

East Renfrewshire Council: Education Department
Practitioner Moderation Template

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| School Code | Y |
| Practitioner Code | Y1 |
| Curriculum Area(s) | Health and Wellbeing Talking and Listening |
| Level | Early |
| Stage(s) | Primary 1 |
| Specific subject (if applicable) | |

Experiences and Outcomes:

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

HWB 0-32a

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

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings.

LIT 0-10a

Learning Intentions:

- To know that different types of food keep us healthy.
- To learn about different foods and discover ways that eating and drinking can keep us healthy.
- To listen to information and use this to help make a good choice.
- To take part in a conversation to discover new words.
- To take part in discussion to express my ideas
- To handle, taste and talk about different foods to keep healthy.

Success Criteria:

- I can sort foods into groups that you should eat more of or less of
- I can identify and choose foods to keep us healthy.
- I can talk about, identify and name new foods.
- I can select healthy foods and discuss my choice
- I can prepare healthy snacks in a variety of ways.
- I can taste and discuss new ways to eat and drink food to keep my healthy.
- I am able to share my ideas clearly and listen to others.

Practitioner Moderation Template

Learner Evidence

Learning Experiences –

- As an introduction to our topic the children brought in a photograph of themselves as a baby which generated discussion about what we need to help us to grow. On the IWB the children were able to sort things that we need to help us to grow and things that we do not need. As a class the children decided they thought food was the most important thing. Discussion led onto changes in food from milk to mashed up food to food they eat now.
- Pass Talking Ted around circle for children to share their own favourite and least favourite food to highlight that everyone has different likes and dislikes.
- Children were each given several *Your Body Matters – NHS Food cards* and working in a small group they had to identify the foods and decide whether or not it was something you should eat more of or less of. There were several foods that the children did not recognise or know where they came from which provided a great discussion point for discover more about the foods. There was excellent input from some EAL children who ate some of the unknown foods at home.
- A timed sorting game on IWB to sort only healthy foods onto a plate. The children played in teams and loved the challenge of the timer.
- Independently children drew, some writing, their own eat more of or less of categories.
- Discovered more about the five different food groups, at this point these are labelled as fruit and vegetables, milk and dairy products, bread, cereal and potatoes, meat and fish, and foods containing fats and sugars. The children were then able to further sort the *NHS food cards*.
- There was a surprise visitor at the door, a teddy bear with a note asking for help and bag full of shopping. The children were to help the bear create a healthy packed lunch so that he could attend the healthy teddy bear's picnic. From the shopping bag the children chose what they wanted and explained their choices to a partner. They each made their own individual boxes.
- Focus on fruit and healthy snacks – the children decided that fruit was the healthiest snack they could have and I challenged them to different ways to try to each as many portions as we could in an exciting way. They learned that fruit can also come frozen, tinned, as a juice as well as fresh all of which count towards 5 a day. The children came up with a choice to make fruit kebab wands and smoothies. The children were involved in the preparation of the fruit and creation of the snacks.
- Using talking and listening cards the children gave their opinion of the snacks we created and then were encouraged to agree/disagree with each other giving reasons why.

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: Talk about foods that are healthy and unhealthy

Talk about own likes/dislikes

Give an opinion and reasons for your opinion.

Write: Draw/write different foods that we should eat more of and less of

Make: Select and prepare fruits to make fruit wands and smoothies

Do: Sorting food cards and selecting items for a healthy lunch box

Breadth/Application – The children are able to apply previous knowledge of food preparation and handling from Nursery. The children were able to apply their knowledge of healthy foods and food groups in order to sort, in a variety of activities, and make healthy choices based on their learning.

Challenge & enjoyment – Throughout the lessons lots of opportunities were provided for the children to make their own choices and were able to give reasons and justify their choices. The class were really excited to help the teddy bear create a healthy lunchbox to take to the teddy bears picnic. The children prepared the fruit and made their own fruit wands, and I was pleased to see some of the children trying fruits that they do not always eat. The children will further develop their food preparation and handling skills next term, and will be able to use and apply knowledge in our Farm to Fork topic.

Relevance - The topic was very relevant to the children. We had a healthiest group of the week competition, and I saw an increase in the number of healthy snacks brought in over the fortnight and this has continued. The children expressed a desire to make smoothies and fruit kebabs out-with school and a few days later some of them had tried at home.

Child A was able to apply her knowledge and demonstrate her understanding by transferring learning into a variety of situations and activities such as the sorting, both hoops, IWB and shopping bag. She was able to explain her choices and give valid reasons on numerous occasions and she was able to clearly state foods that keep you healthy and help you to grow. Her success in all activities was evident as she was fully involved in learning conversations that took place during the sequence of lessons. She interacted at all times with peers discussing the task and what they were learning, sharing her knowledge and listening to others.

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 the sequence of lessons I recapped learning from the previous lesson with the children and the learning intentions being shared orally. We worked together to create the success criteria and through various parts of the lesson these were referred back to. This topic was a great way for children to share knowledge with each other as they had different and varied levels of previous experiences and information. Verbal feedback was given at each activity. At the end of the sequence of lessons the children demonstrated by thumbs and by being able to share their knowledge with the teddy bear to demonstrate what they have learned about healthy eating.

When sorting the food cards, Child A was able to identify known foods and asked what the unknown foods were. She learned from teacher or other children new vocabulary and what the food is used for or eaten with, e.g mouli, sweet potato, halloumi and aubergine. At the end of the lesson I tested her with the food cards and she was able to name the new foods, which I praised her for and told her there are many more new foods to discover and to look out for things next time she's in the supermarket. When sorting and discussing the food cards I asked the children if they knew where the foods had come from, they were able to identify the source of some of them and I shared that next term our topic will be Farm to Fork and we will learn lots more about this.

Child A successfully chose and created a healthy lunchbox for the teddy bear and she was able to discuss her selection with partner. (Tuna is Brainfood) I told her that this showed me that she had listened carefully and remembered well the different information helping her to make a good choice and create a healthy lunchbox. When taking part in small group tasks or partner work, Child A was able to explain her ideas and share her own likes/dislikes clearly. However I explained to her that a focus for her would be to look at the children (her audience), she naturally is a shy girl but we will work on this together as it gets easier to speak out.

Through discussion it was clear that Child A had a good knowledge of different foods that help to keep you healthy. She expressed a desire to make smoothies at home and other healthy snacks in class. I suggested that we could make a healthy sandwich next time. As part of the Farm to Fork next term, I have planned an opportunity for this when learning more about different food groups and where foods come from as opposed to the previous focus on fruit. The children will make their own bread and be able to choose a filling from a selection of choices from various food groups. This will further progress preparation and food handling skills.

Pupil Voice:

As an assessment I had a discussion with Child A and asked her to share what she had learned about being healthy and staying healthy while helping the teddy bear keep healthy.

T – You made a healthy lunchbox for this bear to take to the teddy bear picnic. He wants to find out more about eating more healthily. What can you tell him about what you have been learning?

C – I learned you should be eating lots of fruit and vegetables, 5 a day, yogurt, cheese and milk are good for your teeth and bones. You shouldn't eat sweets, only sometimes, they are full of sugar and bad for your teeth. I have been growing a lot since the photo I brought. I used to get milk, then mashed up food. Now I have normal food. Food helped me grow. I know fruit is a good snack and I have had healthy snacks for two weeks, but sometimes a treat too. My group was the healthiest table.

T – How did you learn?

I sorted cards of what is good and bad, I played that game with my group and by myself in ICT. Ella shouted 'there's a bear at the door!' Callum brought him into the classroom he had a packed lunchbox, a poster for helping and a Sainsbury's bag full of food. Some were good and some were bad. I chose a tuna sandwich as tuna is so good for you. It's brain food. People wanted different sandwiches and drinks. I did know that fruit came in cans because mum doesn't buy that. I loved making the smoothie and turning the machine on and adding the raspberries. I loved the fruit kebab, I had lots of fruit on it. We had them because we were learning more about fruit and healthy snacks. Eleena and Fatima told me about lots of different food that they use at home.

T – What skills have you developed?

C – Today we tried the talking and listening cards and I said what I thought about the smoothies and kebabs, I gave a reason and the children did thumbs up and thumbs down. Some of them agreed with me. I practised sorting with cards and with the game. I made choices about what things are healthy and what are not healthy. I helped to prepare the smoothies and the kebab so I practised my cutting.

I liked the healthy eating topic because I liked eating the fruits. The teddy bear was a surprise and it was so good making a lunchbox for him. Sorting was my favourite because I worked with my friends and I knew my cards were healthy. I told my group about halloumi and how stringy it is. I would like to make more healthy food and snacks in the classroom, maybe we could make our own lunch.

Learner Evidence

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LIT 0-10a

L.I.

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S.C.

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T: How did you learn about your body growing?

C: I had a photograph of me as a wee baby. I had tiny clothes.

T: What else happened to you? Did anything else change? What did you need to get bigger?

C: I had milk and no teeth or hair.

My teeth grew in and I got hair, then I had mashed up food. I couldn't walk either.

T: What did you do with the food cards?

C: We had to sort the cards into hoola hoops and put the good ones in the blue hoop and the bad ones in the red one. Some of them were easy.

T: Did you know all the foods on the different cards?

C: I told Emma that you get corn on the cob from a sweetcorn. I didn't know what a mouli was. Eleena told me her Japanese friend used it in her house. I had to tell my group what haloumi was, It's really stringy when you chew it. We have it on the barbeque.



T: Did you have another sorting task to help you learn which foods keep you healthy?

C: We had to drag the food onto the plate. It clapped if you got it right. In another game we had to put the right food on the table. The fruit and vegetable table was quite easy but I didn't know some of them.

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C: We found the teddy outside our classroom, he had a wee not, he wanted a healthy lunch box and asked us to help him. It was so exciting.

T: What did you choose for him?

C: I picked a tuna sandwich – it's brainfood and its so good for you. I picked a tangerine and milk, cos that's good for your teeth. I didn't put the crisps in.



T: Why did you make those lovely healthy snacks?

C: We've been learning about healthy foods and fruit it so good for you

T: What fruit did you choose for your kebab?

C: An orange, watermelon and pineapple, that's my favourite. I had to chop them and put them on the stick. Some of the fruit was sticky,. We had to watch not to jab otr finger with the pointy bit

T:Why did you choose those?

C: I like the taste of them and they are so juicy.

T: Did you pick the same for the smoothie?

C: No I had frozen raspberries and some yoghurt with the fruit too. I got to turn the blender on. Some people jumped with the noise.

C:



T: What did you prefer?

C: I loved both but I think I preferred the smoothie, cos I like all the fruit.

T: Who didn't agree with you?

Mark, Ailey and Ella they preferred the wand as they thought the smoothie was too thick. They gave me a thumbs down

