

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	F
Practitioner Code	F5
Curriculum Area(s)	Literacy and Expressive Arts
Level	Early
Stage(s)	Nursery
Specific subject (if applicable)	

Experiences and Outcomes:

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

LIT 0-01c

I have the freedom to choose and explore how I can use my voice, movement and expression in role play and drama.

EXA 0-12a

Learning Intentions:

To explore events and characters in stories.

To explore how to use voice and movement in role play and drama.

Success Criteria:

I can retell events in Jack and the Beanstalk.

I can sequence events in Jack and the Beanstalk.

I can talk about characters in Jack and the Beanstalk.

I can use my voice to represent a character.

I can make movements to act out an event.

I can use facial expressions to show emotion.

**Briefly outline the range of quality learning experiences that have been provided:
(Remember – Breadth, Challenge and Application)**

Prior knowledge

Children have been exploring various Fairy tale stories as a focus for Book Week Scotland. The Story that these learning experiences are based around is Jack and

the Beanstalk. Child A had no prior knowledge of the story. There is a mixture of teacher led and child led activities.

Activity 1 - Children tell the story of Jack and the Beanstalk using wooden characters and the book.

Activity 2 - Story Path: children draw out events in order and retell the story using the path they have produced.

Activity 3 - Children draw characters: talk about characteristics

Activity 4 - Sequence events of story: using picture cards

Activity 5- Role play the story: Children choose a character and perform the story in character.

Activity 6 - Drama Session: Focusing on character emotions

Record the range of assessment evidence that was gathered (Say, Write, Make, Do)

Say

Learning Conversations throughout activities (talking about the story - characters and events)

Write

Events drawn during the Story Path activity.

Do

Role Play of Jack and The Beanstalk
Drama Session focusing on character emotions

Did the learner successfully attain the outcomes?	YES / NO
 If not, what else would be needed to attain the outcomes? 	

<p>Briefly outline the feedback and next steps provided to the learners:</p> <p>Child A was given verbal feedback throughout the learning experiences. Child A was informed she had successfully been able to re- tell events from Jack and the Beanstalk and sequence parts of the story. Child A was complimented on her drawing of her character "You were able to draw the Mummy with the same colour of hair and dress as the character in the book." Child A was given non- verbal feedback during the role play through thumbs up approach. Child A was given verbal feedback after the role play "You were able to move your body just like a cow/chicken". "Well done for making loud animal noises!"</p> <p>Next Steps</p> <p>We will provide more opportunities for Child A to sequence stories - focusing on the beginning, middle and end. We will ensure Child A has lots of opportunities to explore various characters in stories - not only thinking about their physical features but also their personality. We will provide learning experiences for the child to compare characters in stories. We will ensure Child A has lots of opportunities to take part in drama activities, challenging with different types of voice to show emotions and movement in situations.</p>
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Jack and the Beanstalk

Activity 1

I can retell events in Jack and the Beanstalk.

Conversation that took place whilst children retold story using characters

Child A is being assessed



Child A: "off to the market to sell the cow."

Child B: "But then he met the giant"

Child A: "No he doesn't meet the Giant, he meets the stranger."

Child A: "Hello, I'll give you the beans."

Child B: "And it turns into a giant beanstalk"



Child A: "Where is the Mummy? – We're not poor anymore because Jack gets the coins"

Child C: Jack is going back up the beanstalk to get the gold hen

Child A: "Fe Fi Fo Fum, watch out everybody here I come."

Child C: "Mum get the axe"



Child A: "Get the giant to fall, he falls off the beanstalk and crash."

This transcript shows the Child is able to re-tell events in Jack and the Beanstalk well. She was able to help other children re- tell the events of the story.

Activity 2

I can sequence events in Jack and the Beanstalk.

I can retell events in Jack and the Beanstalk.

Conversation that took place whilst creating the story path

Child A is being assessed

Teacher: How does the Story begin?

Child A: Jack takes the cow to the market and gets the magic beans from the man.

Teacher: What happens next?

Child A: Mummy throws the beans out of the window.

Child B: And it turns into a beanstalk in the garden.

Child A: I'll use the green one for the beanstalk, it's so tall.

Child C: Then Jack climbed up the beanstalk

Child A: He had to hid from the giant.

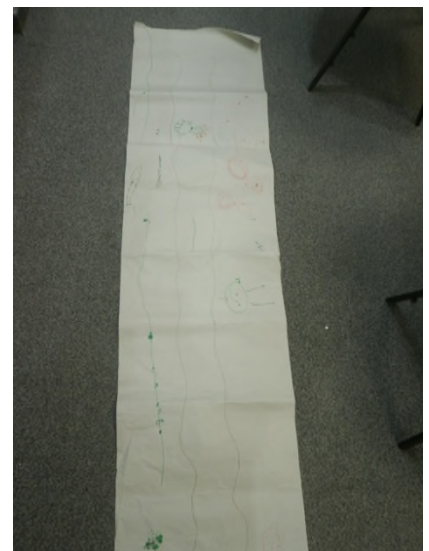
Teacher: What was the Giant doing?

Child B: He was sleeping!

Child A: No we need to draw the potatoes – he was eating potatoes!

Child B: I'll do the coins

Child A: Jack snatches the coins and runs to his Mummy and they have lots of Money.



This demonstrates Child A's ability to retell and sequence some of the story's events very well. She showed high levels of concentration and enthusiasm throughout this activity.

Activity 3

I can talk about characters in Jack and the Beanstalk.

Conversation that took place whilst drawing characters from the story

Child A is being assessed

Teacher: Which is your favourite character in the story?

Child A: I like the Mummy because I love my Mummy.”

Teacher: What does the Mummy look like?

Child A: “Her hair is orange and yellow.”

Child B: “That’s like you.”

Child A: “She’s got a head and two eyes and she’s got lipstick on.”

Child B: “No she doesn’t have lipstick on”.

Child A: “No she does, her lips are all red.”

Teacher: “What does the Mummy wear?”

Child A: “Her dress is for baking maybe, I need more blue but we don’t have white for the front of her dress so I’ll just use a bit of purple.”



This transcripts shows the child is able to describe some of the physical features of her favourite character from Jack and the Beanstalk (The Mummy).

Activity 4

I can sequence events from Jack and the Beanstalk.

Conversation that took place whilst sequencing picture cards showing events from the story
Child A is being assessed

Child B: First, he climbed up the beanstalk at the start.

Child A: No, he didn't, did he? He went to the market, put it here.

Child B: At the end he used the big axe.

Child A: This goes in the middle (pointing at beanstalk picture). He goes up the beanstalk after it grows after the magic beans.

Child A: Then this one with the chicken – I did the coins cause i can do them.

Child B: Yeah that's right then he got the axe to make the giant crash.

Child A: Yeah and the giant died and they weren't poor anymore.



Child A was able to talk through her thinking whilst sorting the events of the story into the correct order.

Activity 5

I can use my voice to represent a character.

I can make movements to act out an event.

(Role Play session - Child A is being assessed.)



Child B “Get some money for the cow.”

Child A “MOO! MOO!”



Child A “MOO!”

Child C “I got beans for the cow.”



Child D “Fee Fi Fo Fum.”

Child A “Cluck Cluck, Cluckity Cluck!, I’m a chicken.”



Child A “Take me too.”

Child A was able to use her voice to act out the appropriate animals noises and make animal like movements with her body.

Activity 6

I can use facial expressions to show emotions.

I can make movements to act out an event.

Drama Session

Child's Voice reflecting on learning experience

“I was being the angry giant with a scary face!”



“The giant felled down the beanstalk and I got a fright!”



Child A was able to use appropriate facial expressions to convey how the characters were feeling during different events from the story. Child A was also able to make different movements with her body to act out the events.