

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.

Practitioner Code	E73
Curriculum Area(s)	Numeracy
Level	Early
Stage(s)	Nursery

Experiences and Outcomes:

Data and analysis

I can **match objects**, and **sort using my own and others' criteria**, sharing my ideas with others.

MNU 0-20b

Money

I am **developing my awareness of how money is used** and can **recognise and use a range of coins**.

MNU 0-09a

Learning Intentions:

We are learning to match coins using my own and others' criteria.

We are learning to sort coins using my own and others' criteria.

We are learning about how money is used in everyday life.

We are learning to recognise a range of coins.

We are learning to use a range of coins.

Success Criteria:

Please list SC and give brief detail on how learners were involved in their creation.

Children were informed that we will be learning more about money during activity 1 and success criteria were written based on ideas recorded in mind map.

I can match coins using my knowledge of colour, shape and size.

I can sort coins using my knowledge of colour, shape and size.

I can say how money is used in everyday life.

I can recognise some coins.

I can use coins in role play.

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.

Observations of children were made by staff in the role play area. Children have not been using the money in the till and instead swiping a card through it. Due to an increase in cashless systems it was decided that experiences allowing children to explore money should be ongoing.

Activity 1 – A range of coins were left in a bowl as a loose parts resource in the numeracy area.

Observations and children's comments were recorded and used to plan future activities.

(Personalisation and Choice)

Activity 2 – Can you sort the money into the correct bowls? A range of coins were left in a tray and children were asked if they could help sort them into bowls. The bowls had a different coin stuck to the bottom and children had to sort them correctly. Child A counted his coins and compared them to how many his friend had collected. This became a game and a timer was used to see who could collect more coins in a set time. (Challenge and Enjoyment)

Activity 3 – Match the coins onto the sheet. A range of coins were put on a sheet of paper. Children sorted through coins and matched them to the coins on the sheet of paper. (Breadth)

Activity 4 – money sorting game on whiteboard – www.topmarks.co.uk - children played a game on the interactive whiteboard which involved sorting money. (Challenge and Enjoyment)
Activity 5 – Treasure hunt in sand – Coins were hidden in the sand and children were asked to look in the sand and see if they could find any treasure. Children were asked what coin they found, and these had to be placed in the correct bowls. (Depth and Enjoyment)
Activity 6 – Christmas Shop – Children helped make items to sell at our Christmas Shop. Children helped to make price lists and price tags for items and were sales assistants at the shop and customers with their parents. Children were given the responsibility of selling items, buying items, letting parents know the price of items and handling money. (Breadth and Application)

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

Say – how is money used in everyday life

Say – the value of a range of coins

Do – sort coins correctly (using knowledge of colour, shape and size)

Do – match coins correctly. (using knowledge of colour, shape and size)

Do – Use coins in role play (when taking on the role of the customer or the sales assistant.)

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

Feedback was given to Child A during and after each activity. Questions were asked to recap learning and to determine whether children recognise some coins.

Encouragement and praise was given when coins were sorted and matched correctly. Positive comments and praise were given when Child A collected lots of coins during the treasure hunt.

Children were given praise when helping customers at the Christmas Shop. Children enjoyed the responsibilities that were given to them and took on their role very seriously!

Child A chose photos of him engaging in the activities and these were added to his Learning Journey.

Next Steps – Child A has been exploring the coins in the numeracy area regularly and these will be available at all times for all children to explore.

Child A suggested buying our nursery snack with the coins. Children will be taken to the local shops more regularly to handle money and purchase some items for nursery snack time.

The role play area will be a post office next and coins will be available for children to explore.

Pupil Voice:

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

Child A – “I like using the real money. I know how much money it is. I have paper money too, it has numbers on it. My mum lets me give it in Tesco when she buys stuff. I can see the numbers on money. The money looked different when I went to Lapland. I liked being the shop keeper at the Christmas Shop. I want to have my own shop when I’m bigger. I will get money for iPads.”

Did the learner successfully attain the outcomes?

YES/NO

Activity 1 – A range of coins were left in a bowl as a loose parts resource in the numeracy area. Observations and children’s comments were recorded and used to plan future activities. (Personalisation and Choice)

Money – I wonder why we need money. What do we use money for? Have you used these coins before?



“I got a purse for my mermaid party. I put pennies in it.”

“It’s pennies! You can buy stuff with it.”

“My Dad has money. He’s going to buy me something today.”

“I put money in my bank. It’s a teddy bear one. I bought a dumper truck with it.”

“My Mummy needs money to get me toys and costumes for dressing up. She got me a witch dress.”

“I have a tractor bank. We use money to buy cat food.

“We use money to buy food and chicken. I have loads of money in my bank. It’s not a piggy bank. It’s a round shape.”

“We need money for paying.”

“We use money for toys and ice cream.”

“We need money for soft play.”

“It looks like treasure!” – PLOD – Treasure hunt

“I have money at home. I have all these pennies at home. I’m saving for lots of things. Like a Nintendo Switch. Maybe an iPad.” – CHILD A

“We could play shop keepers.” – PLOD – Shop in role play area/Christmas Enterprise

“My Mummy needs money for my food for my tummy.” – CHILD A

“My Dad used money on his card to pay for our holiday.” – CHILD A

“Hatchimals are 10p. My sister buys them. She has lots of these 10 ones in her bank.” – CHILD A

Assessment Evidence – Say - how is money used in everyday life
Child A visited the area on more than one occasion to explore the coins and was able to say with confidence how money is used in everyday life. He understood clearly that money is exchanged for goods. Child A also recognised a range of coins and was able to say that he had some of them in his home.

Activity 2 – Can you sort the money into the correct bowls? A range of coins were left in a tray and children were asked if they could help sort them into bowls. The bowls had a different coin stuck to the bottom and children had to sort them correctly. Child A counted his coins and compared them to how many his friend had collected. This became a game and a timer was used to see who could collect more coins in a set time. (Challenge and Enjoyment)



Child A - "I have loads of 2 pennies! It's heavy cos I have loads and loads!"

Child B - "I think I have more than you!"

Child A - "We can count them at the end...I have more...wait and see!"

As children were counting Child B noticed that not all of her coins had the number 1 on them.

Child B - "This one isn't the same. There is no 1."

Child A - "It is the same....Look!" - Child A picked up two of his 2p coins and placed them together.

Adult - "How do you know they are the same?"

Child A - "They are brown and the same size. Bigger than those ones." He pointed to Child B's 1p coins.

Adult - "What about the silver ones? Did you collect any of those?"

Child A - "No....They are 10s! And they are shiny silver like treasure."

Assessment Evidence – Say – the value of a range of coins
Do – sort coins correctly (using knowledge of colour, shape and size)

Child A was again able to recognise the value of a range of coins. He was familiar with 1p, 2p, 5p, 10p and 20p. He joined the game on a number of occasions and correctly sorted the coins that were in his bowl. Some children were looking to match by looking for a number on the coin and Child A would help them by saying "it just is the same size so it's OK. Put it in your bowl. Be quick before the time is up. And they are all brown." He confidently sorted 20p coins in his bowl on one occasion and left the 10p coins in the tray. This shows he was confidently sorting using his knowledge of colour, shape and size.

Activity 3 – Match the coins onto the sheet. A range of coins were put on a sheet of paper. Children sorted through coins and matched them to the coins on the sheet of paper. (Breadth)



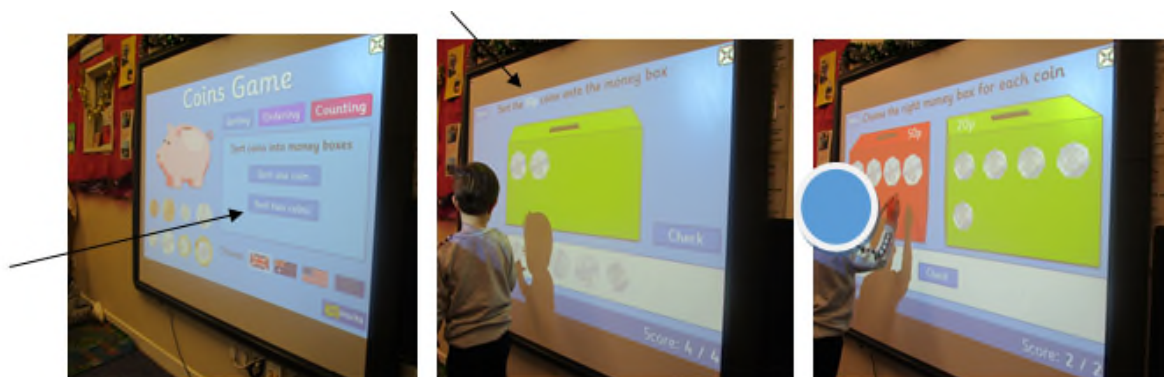
Child A - "These are the ones you put in the trolley when we go shopping. It's pounds."

Child A - "I am saving lots of these for a Nintendo Switch. This is easy peasy!"

Assessment Evidence – Do - match coins correctly. (using knowledge of colour, shape and size)
Say – the value of a range of coins

Child A was able to recognise the value of a range of coins. He was only unfamiliar with the £2 coin. Child A worked independently to sort all of the coins in the tray and matched them correctly. He confidently gathered all of the coins first and then stacked them on top of the corresponding coin on the sheet.

Activity 4 – money sorting game on whiteboard – www.topmarks.co.uk - children played a game on the interactive whiteboard which involved sorting money. (Challenge and Enjoyment)



Assessment Evidence – Say – the value of a range of coins
Do – sort coins correctly (using knowledge of colour, shape and size)

Child A enjoyed the challenge of sorting while playing the game. He was observed looking at the number above in order to sort the coins into the money box. Child A wanted to try to sort two coins as a challenge and was able to do this accurately. Child A could see the difference in the 50p and 20p coin as he sorted them correctly.

Child A – “The 50 one is bigger.”

Activity 5 – Treasure hunt in sand – Coins were hidden in the sand and children were asked to look in the sand and see if they could find any treasure. Children were asked what coin they found, and these had to be placed in the correct bowls. (Depth and Enjoyment)



Child A – “I found the £1! It’s a trolley one for Tesco!”

Child A – “I’ve got a 50! I’m getting lots on my spade. I’ll put them in the bowl when I have loads and loads. I’ve got another shiny one. Not a 50. I don’t know this one. A £2 I think!”

Assessment Evidence – Do – Use coins in role play (when taking on the role of the customer or the sales assistant.)

Child A was able to confidently say the value of all the coins he found and was only unsure of the £2 coin. Child A was observed gathering lots of coins he found in a spade and then sorted them into the correct bowls.

Activity 6 – Christmas Shop – Children helped make items to sell at our Christmas Shop. Children helped to make price lists and price tags for items and were sales assistants at the shop and customers with their parents. Children were given the responsibility of selling items, buying items, letting parents know the price of items and handling money. (Breadth and Application)



Children were told they would be making things and then selling them at our Christmas Shop.

Child A – “Can I be the shop keeper. My aunty is a shop keeper. I buy things from her shop and she lets me put things in a bag.”

Adult – “What do you buy?”

Child A – “Flowers and other stuff. My dad gives the money.”

Adult – “How do you know how much money to give?”

Child A – “There are numbers on the things. My aunty tells us too.”

Assessment Evidence – Say – the value of a range of coins
Do - Use coins in role play (when taking on the role of the customer or the sales assistant.)

Child A enthusiastically worked with his peers at our Christmas Shop. He was able to apply his knowledge of money in the previous activities on the day and recognised many of the coins he was handed by the parents. Adult support was given when change had to be given however Child A helped count out the coins that were given back.

Child A – “That’s £1 please. Would you like a bag? Come again please!”

Child A – “That is £1 and that is £1. That is 2 then I think. 50 and 50 makes 100.”

Adult – “100 pennies is the same as the £1.”