day and at night
The child chose to draw a day picture showing an event that happens in the daytime

Child's Voice:

During the day I went to a restaurant for lunch with mummy and daddy. It was daylight and you have lunch during the day.



I can provide examples of my daily routine that occur during the day and at night
The child asked for black paper at the writing table to draw a subsequent night time picture

Child's Voice:

It's very dark at night and the moon comes out. You can see the stars twinkling, when I am in bed.

Adult Voice:

The child was able to discuss all regular daily routines through discussions with other children and key worker at group and welcome time. Child could identify the time of day routine occurred using the terms day and night. The child was very vocal when creating day and night time pictures, explaining all choices such as using glitter to show the stars at night when he was in bed.

Practitioner Moderation Template

Learner Evidence

Learning Intention:

- To find new information using books and other texts



I can summarise the new information I have learned from a text.
The child is identifying the features of day and night learned through video clips within a favourite book Night Monkey, Day Monkey. Daily routines were discussed as applied to the text.

Child's Voice:
Can you see it is dark like the other book at night (reference non-fiction text) when night monkey is out? I am an expert on day and night so I can show you it.



I can use key phrases / pictures of a topic to search for information
When looking through a reference book about the solar system Child stopped at this page and used images and words to identify it as information about the sun. He then used it to look for information

Child's Voice:
This word must say the sun because this is a picture of the sun. It looks hot, I think it is saying you can't touch the sun because it is hot, so hot.

I can select appropriate texts to find new information

When discussing the different texts to choose to find information:
Child: I think this book will have lots of information.
Adult: Can you tell me why?
Child: Well because it has pictures but real pictures, from stuff that really happened. Not like made up. Made up isn't real.
Adult: And it has to be real?
Child: Yes information is real. Not made up.



Child's Voice:
This is a big picture of the moon. The moon is very very big, but the man in the science centre said it was not as big as the sun. It was bigger.

I can summarise the new information I have learned from a text.
The child is using video clips at the science centre to listen and watch for new information. He was able to then explain the size of the moon in relation to the sun.

Adult Voice:

The child was quickly able to scan texts (both books, video clips, websites and electronic magazines) for key words and images relating to the topic. He could explain that a story book from our traditional tales area would not have information on this topic as it was a fictional text and he was looking for a non fiction text (he used the words made up and real).