

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

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	C
Practitioner Code	C2
Curriculum Area(s)	Literacy (& Mathematics)
Level	Early Years
Stage(s)	preschool
Specific subject (if applicable)	Animals and their Patterns

Experiences and Outcomes:

To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. LIT 0-16a

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH 0-13a

Learning Intentions:

I am learning to ask a question inspired by a story or text.

I am beginning to make links across my learning.

I am learning to explore natural patterns.

I am beginning to copy and repeat a simple pattern.

Success Criteria:

I can ask a question.

I can talk about what I already know and link it to my learning.

I can identify a pattern.

I can copy a simple pattern.

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

Through fiction and non-fiction books (e.g. "The Ugly Five" and a pamphlet for Blair Drummond Safari Park), children were learning about various wild animals, and this was extended to link to exploring animal patterns and recreating these patterns. During a group discussion, children were challenged to identify different animal patterns and also invited to talk about their favourite animal and to ask questions about what they wanted to find out about it. We followed up their questions through various forms of research (e.g. texts, maps, internet.)

Personalisation & choice: children followed up their own individual questions, discussed their particular favourite animal, and chose what pattern they wanted to recreate, choosing from a variety of media and techniques, such as paintbrush, pen, finger-painting, footprint stencils, play dough.

Breadth & Coherence: Learners spanned several curricular areas (e.g. Literacy, Maths, Expressive Arts, Science (life cycles), Social Subjects & Technology) and made links across their learning (e.g. relating the patterns made to illustrations in other stories.)

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: asking questions, discussing answers; talking about patterns, colours, animals, books etc

Write: painting & drawing a pattern

Make: creating a patterned model

Do: researching answers to own questions

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

The child was given various praise and encouragement on her ability to identify a pattern, create a pattern, ask relevant questions and find out information, and suggestions were made for next steps.

“That’s an interesting question. Let’s try and find out.”

“Yes, that’s right. The stripy pattern is different on each cub. Well done for noticing that.”

“You found out some interesting things. I didn’t know that a tiger’s stripes are on its body and not just its fur!”

“Maybe we could find out more about other animals we talked about.”

“Well done, that is just like this tiger pattern in this picture.”

“Maybe next you could try making the tiger pattern with dough, or you could try making another animal pattern.”

Pupil Voice:

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

"I was looking at baby tigers on the computer"

"The baby tigers had them first (stripes)."

"I did a tiger pattern, and I made a tiger with play dough."

"The colours mixed up into stretched stripes just like the tiger."

"Look at the stripes on that tiger – can I make some more - golden ones?"
(pointing to the cover of "The Tiger Who Came to Tea" and comparing it to her painting.)

"Stripes are part of their body. Some babies have lots, but some didn't."

Did the learner successfully attain the outcomes? YES/NO

YES

Evidence:

Asking a question:

(whilst looking at Blair Drummond Safari pamphlet)

"How do they (tigers) get their stripes?"

"Where do tigers come from?"



(whilst painting patterns)

"Can I make more tiger stripes – golden ones?"

"What will happen if we mix these colours – golden and orange and white."

(after making play dough tiger model)

"I actually want to know where tigers get stripes..."

I already know they come from the jungle in Africa. I found out they don't come from Africa, they come from India where my Gran is going."

Researching answers

J wanted to find out where tigers get their stripes and also where they come from (she suggested they come from the African jungle). After looking at images of new born tiger cubs on the internet, reading the Blair Drummond Safari Park pamphlet, and using the globe, she worked out with adult support that tigers are born with stripes (including on their skin), and that they come from a family of big cats (lions, leopards, tigers) which originated in Africa. She found that most tigers now live in Asia and looked for this on the globe. She noticed in the photographs that the tigers' stripe patterns were all slightly different.

Comments during research:

"Why don't tigers live in Africa?"

"Stripes are part of their body. Some babies have lots, but some didn't."



Looking on the internet at new born cubs

Finding out where tigers come from

Linking learning:

"Look at the stripes on that tiger – can I make some more?"
(pointing to the cover of "The Tiger Who Came to Tea" and comparing it to her painting.)

"The flamingo is this colour- pink."

"I've done hyena spots" (later decorating a box with felt pens).

"The colours mixed up into stretched stripes just like the tiger" (making play dough model)

J linked her learning across several curricular areas, including books, tiger puppets, painting patterns, model-making, ICT research, drawing etc

Linked learning



Decorating box with "hyena spots"



Matching play dough stripes to model

Identifying Pattern

(group discussion):

"This is hyena's spots!"

"A snake has spots. Raccoon has a stripy tail"

"That's a cheetah pattern"

"Zebras have stripes. My cat has stripes too."

"That's giraffe pattern."

"That is a turtle pattern."

