

**East Renfrewshire Council: Education Department
Practitioner Moderation Template**

School Code	Z
Practitioner Code	4
Curriculum Area(s)	Literacy and English / Science
Level	First
Stage(s)	P2
Specific subject (if applicable)	Writing / Senses Topic

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*
I have explored my senses and can discuss their reliability and limitations in responding to the environment. *SCN 1-12b*

Learning Intentions:
We are learning to explore our senses in the environment.
We are learning to select ideas and information to create a senses poem.

Success Criteria:
Senses Investigation

- I can use my senses to explore the nature around me.
- I can work with my partner to carry out a senses investigation
- I can work successfully in a group and present my findings.

Senses Poem:

- I can sequence my poem to include all 5 senses.
- I can include interesting words.
- I can use capital letters and full stops.

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

Senses Investigation

Lesson One
We went into the local environment to explore what we could see, hear, touch and smell. We worked in groups to investigate the outdoors through our senses.
Touch: We did a bark rubbing to feel the texture of a tree.
Hearing: We did a sound map of sounds we heard outside.
Sight: We looked for items that matched the colours of the autumn.
Smell: We gathered up leaves, flowers and mud to make our own cocktail and mixed it with a stick.

Lesson Two
Feedback and recap on previous lesson.
Each group worked as a team to present their findings. They discussed and prepared what they were going to say and chose their reporters and writers.

Lesson Three
Senses Poem
Feedback and recap on previous learning.
The class created a word bank to support each sense in relation to autumn. They came up with interesting words to describe each sense using the materials gathered from the senses investigation. The pupils used this information to create their own autumn senses poem.

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

Do – Senses Investigation

Introducing children to real life context in terms of exploring the environment in autumn.

Say – presentation

Children were given a choice of what to present to class and in what context, such as a quiz, oral presentation, Q&A etc. This provided a challenge to each group, as they had responsibility for their presentation as well as peer assessment.

Write – senses poem

The children were introduced to an unfamiliar context and they explored and used new vocabulary to describe autumn using their senses.

A variety of tasks were provided and children were working collaboratively in a group and with partners. Children took ownership of tasks and were encouraged to lead their own learning to reach conclusions.

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.

Senses investigation – oral feedback through questioning and discussion.

Presentation – oral feedback provided by teacher and pupils through self and peer assessment.

Senses Poem – two stars and a wish by teacher and pupil identifying strengths and next steps.

Pupil Voice:

Investigation and Presentation

What have you learned?

I liked listening to other people's ideas in my investigation and I liked telling my ideas. We joined up our ideas and made a bigger plan together.

How did you learn?

I liked mixing up the flowers, leaves and mud and stirring it with my stick. It smelt yucky. The wind was whistling.

What skills have you learned?

I think I am good at speaking out in front of the class and investigating how my senses work. I can work with a partner to come up with ideas.

Senses Poem

What have you learned?

I learned that poems don't always need to rhyme. I tried to think of wow words.

How did you learn?

I talked about our investigation and came up with interesting words to help write my poem.

What skills have you learned?

I can think of good wow words to talk about autumn. I had to take a new line for every sense.

Practitioner Moderation Template

Learner Evidence

Experiences and Outcomes:

By exploring climate zones around the world, I can **compare** and describe how climate affects **living things**.

SOC 1-12b

I can present my writing in a way that will make it **legible** and **attractive** for my reader, combining **words**, **images** and other features.

LIT 1-24a

Level: First Level

Stage: Primary 2

Evidence of Learning:

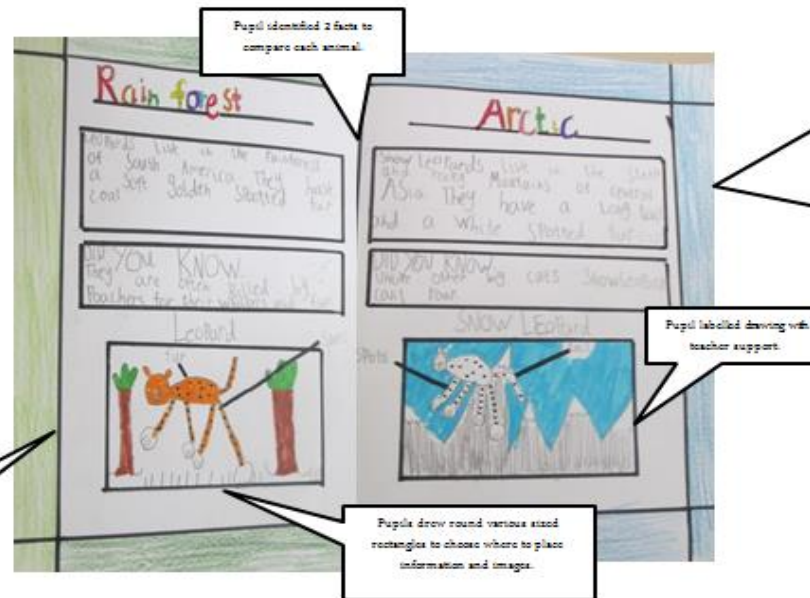
Make: Poster Write: Facts

Context for Learning

Pupils have been learning about the Rainforest as part of their Social Studies topic. After a visit to Amazonia they were very keen to learn more about the Rainforest animals. Primarily, the children chose one rainforest animal to research and one animal from the same species but a different climate e.g. the arctic. To compare these animals, the children created an information poster and then shared what they learned with their peers.

Pupil Voice

"I learned a lot about the animals I researched. I worked hard to make my poster nice. The teacher showed me how to label my pictures. Next time I can do this myself."



Teacher Voice

"Well done! You compared a leopard and a snow leopard – animals from different climates to create a lovely attractive poster.

Next time, check that all your labels can be read clearly."

Next Steps: use more poster features, such as bullet points.

Learning Intentions:

to **compare** animals from different climate zones.

to create a **legible, attractive** information poster.

Success Criteria:

Find at least two facts about each animal

Organise *my* writing attractively and concisely (teacher explanation of wording)

Draw and label *my* pictures

	Me	Teacher
Find at least two facts about each animal	●	●
Organise <i>my</i> writing attractively and concisely (teacher explanation of wording)	●	●
Draw and label <i>my</i> pictures	●	●