

School Code	St Mark's
Practitioner Code	T1
Curriculum Area(s)	Maths/Numeracy /Technologies
Level	Early
Stage(s)	Primary 1
Specific subject (if applicable)	Measurement/Food and Textiles contexts/Use of technologies

Experiences and Outcomes:

Numeracy and maths

Measurement

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others.

MNU 0-11a

Technologies

Food and textiles contexts for developing technological skills and knowledge

Throughout my learning, I share my thoughts with others to help further develop ideas and solve problems. (Check C for Ex folder for Health/wellbeing E&O and add in)

TCH 0-11a

ICT

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.

TCH 0-04a

Learning Intentions:

L.I. We are learning to experiment with everyday items of measure

L.I. We are learning to share our thoughts to further develop our ideas and solve problems

L.I. We are learning to take photographs to represent my experiences

Success Criteria:

I can use everyday items to measure capacity

I can undertake practical activities.

I can report my findings.

I can discuss my ideas with others.

I can listen to others and follow instructions.

I can give reasons for my choices.

I can take photographs.

I can use my photographs to record my experiences.

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

The story of Jack in the Beanstalk was used to introduce the challenge . Jack sent the children three letters containing three challenges for them to solve. Jack's first challenge was that he asked them to help him choose the container which would hold the most magic beans to give to his mummy as a big surprise for her birthday.

Learning Experience1- Jack's First Challenge

Jack asked them to help him choose the container which would hold the most magic beans to give to his mummy as a big surprise for her birthday.

L.I. We are learning to experiment with everyday items of measure.

Jack's first challenge was to help him choose the container which would hold the most magic beans to give to his mummy as a big surprise for her birthday.

Measure posters were displayed, discussed and put into sequence showing containers which were *full, half full, empty, nearly empty and nearly full.*

The Learner used everyday items to measure capacity- beforehand she estimated which container would hold most beans and then used cupfuls as a unit of measure to complete the challenge. Working with a partner the Learner completed the measuring activity, recorded her findings on Jack's Challenge Sheet where she was able to compare the number of cupfuls needed for each container.

Learning Experience2 -Jack's Second Challenge

Jack thought the children were very clever at solving his problem of the container which would hold the most beans that he sent another letter with his second challenge asking the children for their help again. He said he had a packet of jelly cubes in the cupboard but he didn't know what to do with them. The children said that they would find the instructions and make some jelly for his mummy's birthday tea.

L.I. We are learning to share our thoughts to further develop our ideas and solve problems

Beforehand the Learner predicted with her partner how they might make jelly. Next they watched a video clip of making jelly. The Learner was able to undertake practical activities -making jelly. She was able to sequence and follow the instructions from the jelly recipe discussing what happened at each stage. She shared her ideas with others in her group.

Learning Experience 3 Jack's Third Challenge

Jack was so happy the children helped him but he also found a big box of Rice Crispies and a bar of chocolate in his kitchen cupboard. He wanted to give his mummy a big surprise but he didn't know what to do with them. The children decided that they would like to try and make some Chocolate Crispies for Jack's mummy.

L.I. We are learning to take photographs to represent my experiences.

First the Learner predicted with her partner how she thought Chocolate Crispies might be made. Next she discussed the recipe pictures with her group and put them in the correct order. Finally the Learner took four photos of the children in her group making Chocolate Crispies.

Photo1 What was needed- chocolate, Rice Crispies, bowl, cake cases and spoon.

Photo2 Melting the chocolate.

Photo3 Adding the Rice Crispies and mixing.

Photo3 Putting the cake mix into cake cases and letting it set.

The Learner was able to take relevant photos of each stage of making the crispy cakes. The photos encouraged further communication with others in the group, supporting the learning and completing the challenge.

Practitioner Moderation Template

Learner Evidence

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 Learner engaged in pair and share discussions throughout Jack's three challenges.
- Write Learner completed procedural writing instructions on making jelly.
Completion of Jack's Challenge measurement grid.
Completion of traffic light Self Assessment grid.
- Make Learner made Jelly recipe for Jack.
Made 'Chocolate Crispies'
- Do Learner took photos of the children in the group making 'Chocolate Crispies'.

Did the learner successfully attain the outcomes? **YES/NO**

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

- Refer to Traffic light Self Assessment grid.
- Using traffic lights the Learner self assessed against the success criteria.
- The Learner received oral feedback and next steps from the evidence on grid.

Pupil Voice:

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

- *Please refer to evidence on enclosed Pupil Annotations sheets.

Learner Evidence

Learning Experience 1

The story of 'Jack in the Beanstalk' was used to set the scene for the learning. Jack sent the children three letters containing three challenges for them to solve. Jack's first challenge was to help him choose the container which would hold the most magic beans to give his mummy as a big surprise for her birthday.

Teacher's voice

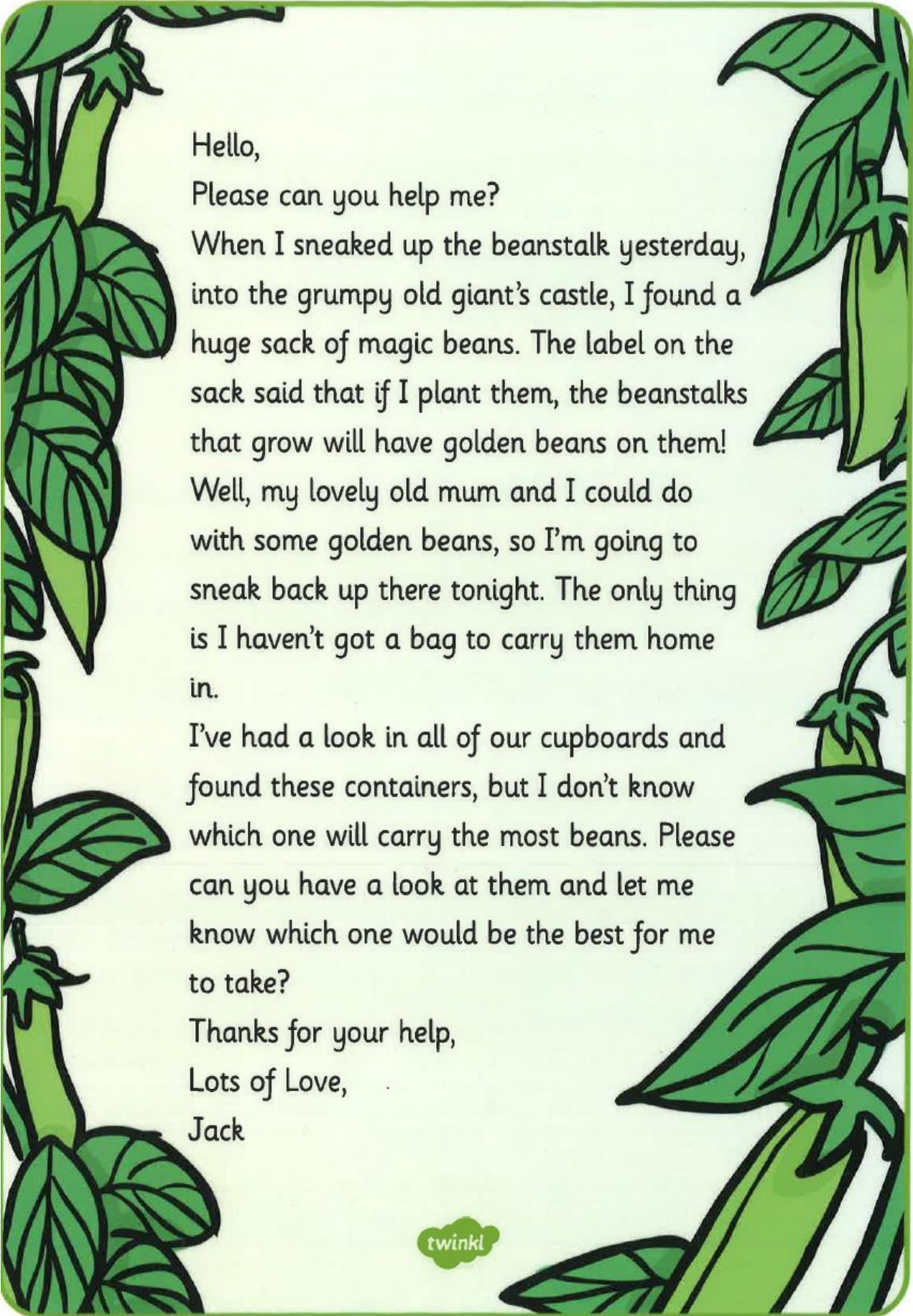
'Initially the Learner discussed her understanding of the language to be used: empty, half full, nearly full and full. She was able to use everyday items to measure capacity. On completion of the measuring activity she recorded her results on Jack's Challenge Sheet and was able to successfully compare the number of cupfuls necessary to fill each container. From the evidence it is clear that the Learner was able to use everyday items of measure to investigate amounts in the environment and share her information with others.'

Pupil's voice

'I thought the tall thin jug might hold most beans but I think it will be the big jug. I filled all the containers to the top with the magic beans but I didn't put enough beans into the bowl. I needed more to make it full. It must reach the top.'



'We took turns filling all the containers. After I had my turn I wrote on Jack's Challenge Sheet how many cupfuls it took to fill each container. It was the big jug after all that holds the most magic beans. It took five cupfuls to fill it! That was the highest number on the sheet. We'll need to let Jack know!'



Hello,
Please can you help me?
When I sneaked up the beanstalk yesterday, into the grumpy old giant's castle, I found a huge sack of magic beans. The label on the sack said that if I plant them, the beanstalks that grow will have golden beans on them! Well, my lovely old mum and I could do with some golden beans, so I'm going to sneak back up there tonight. The only thing is I haven't got a bag to carry them home in.
I've had a look in all of our cupboards and found these containers, but I don't know which one will carry the most beans. Please can you have a look at them and let me know which one would be the best for me to take?
Thanks for your help,
Lots of Love,
Jack





Charlotte



Jack's Challenge



Jack wants to know which container holds the most beans? Tick the container which holds the most.

	How many cupfuls did you need to fill it?
 <p>a big jug</p>	5
 <p>a bowl</p>	4
 <p>a bucket</p>	3
 <p>a tall thin jug</p>	anda bit more.

Dear Jack,

We have filled all the containers with beans for you. We have decided that the big jug would be the best one to take to the Giant's castle to collect the magic beans. It will hold the most - 5 cupfuls! Please be very careful, Jack. Don't waken up the Giant or he might catch you!

Good luck, Jack!

Lots of love.

From all your friends in P1b xxx

P.S. Please let us know how you get on.



Learning Experience 2

Jack thought the children were very clever at solving the problem of the best container that he sent another letter with his second challenge. He said he had a packet of jelly cubes in the cupboard but he didn't know what to do with them. The children had a discussion and said that they would find the instructions and make the jelly to send it to his mummy for her birthday tea!

Teacher's voice

'Beforehand the Learner discussed with her partner how to make jelly. Next they watched a video clip of making jelly. She used the instruction posters and was able to complete the task discussing her ideas with her group. What happened at each stage of the jelly making. From the evidence it was clear that the Learner was able to undertake the practical activities and share her findings with others.'

Pupil's voice

'First we need to put the jelly in the bowl. It looks like lots of wee cubes! First we poured hot water to make the jelly dissolve. That's like melting.'

Next we took turns at stirring.' It looks like juice now! I'll stir it a little bit more.'

Then we poured the jelly into the cups. It had to be half full so I needed to pour in a wee bit more.'

'Finally the jelly had to cool down so it would set..... Its wobbly! Yes its ready now. We can send it to Jack now for his mummy's birthday tea.' Oh I'll need to copy the instructions for Jack too! He can make jelly now with his mum.'





Dear Primary 1b,

I thought you were so clever choosing the best container for the magic beans. My mummy will be so happy with her birthday present! I wonder if you can help me again? I have a packet of jelly cubes in the cupboard but I don't know what to do with them. Can you please help me to make jelly for my mummy's birthday tea?



Lots of love

From Jack xxx

Learning Experience 3

Jack was so happy that the children helped him but he also found a box of Rice Crispies and a big bar of chocolate in his kitchen cupboard. He wanted to make something else for his mummy but he didn't know what to do. The children decided to make 'Chocolate Crispies' as another birthday surprise!

Teacher's voice

'The Learner was able to take relevant photos of each stage of making the 'Chocolate Crispies'. The photos encouraged further communication with others in her group supporting the learning and completing the Jack's third challenge. From the evidence it was clear that the Learner was able to take photos to represent her experiences within the learning.'She was also able to self assess her learning using traffic lights.

Pupil's voice

'I took a photo of what they needed to make the cakes with. Next they put out enough cake cases..... One for everyone in the class too. Then they stirred the melted chocolate and the Rice Crispies together. (They didn't put enough in one of the cases so they had to put in more). Finally we sent some cakes to Jack when they were ready.....with the instructions too. They were yummy!





Dear Primary1b,

Thank you for making such delicious jelly for my mummy's birthday tea! You are so kind and helpful! I wonder if you can help me again? I have a packet of rice crispies and some chocolate in the cupboard but I don't know what to do with them. Can you please make something else yummy for my mummy?



Lots of love again

From Jack xxx

Dear Primary 1b,

Thank you so much for making those delicious Chocolate Crispy cakes for my mummy's birthday. She got such a wonderful surprise when they arrived in the post. She can't believe how clever you are and she would like the recipe so that we can make them too. Please can you send the instructions soon? You are such kind boys and girls!

You'll be pleased to hear that I have made friends with the Giant in the castle and that we also asked him to come to the birthday tea!

Lots of love from you friend Jack xxx



Teacher's comment:



Self Evaluation

Early level - Numeracy Measure/Technologies

Success Criteria	I did this well...	This was quite tricky...	This was difficult...
I can use everyday items to measure capacity.			
I can undertake practical activities.			
I can discuss my ideas with others.			
I can give reasons for my choices.			
I can take photos and use them to record my experiences.			

Measurement

I have experimented with everyday items as units of measure to investigate and compare sizes and amounts in my environment, sharing my findings with others. MNU 0-11a

ICT

I enjoy exploring and using technologies to communicate with others within and beyond my place of learning.