

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	O
Practitioner Code	D18
Curriculum Area(s)	Numeracy and Mathematics, Technologies, Health and Wellbeing
Level	First
Stage(s)	P2
Specific subject (if applicable)	Numeracy and Mathematics

Experiences and Outcomes:

*I can **estimate how long** or heavy an object is, or what amount it holds, using everyday things as a guide, **then measure** or weigh **it using appropriate instruments and units.**
MNU 1-11a*

*During practical activities and design challenges, I can **estimate and measure using appropriate instruments and units.**
TCH 1-13a*

***I recognise that each individual has a unique blend of abilities** and needs. I contribute to making my school community one, which values individuals equally and is a welcoming place for all.
HWB 1-10a*

Learning Intentions:

We are learning to;

- Estimate the length of an object. (All lessons)
- Use appropriate instruments to measure length. (Lessons 2, 3 & 4)
- Use metres and half metres to measure length. (Lessons 2, 3 & 4)
- Measure using appropriate instruments and units to complete a design challenge. (Lesson 4)
- Recognise that everybody has different abilities. (Lesson 4)

Success Criteria:

I can;

- Use my knowledge of length to make a sensible estimate of how long an object is.
- Use metre sticks and half metre strips to measure how long an object is.
- Select metre sticks and half metre strips to complete a design challenge, creating beds and chairs for the 3 bears.
- Use metre sticks and half metre strips to complete a design challenge, creating beds and chairs for the 3 bears.
- Recognise my own abilities and use these to help my group

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

Pupil's prior knowledge of measure has involved practical activities and investigations using non-standard units. They have completed tasks based upon comparing length using vocabulary to compare and describe size: long/longer/longest, short/shorter/shortest, tall/taller/tallest, thick/thicker/thickest, thin/thinner/thinnest around the classroom and wider school environment.

This sequence of lessons will help pupils recognise the need for standard units of measure and introduce them to the terms metre and centimetre. It will also allow them the opportunity to transfer these skills in a design challenge, with the aim of recognising where their numeracy and mathematics skills (specifically measure) may be used in the wider world.

Lesson 1 – revision of previous learning

Revision of the language of measure from early level. Pupils will investigate the lengths of objects by measuring using non-standard units. They will be encouraged to discuss their answers with a partner before discussing limitations of non-standard units as a class. These will be recorded on a 'measure task sheet'.

Lesson 2 – introducing standard units

Introduction of measure using metres and half metres. Pupils will investigate the lengths of objects by estimating and measuring in metres and half metres using metre sticks and half metre strips. They will be encouraged to discuss their estimations with a partner before measuring each object. These will be recorded on a 'measure task sheet'.

Lesson 3 – estimating and measuring

Pupils will illustrate bears (linked to Fairyland) on rolls of paper. Each group will be set the task of estimating bears of a particular height to illustrate and will then select metre or half metre strips to measure their drawings. Once completed, pupils will create tasks for each other. i.e. 'Can you create a bear which is approximately 2 metres tall?'

Lesson 4 – design challenge to create furniture for the bear's house

Pupils will work in trios to complete the challenge to create chairs and beds for the three bears to specific given sizes. Children will discuss abilities, what they are good at, how they can best help their group. This is linked to previous Health and Wellbeing lessons where we have covered this skill but will be explicitly linked to this task.

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

Discussion of estimates and actual lengths. (All lessons)

Write

Completion of numeracy task sheets (Lessons 1 & 2)

Make

Creating furniture during design challenge (Lessons 3 & 4)

Do

Pupils generating their own success criteria. (All lessons)

Discussion of skills and abilities for group working. (Lesson 4)

Practitioner Moderation Template

Learner Evidence

Did the learner successfully attain the outcomes? YES for the Numeracy and maths outcomes. NO for the Health and Wellbeing outcomes – see annotations and pupil voice comments.

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

Whole class feedback was given orally at the end of lessons 1 and 2. Points for discussion included limitations of non-standard units for measuring, the need for everyone to use the same things for measuring and ensuring all learners understood the term metre and half metre. Written feedback was given on individual task sheets which the children were given the opportunity to look at and discuss before the next lesson.

The learner was able to discuss, accurately estimate and then measure using both non-standard units and metres and half metres.

Group feedback was given orally during and after lessons 3 and 4. Points for discussion included how they had worked together, what criteria they had used to make their estimate, how close their estimates had been and how they could modify estimates if needed.

The learner successfully managed to use knowledge of items he had measured during task 2 to estimate how big his bear and furniture should be.

Individual feedback was given after lesson 4. As part of a group, the learner had successfully estimated and created a bed just over 1 and a half metres long. The group itself did not work particularly well as the learner tried to dominate all aspects of the task.

At the end of each lesson children were encouraged to peer assess and feedback.

Next steps discussed how we could measure things even more accurately and introduced the term centimetres.

We also discussed how we felt everyone had worked together. It was clear that while the learner was able to estimate and measure successfully he had struggled to co-operate in the trio. He continually wanted to take control and dominate all aspects of the task. When the final bed was even only a little too long he blamed another child in the group for this error. Despite this, his perception was that he worked well within the group.

Pupil Voice:

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

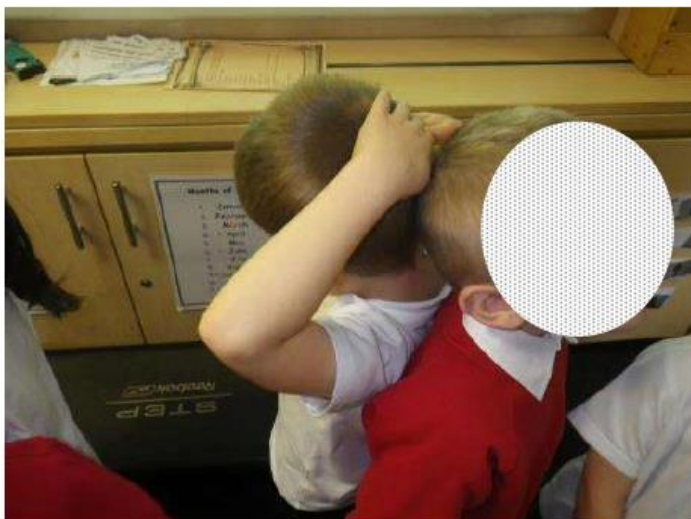
I learned how to measure and how big a metre and a half metre is. I can measure things and get it right.

We had to work with our friends to make bears and stuff for their house. I was nearly right but ***** made me change it and it was too big.

I can measure now and work with other people to make things.

Learner Evidence

The children worked in pairs or trios for the first task which was to measure using non-standard units of their choice.



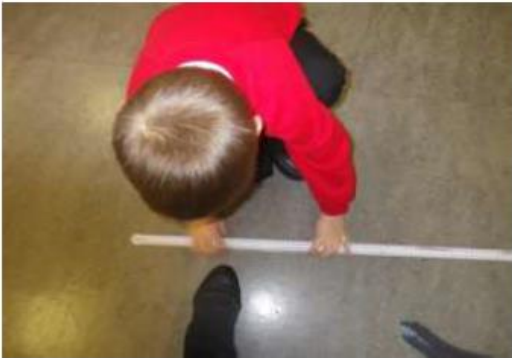
The children then discussed measuring things in comparison to themselves and decided to order themselves according to height.

Although not explicitly taught, some of the children were clearly aware of and familiar with measuring in relation to height and themselves. They used terms like metres and centimetres but most with no clear understanding of what these terms meant or relative sizes involved.

It was hard to sort us out. I was the same size as *****, we didn't know who was tallest. We needed to measure us.



After discussing the need for standard measures the children were given metres sticks and half metre strips to investigate the lengths of objects and spaces around them. They worked in pairs or trios to complete task 2.



I measured how big the corridor was and I know that a metre stick is up to my nose. *****'s foot wasn't very long! It was smaller than our half metre strip.

For task 3 we discussed how big each bear should be and these were written on the interactive board. The children then worked in pairs or trios to create their bear.

Practitioner Moderation Template

Learner Evidence



We had to make a bear that was a metre tall. I took 2 pieces of paper 'cos I thought that would make a metre. It was up to my nose. It was a bit too big when we were done.

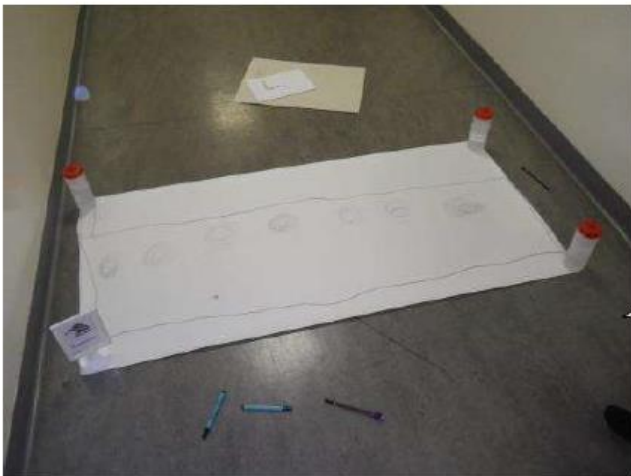
The children worked in trios to use their previous experience of measuring to work out how big each bear should be.



For the final task the children discussed how large each bed or chair should be. We discussed the terms length and height. They then worked to design a small version before estimating and creating their final piece.



I had to make Daddy bear's bed. It had to be one metre and a half big. I wanted it to be blue and purple and green.



I knew the corridor was smaller than one and a half metres so our paper had to be smaller, but just a wee bit.

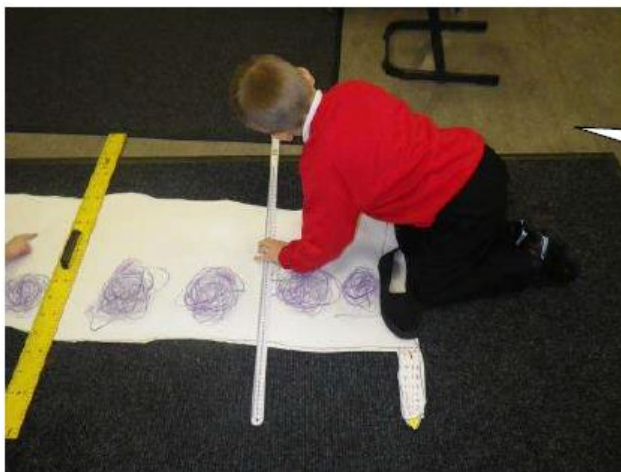


When we measured it, it was just about right. I wanted it to be smaller but ***** made it big.



It was just about right. It was a bit longer than the metre stick and half metre.

All of the groups managed to estimate and create pieces of furniture that were within 20cm of what they should measure. The child here had to make a bed for Daddy bear which was a metre and a half long. The bed measured 1m 57cm when finished.



We didn't have to measure how big it was but I wanted to see. I thought it would be about a half metre and it just about was.

Name

Date 18-11-15

Object	Estimate	Metres
height teacher	$3\frac{1}{2}$	2m
height whiteboard	1m	1m
length of class.	10m	9m
length of library	90cm	11 2m
width of radiator	8m	2m

Practitioner Moderation Template

Learner Evidence

Name _____

Date 17-11-15

Object	Estimate	Measure with <u>hands</u>
pencil case	3	2
frame	3	2
chair	73	6
pen	1	1
water bottle	2	2

[Practitioner Moderation Template](#)

[Learner Evidence](#)

