

**East Renfrewshire Council: Education Department  
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	Mearns Primary School
Practitioner Code	L14
Curriculum Area(s)	Science and Literacy
Level	First
Stage(s)	P4
Specific subject (if applicable)	Science

**Experiences and Outcomes:**

By researching, I can describe the position and function of the skeleton and major organs of the human body and discuss what I need to do to keep them healthy.

SCN 1-12a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and / or useful for others.

LIT 1-26a    LTW

**Learning Intentions:**

Lesson 1: To locate, position and name main parts of the human skeleton.

Lesson 2: Locate, identify and label the major organs of the human body.

Lesson 3: To identify the major organs and describe their functions.

To select and organise information

**Success Criteria:**

Lesson 1:

- I can locate and position the bones of the human skeleton.
- I can name the bones of the human skeleton.
- I can work cooperatively with a partner.

Lesson 2:

- I can locate the major organs in the human body.
- I can name the major organs in the human body.
- I can identify and label the main organs of the human body.

Lesson 3:

- I can identify a major organ and match it with its function.
- I can describe the functions of the major organs in the human body.
- I can select relevant information and organise the notes in a logical sequence.

## Practitioner Moderation Template

## Learner Evidence

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

Lesson 1: Locate, position and name the bones of a human skeleton

- To introduce the concept, the children watched a video clip on Tig Tag which described how the human skeleton is formed, focussing on the importance and functions of the parts of a human skeleton, i.e. movement, protection and structure.
- Then we studied a model of a skeleton and identified the major bones and the joints which allow movement of the skeleton.
- Children were presented with a jig-saw image of a skeleton. They worked in pairs to cut out and position the bones of the skeleton in the correct order and then they labelled the major bones.
- Plenary - the children danced to a video of a skeleton from 'Go Noodle', called 'Bones', to demonstrate the moving parts of a skeleton.

Lesson 2: Locate, identify and label the major organs of the human body.

- To introduce this concept, the children watched a video clip on Tig Tag which described the functions and location of the human organs.
- The children worked in stations to reinforce identifying the position and names of the major organs.

Station 1: Interactive vest – Velcro organs.

Station 2: Interactive whiteboard game – dragging organs to correct position.

Station 3: 3D model of torso – place the organs in the correct position.

Station 4: Label poster showing the major organs.

Plenary - Interactive online quiz.

Lesson 3: Identify the major organs and match the function with the organ.

- Revisited video clip on Tig Tag which described the functions and location of the human organs.
- Using matching cards, the children worked in small groups to discuss and match the organs to the correct function.
- Next the children drew the organ and described the function of the organ. This information was presented in the form of a table.

Assessment – the children identified and labelled the major organs.

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:

Write:

Annotate skeleton diagram and label major organs, (application).

Make:

Arrange bones of skeleton in correct position, (challenge & enjoyment).

Do:

Matching pairs – match organs to their function (application)

## Practitioner Moderation Template

## Learner Evidence

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.

### Lesson 1

'Well done. You identified the main bones in the human skeleton and stuck them down in the correct order.'

### Lesson 2

'Good work. You have shown a good understanding of where the major organs are positioned in your body.'

### Lesson 3

'Well done. You have a good understanding of the functions of the major organs. Next we will be looking at how we can keep them healthy.'

### Pupil Voice:

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

### Lesson 1

Child A:

"I enjoyed cutting out the bones and sticking them down to make a skeleton."

"I learned about all the bones in my body and how they protect my insides."

### Lesson 2

Child A:

"It was fun when I wore the Velcro vest to stick the organs in the right place."

"The whiteboard game helped me to know where the organs went."

### Lesson 3

Child A:

"I have learned the functions of major organs in my body and I can label the organs correctly."

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"I enjoyed watching the videos "I know where the organs are in my body and what they do. The heart is a really important organ. It keeps me alive by pumping blood around my body."

# Learner Evidence

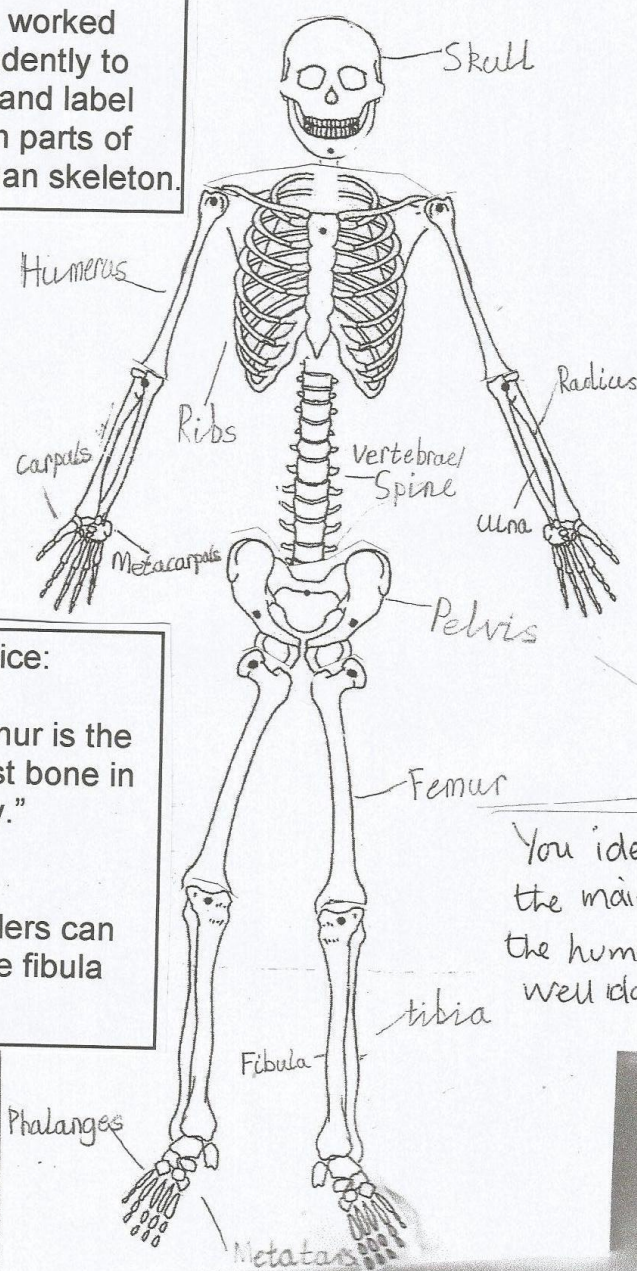
Lesson 1

23.9.15

## The Human Skeleton.

### L.1. Main Parts in the human Skeleton.

Child 'A worked independently to identify and label the main parts of the human skeleton.



Pupil voice:  
Child A:  
"The femur is the strongest bone in the body."  
Child B:  
"Footballers can break the fibula bone."

You identified the main parts of the human skeleton. Well done!

Lesson 2: Locate, identify and label the major organs of the human body.

We began by watching a video clip on Tig Tag, which described the functions and location of the human organs. The children then worked in stations around the class. This station involved child 'A' wearing an interactive 'organ' vest and the children were to collaborate to name and identify the position of the major organs.



### Pupil Voice

Child 'A' decided to begin with the heart and then to place the lungs on either side.

“What about the stomach? I think that goes below the heart”, child 'A' said to the other children.

### Teacher's voice

“Well done. You worked really well together and accurately positioned the organs in the correct place.”

Assessment piece.

Lesson 2

7.10.15

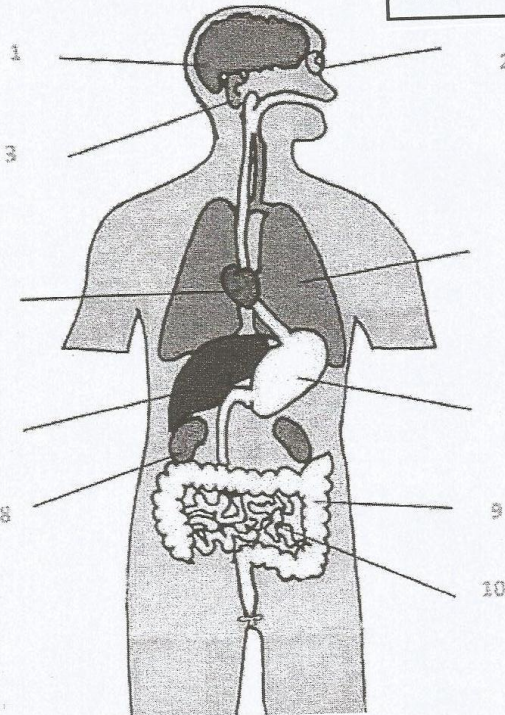
Major organs of the Human body.

L1. Identifying the major organs in the human body.

Name:

Major Organs

Child 'A' successfully and independently identified all the major organs, as shown in the table below.



1.	Brain	6.	stomach
2.	eyes	7.	liver
3.	ears	8.	Kidneys
4.	heart	9.	large intestine
5.	lungs	10.	small intestine

You displayed a good understanding of the position of the major organs.

### Lesson 3: Identify the major organs and match the function(s) to the organ.

We revisited a video clip on Tig Tag which described the functions and location of the human organs. Using matching cards, the children worked in small groups to discuss and match the organs to the correct functions.

Next the children drew the organ and described the function of the organ. This information was presented in the form of a table.



#### Pupil Voice

Child A: "Let's start with the lungs. They match with this card – 'Take in oxygen from the air into the blood'."

Child A: "I know this one", (pointing to the 'Heart' card). The heart pumps blood around the body.

Child B: "Let's match this one next", (pointing to the bladder).

Child A: "Found it. 'Stores urine until you go to the toilet'."

#### Teacher's voice

"You're working well together. You are going through the cards and discussing the possible answers."








Lesson 3.

14.10.15

The Human Body



L.I. Describe the functions of the major organs.

Major Organ	Function
The Brain 	The brain controls your body.
The Lungs 	The lungs breathe in oxygen and breathe out carbon dioxide.
The Stomach 	Your stomach digests your food.
The Liver 	Your liver keeps your blood clean from poisons.
The Bladder 	The bladder stores the urine in your body.
The Heart 	Your heart pumps blood round your body.
The Kidneys 	The kidneys help to keep our bodies clean.

You have a good understanding of the functions of the major organs in the human body - great work. Next we are going to look at how we keep our body healthy.



[Practitioner Moderation Template](#)

[Learner Evidence](#)

Lesson 3: Matching cards – functions of the human organs.

Holds food and starts to break it down.

Clears the blood, removes waste and makes urine

Storing and controlling chemicals

Take in oxygen from the air into the blood

For seeing

For movement

For pumping blood around the body

For hearing and balance

Stores urine until you go to the toilet

For support and movement

Controls the whole body

Lesson 3: Matching cards - human body organs

Liver

Heart

Eyes

Ears

Skeleton

Muscles

Bladder

Lungs

Kidneys

Stomach

Brain