

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.

Practitioner Code	E12
Curriculum Area(s)	Numeracy and Mathematics
Level	Early
Stage(s)	P1

Experiences and Outcomes:

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. [MNU 0-02a](#)

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. [MNU 0-20b](#)

Learning Intentions:

To read and write numbers to 10 or beyond.
To count quantities to 10 and beyond.
To match numbers to quantities.
To sort objects.

Success Criteria:

- 1) *I can read numbers to 10 or beyond.*
- 2) *I can write numbers to 10 or beyond.*
- 3) *I can count objects by touch counting. (Pupils suggested to touch the objects with their fingers so they would not lose count.*
- 4) *I can match the number to right amount of objects. (Pupils discussed how they should record the amounts once counted)*
- 5) *I can sort objects by colour, size or shape or another way of my own. (Pupils negotiated different ways to sort the objects)*

Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen design principles. Make specific reference to **breadth, challenge & application**.

Learning Experience 1

LI: To read and write numbers to 10 or beyond.

SC 1: I can read numbers to 10 or beyond.

SC 2: I can write numbers to 10 or beyond.

Teacher Table

Teacher writes numbers in the sand and ask pupils to read the numbers, through teacher judgement ask pupils to read numbers beyond 10. **Challenge: ask numbers beyond 10.**

Show me activity – ask pupils to write numbers on whiteboard provide challenge and support when required. **Challenge: ask numbers beyond 10.**

Teacher Initiated

Art resources provided along with numberlines, number squares and books about numbers. Suggest to make a number poster.

Application – children have choice of how they apply their knowledge of numbers.

Learning Experience 2

LI: To count quantities to 10 and beyond.

SC 3: I can count objects by touch counting.

Teacher Table

Give pupils bowls of loose parts to count. Allow pupils to challenge each other by decreasing or increasing the quantities in the bowls.

Challenge: Provide loose parts above 10 or even 20 if required.

Teacher Initiated

Create object numberline with loose parts.

Learning Experience 3

LI: To match numbers to quantities.

LI: To sort objects.

SC 4: I can match the number to right amount of objects.

SC 5: I can sort objects by colour, size or shape or another way of my own.

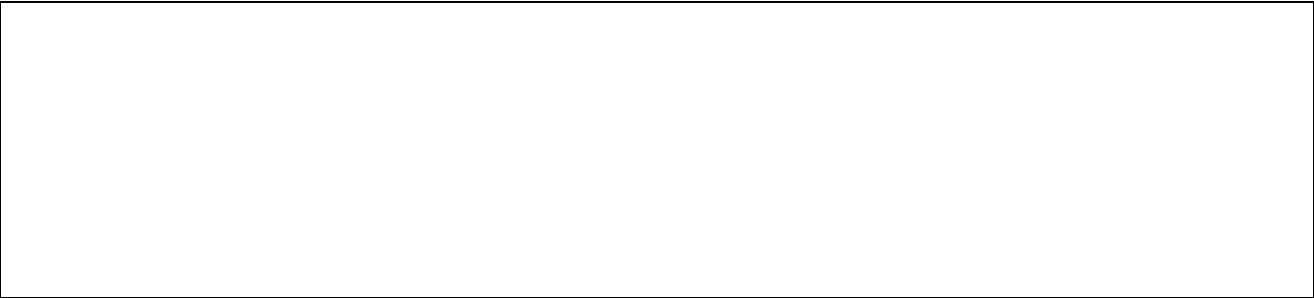
Teacher Table

Sorting trays with various objects. Allow pupils to sort objects using their own criteria. Discuss different ways to sort the objects.

Challenge pupils to think of other ways to sort. Allow pupils to count each section of sorting tray. Ask pupils to suggest a way of recording how many in each section. Pupils can write numbers on paper or match magnetic numbers to quantities. **Breadth: Pupils have the chance to use their knowledge and skills in different contexts and explore various ways of sorting, linking their knowledge of the world around them.**

Teacher Initiated

Sorting tray with choice of loose parts, tweezers, paper, pens, numberlines, and magnetic numbers.



Record the planned assessment that will be gathered to meet the success criteria (Say, Write, Make, and Do) considering **breadth, challenge and application**.

Learning Experience 1 Assessment

Say - Reading number in Sand – Teacher assessment and self-assessment using fans/lollipops stick and cups. **Challenge: ask numbers beyond 10.**

Write - Writing numbers on posters – Teacher assessment of formation of numbers through observations and looking at posters.

Application – children have choice of how they apply their knowledge of numbers.

Learning Experience 2 Assessment

Do - Counting loose parts – Teacher observations and self-assessment using fans/lollipops stick and cups. **Challenge: Provide loose parts above 10 or even 20 if required.**

Make - Numberline – photograph on I-pad.

Learning Experience 3 Assessment

Do – Sorting trays self-assessment, teacher observations and photograph on i-pad. **Breadth: Pupils have the chance to use their knowledge and skills in different contexts and explore various ways of sorting, linking their knowledge of the world around them.**

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

Please see evidence sheet. This provides pupil and teacher voices and observations.

SC:

- 1) I can read numbers to 10 or beyond.
- 2) I can write numbers to 10 or beyond.
- 3) I can count objects by touch counting.
- 4) I can match the number to right amount of objects.
- 5) I can sort objects by colour, size or shape or another way of my own.

Teacher Feedback:

- 1) Well done, you can read numbers to 10 and numbers above 10. Some of these numbers mean different amounts when you change the numbers about. (teacher uses magnetic number to explain by making a 17 then swapping the numbers around to make 71). This is 17 and this is 71. We will keep working on numbers and learn about them soon. I am pleased with all the number you have read.
- 2) Your number poster looks amazing! You made this without using a number square or numberline, I am very impressed. (Pupil received sticker for their efforts)
- 3) Excellent counting, you are correct. It was a good idea to move the fir cones over so you knew which ones you had already counted.
- 4) How are you going to remember how many are in each section of the sorting tray? (Pupil decides to use paper and pen to note amounts) Brilliant idea of using the paper to write down the amounts, that's very clear.
- 5) (Pupil sorts by shape first) Can you think of another way to sort these objects? (Pupil suggests by colour, size and material. They choose to sort by material next) This is a different way to sort the material, you have paper together and plastic together and wood together, what an interesting way to sort the objects.

Next Steps:

Continue to encourage pupil to count and write beyond 10, especially in different contexts. Provide challenging activities where they have the chance to count and write numbers beyond 10. Pupil is ready for addition work and will be provided with challenges when required. They should be able to apply their knowledge and skills to different tasks in class and provide provocations and initiated tasks which can further the learning.

Pupil Voice:

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

I've learned that I can count lots of things! I can count up to 100 and lots more if I have time. I can sort things and write numbers next to them.

I used lots of things in my classroom to help me.

Did the learner successfully attain the outcomes?

YES

Evidence

Early Level Numeracy and Mathematics

Experiences and Outcomes

I have explored numbers, understanding that they represent quantities, and I can use them to count, create sequences and describe order. **MNU 0-02a**

I can match objects, and sort using my own and others' criteria, sharing my ideas with others. **MNU 0-20b**

SC 1: I can read numbers to 10 or beyond. (Say)

Pupil was able to read the numbers to 10 and read numbers up to 20 except from 15 and 17. Numbers above 20 were sometimes reversed, example 71 they will say 17. Pupil was able to read some random numbers given above 20 such as 41, 63, 72 and 100.

SC 5: I can sort objects by colour, size or shape or another way of my own.

Pupil organised the objects by shape initially but after some discussion about different ways to sort, pupil sorted by colour, size and material.

Match Amounts to Numerals (Do)



Pupil Voice
I've sorted my things by shape. All the butterflies are together, all the squares are together. . . (After discussion about sorting)
I'm going to sort by materials, all the paper together and all the plastic together.

Learning Intentions:

To read and write numbers to 10 or beyond.
To count quantities to 10 and beyond.
To match numbers to quantities.
To sort objects.

Success Criteria

- 1) I can read numbers to 10 or beyond.
- 2) I can write numbers to 10 or beyond.
- 3) I can count objects by touch counting. (Pupils suggested to touch the objects with their fingers so they would not lose count.)
- 4) I can match the number to right amount of objects. (Pupils discussed how they should record the amounts once counted)
- 5) I can sort objects by colour, size or shape or another way of my own. (Pupils negotiated different ways to sort the objects)

SC 2: I can write numbers to 10 or beyond.

The pupil is very confident when writing numbers and has shown they can write above 10, this was completed without a numberline or number square.

Number Poster (Write)



SC 3: I can count objects by touch counting.

Pupil is able to touch count and have excellent one to one correspondence, they are able to count above 10.

Counting Objects (Do)



Pupil Voice
I've finished counting!
There's 14!

Evidence of Learning:

say make write do

Context of Learning

Pupils have been learning to count, read and write numbers to 10 and above. They were interested in sorting objects at the Funky Fingers table. Pupils have opportunities to apply their knowledge and skills of numbers and sorting through continuous provisions and teacher initiated activities.

SC 4: I can match the number to right amount of objects.

Pupil was able to count the objects and match the numerals to the amount of objects up to 10. They decided to write the numbers on a piece of paper and put the paper inside the sorting tray sections.

Match Amounts to Numerals (Do)



Pupil Voice
I used paper so I can remember how many is in each hole.

Pupil Voice
I've learned that I can count lots of things! I can count up to 100 and lots more if I have time. I can sort things and write numbers next to them.



