

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



School Code	
Practitioner Code	F2
Curriculum Area(s)	Science and Literacy
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	

Experiences and Outcomes:

I have observed living things in the environment over time and am becoming aware of how they depend on each other.

SCN 0-01a

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.

LIT 0-14a

Learning Intentions:

We are learning to identify what a sea creature needs to survive.

We are learning how sea creatures depend on each other.

We are learning to listen and watch for information.

We are learning to share new information we have learned from texts.

Success Criteria:

I can identify what one sea creature needs to survive.

I can explain how one sea life creature depends on another.

I can listen or watch a text to find out specified information.

I can explain what 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.

Prior knowledge

Children have learned the difference between living and non living things.

Lesson 1- Introduce 'Under the Sea'

- Talking partners-discuss what we know about sea creatures. Report back.
- Talking partners-discuss what we would like to learn about sea creatures-Report back
Teacher records responses.
- Fiction story- 'The Fish who could Wish'- Children to listen out for key information
(What did the fish wish for?;....

Lesson 2- *I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another.*

- Powerpoint presentation- 'Under the sea' -introduce and discuss sea creature food chains
- Website game -food chains
<http://www.sheppardsoftware.com/content/animals/kidscorner/games/foodchaingame.htm>
- Draw a simple sea creature food chain
- Describe food chain -who depends on who? What do creatures need to survive? Class discussion. Establish importance of plants in the food chain-how essential they are to other creatures in chain.

Lesson 3- *I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another.*

- Choose a sea creature (3 creatures to choose from)
- Make a paper plate food chain with drawings of the creatures in the food chain.
- Describe food chain to class -who depends on who? What do creatures need to survive? Class discussion. Revise importance of plants in the food chain-how essential they are to other creatures in chain.

Lesson 4- *I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another.*

- Sorting hoops- sort and match sea creatures (plastic) which depend on each other. (combined with other 'stations' learning about sea creatures)
- Learning conversations with teacher describing how creatures have been sorted.

Lesson 5- *I can listen or watch a text to find out specified information.; I can explain what I have learned from a text.*

- Read questions about sea turtles on board we want to find out answers to.
- Children listen for information from factual text read out by teacher. Read out twice.
- Talking Partners- Discuss information gathered to answer questions.
- Report back to class and discuss. What helped us find out?.....listening for key words.
- Make a poster using information gathered.
- Describe poster and information on it to class.

Lesson 6- *I can listen or watch a text to find out specified information.; I can explain what I have learned from a text.*

- Read headings on board eg what creature looks like; food; danger Children have to find out information from video ('sharks') about these headings.
- Watch a text
- Talking Partners- Discuss information gathered. Report back.

Lesson 7- *I can listen or watch a text to find out specified information.; I can explain what I have learned from a text.*

- Information station-(combined with other 'stations' learning about sea creatures) children use books, leaflets, internet articles, highlighters, notebooks, writing resources to find out about sea creatures.

Learning conversations with teacher describing and explaining what has been learned from texts.

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*

I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another Describe food chain drawings. Explain how creatures depend on each other (transcriptions). Sorting activity conversations.

I can explain what I have learned from a text. Discuss info gathered from listening text activity. Describe info in poster to class gathered from watching video. Information station task.

- *Write*
- *Make*

I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another Make a paper link chain with drawings of the creatures in the food chain. Make a poster from specified info gathered from video clip.

- *Do*

I can identify what one sea creature needs to survive; I can explain how one sea life creature depends on another Draw simple sea creature food chain.

I can listen or watch a text to find out specified information Listen for specified info from factual text. Watch a text for information. Read texts for info-Information station task.

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.

Discussion with learner looking at evidence linked with LI/SC, to develop a better understanding of their learning. Feedback and next steps linked to SC, taking into account progress, breadth, challenge and application.

Pupil Voice:

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

'I learned about sea creatures. I know more about them.'

'I know what they eat and its called a food chain. A octopus eats a crab and a crab eats seaweed. They need each other especially the plant.'

'I found out by listening to you and watching the board and looking at books.'

'I made things and drew pictures and talked.'

Learner Evidence

Transcript of learning conversations

Lesson 1 -Introduce 'Under the Sea'

Teacher-So 'A' what do you know about sea creatures?

A-They are in the sea.

Teacher- What else can you tell me about them?

A-There are sharks and dolphins

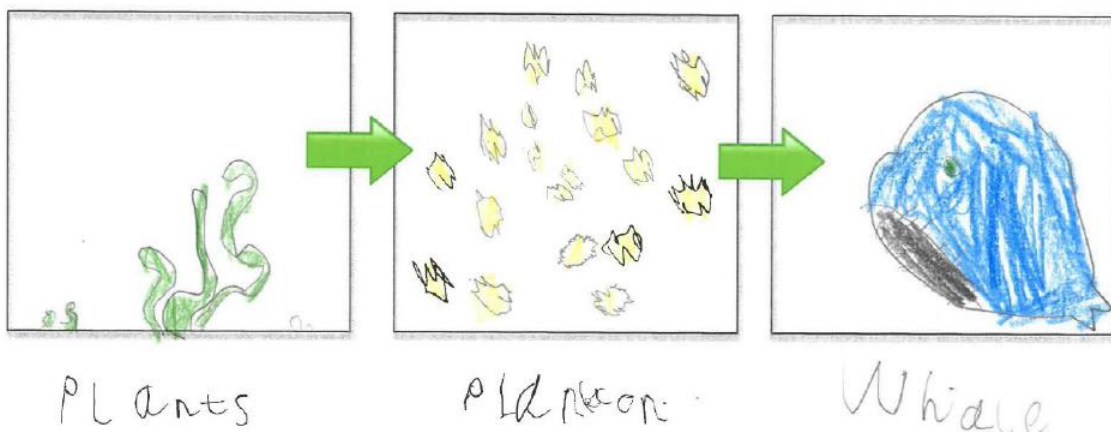
Teacher- What would you like to learn about sea creatures?

A-Where do fish sleep?

Name Abbie

Food Chain

Learning Intention: We are learning to create a food chain.





Lesson 4

(Sorting hoops-sort and match sea creatures which depend on each other)

Teacher-So 'A' what have you got?

A- I've got a mean shark who wants to eat.....
everything!

Teacher-What does he want to eat?

A- He's going to eat another shark!

Teacher-Do sharks do that?

A- Yes the big ones can eat the little ones.

Teacher-What else might the shark eat?

A-He likes to eat crabs and octopus and jellyfish. This octopus is swimming away.

Teacher-What could the octopus eat if he's hungry?

A-He'll eat the crab like I drew on the plates.

listening text
lesson 5

Sea Turtles

Sea turtles are slow swimming creatures that can live for a very long time. Some can live to be 150 years old! Sea turtles have been on earth for a very long time too, as far back as when dinosaurs still ruled.

Even though they are slow swimmers they can swim thousands of miles to find food or lay their eggs. Sea turtles use their big flippers to push themselves through the water, a bit like a bird does to fly.

Turtles have a shell on their backs. The shells are really hard and help protect them from animals that try to eat them.

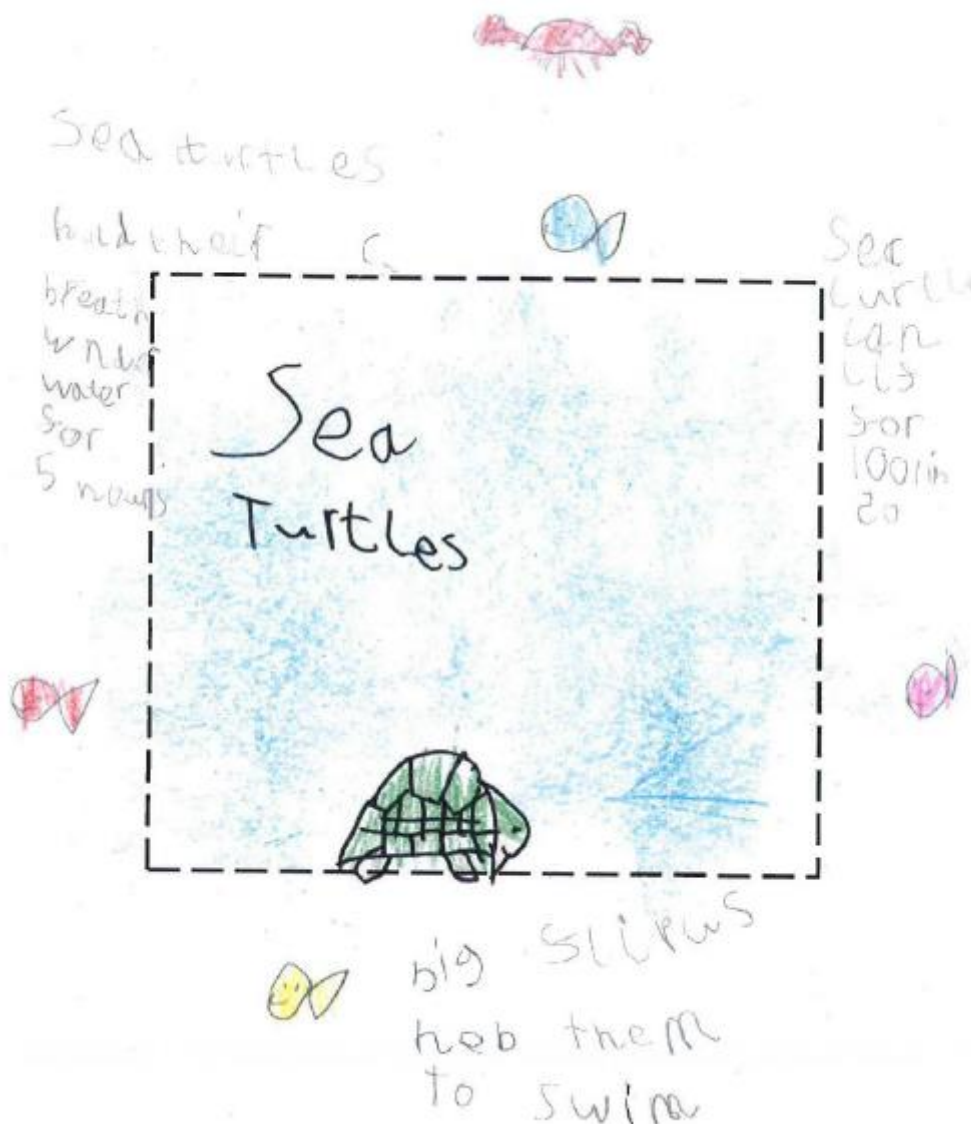
One thing that makes sea turtles different to fish is that they can't breathe underwater. Sea turtles have to come up to the surface to breathe but they can hold their breath for a very long time- over 5 hours!

What age can turtles live to?

What helps the sea turtle to swim?

What is a turtles shell for?

What can a turtle not do?



Lesson 6 (watch a sharks video to find out info.)

'If a shark loses teeth then more grow in.'

'He has big jaws'

'There are lots of different sharks like the hammerhead but some are not mean.'

Lesson 7 -Information station

Teacher-So 'A' what have you learned?

A- About seahorses

Teacher- What can you tell me about them?

A- They are greedy and eat 50 times a day! And.....they use their tail to grab grass

Teacher- Why do they do that?

A-They don't want to be swept away.

Teacher- Wow you've learned a lot. Anything else you can share with me?

A-Octopuses can change colour and skoosh ink in the water.

Teacher-Why would they do that?

A-They don't want eaten up.