

Practitioner Moderation Template

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

School Code	A6
Practitioner Code	
Curriculum Area(s)	Science and Literacy
Level	First
Stage(s)	P3
Specific subject (if applicable)	Germs

Experiences and Outcomes:

I know the symptoms of some common diseases caused by germs. I can explain how they are spread and discuss how some methods of preventing and treating disease benefit society. SCN 1-13a

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a

Learning Intentions:

To know the symptoms of some common diseases and illnesses

To explain how germs are spread

To discuss how to prevent the spread of germs and diseases.

To make notes under given headings.

To understand how a vaccine helps me.

Success Criteria:

I know the symptoms of some common diseases and illnesses

I can explain how germs are spread

I can discuss ways to prevent the spread of germs and diseases.

I can listen to and understand information

I can pick out the important words

I can write notes under relevant headings.

I can demonstrate how a vaccine helps me.

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

Germ investigation

Pupils undertook an experiment on germs. They were investigating germs present on their hands, in their mouths and their use of anti-bacterial soap in class could affect the spread of these germs. They set up 4 experiments using bread(outlined in detail in jotter). Bread taken from the packet using sterilised tongs, bread rubbed with our hands before washing, bread that had been coughed on and bread touched by hands after being washed with anti-bacterial soap. The bread was then sealed in air tight bags. They then observed, discussed and recorded their findings.

Sneezing Investigation

The pupils watched 'the sneeze' on youtube, showing the slowed down filming of an actual sneeze. The children investigated the distance a sneeze might travel through the air(and therefore germs) using food colouring, newsprint and an atomiser spray. They observed the differences in the spread of the droplets from sitting, standing and tall standing and recorder their findings and personal conclusions in their jotters.

Depth – then used an air diffuser and lavender oil to show scent(germs) can diffuse and travel through the air.

Scrambled groups

Pupils were put into groups and each given a text about a common disease to read. Each group had a different text e.g Chickenpox, common cold etc. The texts were differentiated, groups were then scrambled and each pupil had to teach the key facts they had learnt from their text to the new group. The pupils took notes under headings while listening to their peers.

Vaccines

The children watched a short clip on vaccines and Edward Jenner recording relevant information in their jotters.

Assessment – flowchart of vaccines

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

Write:- notes under headings, conclusions in jotters

Say:- Taught peers new information about illnesses and participated in discussions during/after experiments.

Do- participate in experiments.

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.

The pupil was able to explain why they thought that the pupils coughed on grew the most germs. He was confident using scientific language at his level. The pupil made an accurate prediction based on prior knowledge. The class have now become vigilant about washing their hands after a sneeze and a cough as it may pass infection.

The pupil picked out the most important information and wrote it under relevant headings. His notes made sense and he was able to teach his group confidently about his illness, 'chickenpox'. His notes included symptoms, cures and duration of illnesses. The next steps will be to take notes using more complex texts. The pupil will also be encouraged to look for key words and take shorter, more succinct notes.

The pupil made sensible predictions during all practical experiments and was able to explain his thought process. The pupil enjoyed the video clip which explained how a vaccine works and contributed to a class discussion going into more detail. This was particularly relevant to us as we were getting our flu vaccines at this time. He then sequenced the steps easily. I will consider adding more steps to provide challenge for this pupil in the future.

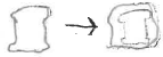
The class will focus on the final part of this experience and outcome; I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a In their next topic, The Romans

Learner Evidence

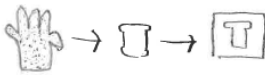
Science Investigation 18.9.15

We would like the answer to two questions...

- 1 Does handwashing kill germs?
2. Do we have more germs on our hands or in our mouths



Bread 2 - unclean Hands



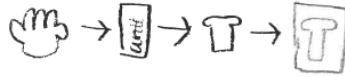
We all touched the bread after lunchtime break, then placed it in a sealed bag.

Bread 3 - cough placed in sealed bag.



bread 4 - clean Hands

We washed our hands with anti-bac and touched the Bread.



Lovely detailed work!



WR 2 - 18.9.15 bread exp

1. Control
2. Clean hands - slight growth
3. Dirty hands - almost $\frac{1}{4}$ growth + hairy stuff.
4. Cough - almost $\frac{1}{2}$ growth + hairy stuff + yellow growth



23.9.15

Sneezing investigation - the distance of a sneeze
exp 1 - Food colouring sneeze

Sitting sneeze

Standing sneeze

Tall sneeze

*Great answer!

You really thought about the experiment.

I think the sitting sneeze is worse because it will give you a handful of a sneeze

exp 2 - Lavender distance sneeze

Cold

- a cold is a virus that can make you sneeze.
- it can spread germs.
- When you cough it will spread.
- it gives you a runny nose
- lasts about a week.



Tonsillitis

- it can make your throat soar.
- it lasts three or four days
- you can't say stuff properly.
- you can't breathe properly
- it can annoy you when your reading.

Headlice

- Headlice is a itchy virus.
- it is a protozoa.
- it was a sinless insect.
- you have to treat it to make them go away.
- it makes you itchy
- Spicil soap.

Well done Aran!

You listened well to the facts
your friends taught you
and tried hard to make sensible
notes!



Miss Trouten
says,
"Wise
Work."

28.10.15

Vaccine - Special Injected



into you to
stop you getting
a disease.



Anti-bodies help your
body fight
the diseases

Immune - you don't get ill.
Edward Jenner invented
the first vaccine for
small pox. He has

Saved millions of people
lives.



You understood the facts
very well!

What a lot of information
you have learned.

Scrambled Groups L11

Things I've learned about...



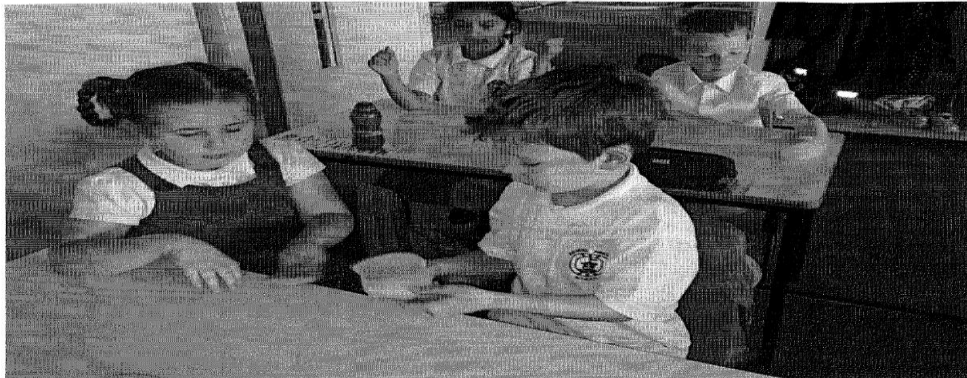
conclusion- sneeze germs will move through the air.

yes



- Chicken Pox
- its a special viros that make you have alot of blisters.
 - it could make 1000s people
 - it makes you nagerick.
 - it makes you lumpy.
 - it makes you rinky.
 - Slapped Cheek
 - its a viros.
 - it can make you cough.
 - it makes peoples cheeks red
 - itchy skin
 - it can annoy you.
 - you have very red
 - it will last for a few days.

Germ Investigation - Bread Experiment Photos



'Dirty' hands after playing outside at lunchtime.



Pupil coughing on the bread.

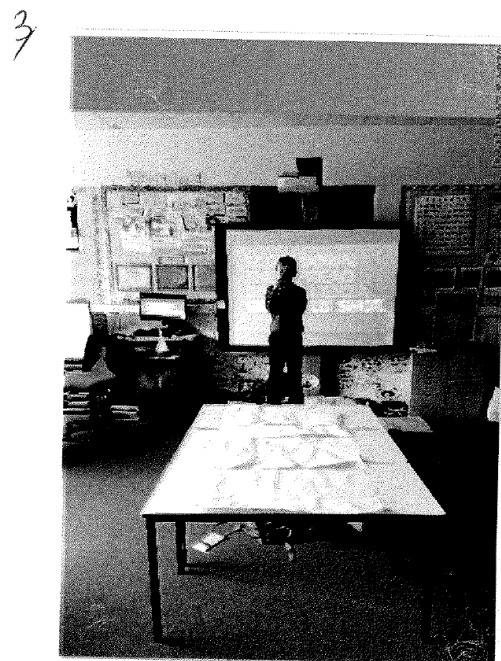
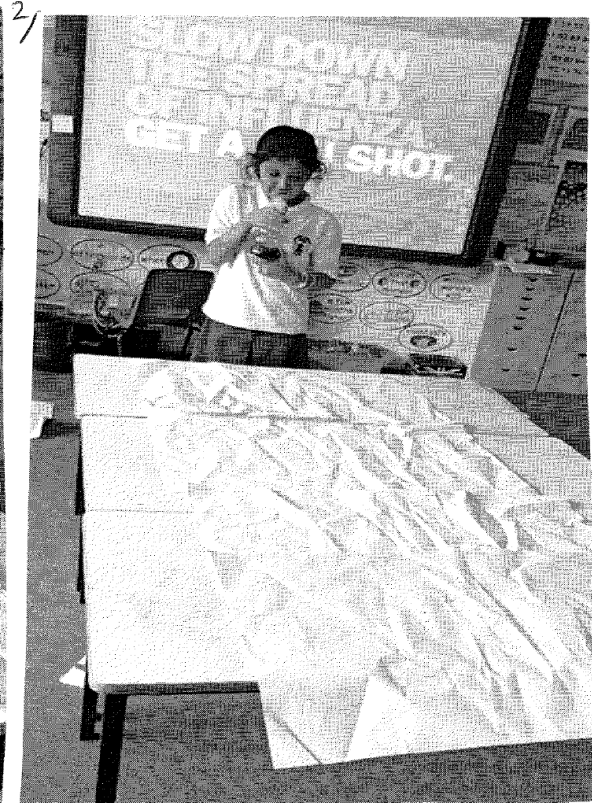
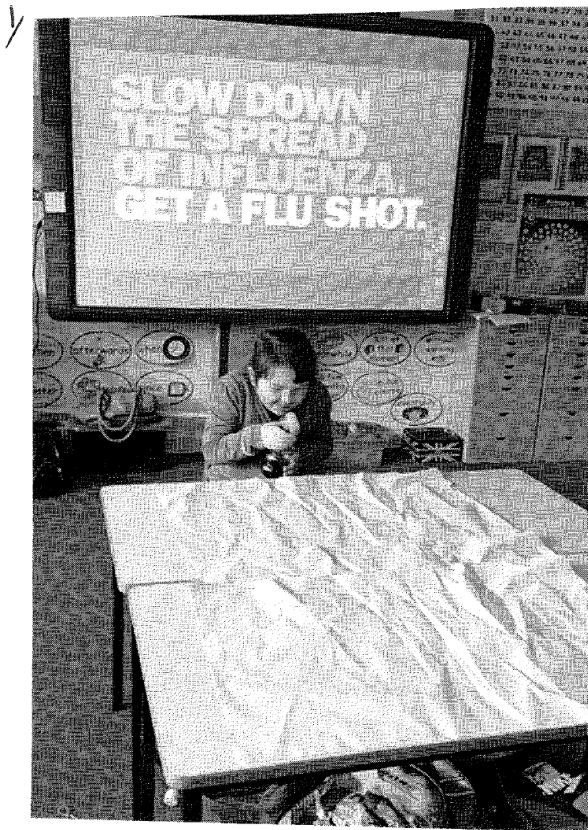
Germ Investigation - Bread Exp Photos



Pupil washing hands with antibacterial soap before touching 3rd piece of bread.

Sneezing Investigation

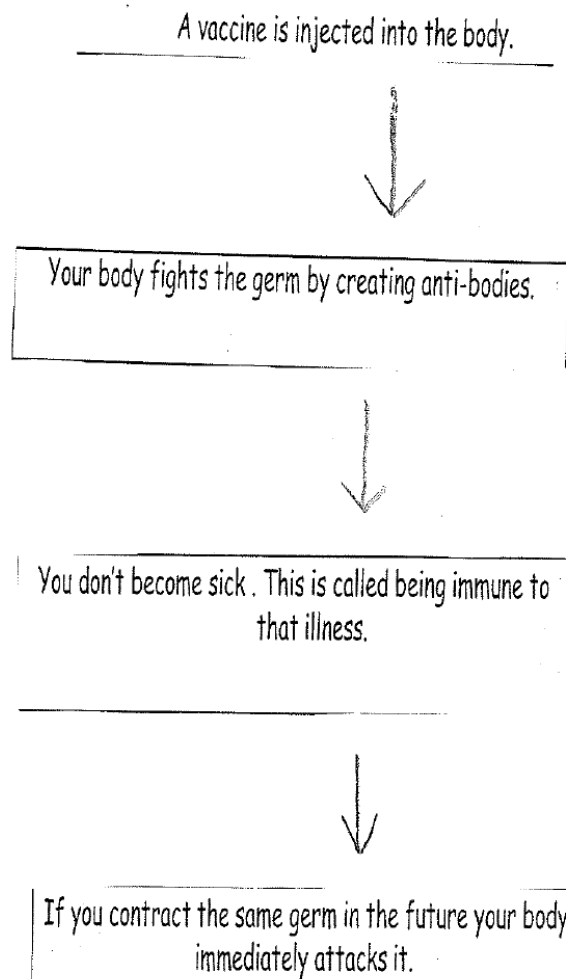
W11



Children investigated the distance a sneeze might travel if you were sitting, standing, or an adult standing. (Their chosen criteria)

Vaccine Flowchart

6.11.15 211



Well done!

You used the key words to sequence the process correctly.

