

Assessment For Learning

Summary of Skills and Rubrics IPC Milepost 1

Milepost 1

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Art 1.2

Be able to use a variety of materials and processes

Teachers' rubric:

Emerging	Developing	Secure
The child uses more than one type of material and process to produce a piece of art with teacher help. He/she may need help to choose the materials and processes for his/her work, e.g. suitable materials to make a collage, etc.	The child chooses more than one type of material and process and successfully produces a piece of art. The child understands that materials are suited to different processes and chooses accordingly, with some help from the teacher.	The child uses a variety of materials and processes in his/ her work with success. The child understands that materials are suitable for different processes and chooses accordingly. The child needs little or no direction from the teacher.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I know how to use some art materials. I'm not sure when I should use each material and my teacher helps me with this – e.g. when I make a collage my teacher helps me collect all the materials I need and helps me make my collage.	I know how to use some art materials and I can choose the right materials for a process, e.g. to produce a painting, I need paints, brushes, etc. I check my choices with my teacher and sometimes I need help with this. I can produce a piece of art using the materials and processes I have chosen.	I know many different ways of doing art and can use different materials without any help from my teacher. I can make different types of art and decide for myself what I need to do this.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- With a partner, look at different types of art and think about what materials the artists used. Choose one material that you don't know how to use and ask your teacher if you can practise in a class
- Ask other children in your class what art processes they know how to use. In an art class work with a child who can show you how to use a process that you didn't know before. Can you show them a new process?
- Make a list of all the materials you can use and a list of all the materials you would like to learn how to use. Find out as much as you can about the materials you can't use yet and try using them in another art class

How To Progress From Developing To Secure

Suggest the following to the children:

- Choose a piece of art you have produced this year. What was the subject of the art? Work with the same subject and make a new piece of art using a different process. For example, if your original piece of art was a painting of a statue, perhaps you could sculpt a statue using plasticine, or make a collage
- Look around your town or city. What art do you see? Think about buildings, statues, monuments, fountains, etc. Make a class list of all the different art there is in your local area and the materials and processes that are used for each
- Choose a process from the class list that you don't know how to use. Ask another child or your teacher to show you how to use it and then practise making your own piece of art
- Choose a material from the list that you haven't used before. Collect some of the material and try it out. What does it look like? What does it feel like? What colour is it? What texture does it have? What could you use it for? What isn't it suitable for? Experiment with the material in as many ways as you can

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Art 1.2

Be able to use a variety of materials and processes

Teachers' rubric:

Emerging	Developing	Secure
The child uses more than one type of material and process to produce a piece of art with teacher help. He/she may need help to choose the materials and processes for his/her work, e.g. suitable materials to make a collage, etc.	The child chooses more than one type of material and process and successfully produces a piece of art. The child understands that materials are suited to different processes and chooses accordingly, with some help from the teacher.	The child uses a variety of materials and processes in his/ her work with success. The child understands that materials are suitable for different processes and chooses accordingly. The child needs little or no direction from the teacher.

Art 1.3

Be able to suggest ways of improving their own work

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to identify improvements he/she could make to his/her work. The child can talk about changing colours and size, but doesn't really understand how this could improve his/her art.	The child can suggest improvements to his/her work, including colour, size, shape, and style. His/her ideas would not always lead to an improvement in the work. The child needs some help from the teacher or other children.	The child can independently identify a number of improvements he/she could make to his/her work. The child's ideas usually lead to an improvement in the work and he/she can explain why this is so.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me with ideas to improve my art. I don't really understand how changing a colour or the size of my work will improve it, but I usually like it when I've changed it.	I have some ideas to improve my work, including changing the colour, the size, the shape, or trying a collage instead of a painting. Sometimes my art looks better when I have changed it, but sometimes I prefer how it was before. My teacher helps me with this and I get ideas from other children in my class.	I can think of lots of ways to improve my work. My teacher and the other children tell me they like my work better when I have made some changes to it. I can explain why the changes I think of make my art look better, like using colours that go better together, or making a picture bigger so that you can see the detail better.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Work with a friend. Look at each other's work and think of how you would have done it differently. Whose ideas would produce the best piece of art? Use both of your ideas to produce a new piece of art. Which is the best one and why?
- Collect similar pieces of art which are all different in some way. For example, a range of pictures of flowers using different colours, or a range of models of different sizes. Which do you like best and why? Do some colours/sizes, etc. look better for different things?
- Choose a piece of art that you don't like. Why don't you like it? How would you change it to make you like it better?

How To Progress From Developing To Secure

Suggest the following to the children:

- Choose one aspect of your art, for example, the colour, the size, the medium, the shape, etc. Now produce some different versions of art changing this one aspect slightly each time. For example, if you choose colour, create some pictures of the same thing, but using different colours each time. Experiment until you find out what works best
- Look at art around your school and where you live. Think about what art you like and why. Is there anything you don't like about it? Try to explain why you don't like it and suggest what you would change to make it better. You could produce your own replica of the art in a version you think is better, and then compare the two to see if your ideas were best
- Experiment with colours: mixing them together, using contrasting colours, creating different shades. Write down how to mix the ones you like best and what you could use them for

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Art 1.3

Be able to suggest ways of improving their own work

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to identify improvements he/she could make to his/her work. The child can talk about changing colours and size, but doesn't really understand how this could improve his/her art.	The child can suggest improvements to his/her work, including colour, size, shape, and style. His/her ideas would not always lead to an improvement in the work. The child needs some help from the teacher or other children.	The child can independently identify a number of improvements he/she could make to his/her work. The child's ideas usually lead to an improvement in the work and he/she can explain why this is so.

Art 1.4

Be able to comment on works of art

Teachers' rubric:

Emerging	Developing	Secure
The child can express likes and dislikes but cannot justify his/her reasoning.	The child can express likes and dislikes and, with prompting by the teacher, can justify his/her reasoning with ideas about colour, design, shape, size, etc.	The child can express likes and dislikes and can explain why he/ she thinks this. The child can comment on different aspects of the art, including colour, design and art medium.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
When I look at art I know if I like it or dislike it, but I'm not sure why.	When I look at art I know if I like it or dislike it. My teacher helps me to explain this by giving me ideas about colour, design, shape and size.	When I look at art I know if I like it or dislike it. I can talk about the art in different ways, including the colour, the design and what type of art it is.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Talk to a friend about a piece of art they like. Ask them to explain to you why they like it. Do you agree with them? Why? Why not?
- Ask your teacher to help you write a list of things to think about when you look at art. Include ideas about colour, design, shape, size, process, medium, etc. Next time you look at art think about the list you made and talk about as many things as you can about the art
- Choose one piece of art that you like. Find out as much as you can about it. Where is it? Who was the artist? Does the piece of art have a name? Make a fact sheet about your art to display in your classroom for the other children to look at

How To Progress From Developing To Secure

Suggest the following to the children:

- Choose an art style, for example sculpture. Write down everything that you want to know about a piece of art in this style, for example, how it was made, who the artist was, where the statue is kept, why it was made, etc. Now find out all the information you wanted to know and talk to the rest of your class about it
- When you give an opinion about something always explain why you think this. What is it about the art that makes you like it or dislike it?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Art 1.4

Be able to comment on works of art

Teachers' rubric:

Emerging	Developing	Secure
The child can express likes and dislikes but cannot justify his/her reasoning.	The child can express likes and dislikes and, with prompting by the teacher, can justify his/her reasoning with ideas about colour, design, shape, size, etc.	The child can express likes and dislikes and can explain why he/she thinks this. The child can comment on different aspects of the art, including colour, design and art medium.

Geography 1.7

Be able to use geographical terms

Teachers' rubric:

Emerging	Developing	Secure
The child is able to identify geographical features using simple vocabulary such as, 'a hill' with prompting. Positional language is attempted but is not always accurate.	The child independently, or with some help, uses geographical terms to describe a locality in greater detail, using language such as, 'a steep slope'. Positional language is used accurately but relates to the whole picture or world.	The child can use a wide range of geographical terms when describing different features of a place with little or no teacher help. The geographical terms are used accurately. Positions are given relative to other places, for example, 'left of the hill'.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher says I need to learn more words to describe places and to understand what they mean. My teacher helps me a lot.	My teacher says that the words I use are good but has to ask me some questions too. I can say where different features are. I like to work on my own at the beginning but my teacher helps me later.	I can use a lot of geographical words and my teacher says I couldn't do any better. I can say where different places are, such as if they are to the left or right, or north or south of other places. I don't need any help from my teacher.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- When you read stories look at the pictures and try to describe the story setting — what the place is like
- Draw maps to show story settings or journeys and put the places shown in the text in the correct sequence
- Learn some action songs and rhymes with geographical terms — for example, 'Jack and Jill went up the hill'
- Sit back to back with a friend, one with a picture and the other with a blank sheet of paper and a pencil. Give the other child instructions to draw a copy of the picture, for example, there is a cloud at the top of the page in the middle, etc.

How To Progress From Developing To Secure

Suggest the following to the children:

- Discuss places visited on holiday. Collect postcards and pictures for a class display — discuss and use new geographical vocabulary
- Learn directions — like north, south, east and west, left and right, etc. Use this directional language to describe small worlds you have created
- Create a small world or large floor map with a friend. Use a toy car and take turns to describe journeys taken to your friend

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.7

Be able to use geographical terms

Teachers' rubric:

Emerging	Developing	Secure
<p>The child is able to identify geographical features using simple vocabulary such as, 'a hill' with prompting.</p> <p>Positional language is attempted but is not always accurate.</p>	<p>The child independently, or with some help, uses geographical terms to describe a locality in greater detail, using language such as, 'a steep slope'.</p> <p>Positional language is used accurately but relates to the whole picture or world.</p>	<p>The child can use a wide range of geographical terms when describing different features of a place with little or no teacher help. The geographical terms are used accurately.</p> <p>Positions are given relative to other places, for example, 'left of the hill'.</p>

Geography 1.8

Be able to follow directions

Teachers' rubric:

Emerging	Developing	Secure
The child needs substantial support to follow and give simple directions. The instructions are not always interpreted or given accurately. There may be confusion with left and right.	The child needs some teacher support to follow and give simple directions. The child can follow and give a series of simple one step instructions to find or describe a given place.	The child can follow and give a series of consecutive directions accurately to arrive at an expected destination with no or very little teacher support. The child may be able to follow and give directions for alternative routes.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I find it difficult to follow directions and get a bit mixed up. I find it difficult to give directions to a friend and they don't always end up at the right place. My teacher or friends give me a lot of help.	I can follow directions accurately but only by doing them one at a time. I can give directions to a friend to follow and they usually get to the right place. I work on my own most of the time.	I find it easy to follow and give directions. I can also think of new directions to arrive at the same place. I don't need any help from my teacher or friends.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Learn the directions left and right, and north, south, east and west, and practise following instructions given by friends
- Look at a simple map or picture with a friend. Give each other directions to go from one place to another. Try to find new routes to the same places
- Learn some action songs and rhymes that use the terms left and right (such as the 'Hokey-Cokey')
- Use simple computer games to develop skills in following directions

How To Progress From Developing To Secure

Suggest the following to the children:

- Try to remember more than one direction by repeating two or more instructions in your head
- Picture your movements in your head, following more than one direction, before you set off
- Work with a friend to describe how you get to school, to an after-school club or to each other's houses. Use maps to help with directions
- Describe different routes to the same place in the classroom or around school. Follow directions given by your friend, then swap roles

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.8

Be able to follow directions

Teachers' rubric:

Emerging	Developing	Secure
<p>The child needs substantial support to follow and give simple directions.</p> <p>The instructions are not always interpreted or given accurately.</p> <p>There may be confusion with left and right.</p>	<p>The child needs some teacher support to follow and give simple directions.</p> <p>The child can follow and give a series of simple one step instructions to find or describe a given place.</p>	<p>The child can follow and give a series of consecutive directions accurately to arrive at an expected destination with no or very little teacher support.</p> <p>The child may be able to follow and give directions for alternative routes.</p>

Geography 1.9

Be able to describe the geographical features of the school site and other familiar places

Teachers' rubric:

Emerging	Developing	Secure
The child is able to describe geographical features observable in the vicinity of the school or another familiar place in response to questions asked by the teacher.	The child independently describes more than one feature of the immediate geographical environment or familiar place. The teacher may need to prompt the child to give further details.	The child independently describes three or four main geographical features of the immediate locality or familiar place, using an appropriate range of vocabulary.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I find it difficult to think of what to do until my teacher asks me some questions and gives me some ideas. My teacher also helps me with vocabulary to describe places that I know.	I work on my own most of the time. I can describe some different features of places that I know, but my teacher gives me some ideas and helps me with some vocabulary.	I like to work on my own. I can describe our local area and other areas I know in a lot of detail. My teacher says I am able to use a lot of geographical vocabulary.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Make a list of different buildings and places you know. What does the area around your school look like?
- Think about how the weather affects the types of houses you can see
- Imagine you are talking to a friend or relative in a different country. How would you describe the area around your school?
- Make a list of all the different things you can see around your school

How To Progress From Developing To Secure

Suggest the following to the children:

- Make a list of all the different things you can see around the school. Try to give reasons why things might be in that place, e.g. more houses are built on the flat land near the river because that is where the people used to go to get water
- When you describe one geographical feature, such as oil wells, try to think about how these might affect or link to other features or human activities, such as rivers or farmland

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.9

Be able to describe the geographical features of the school site and other familiar places

Teachers' rubric:

Emerging	Developing	Secure
The child is able to describe geographical features observable in the vicinity of the school or another familiar place in response to questions asked by the teacher.	The child independently describes more than one feature of the immediate geographical environment or familiar place. The teacher may need to prompt the child to give further details.	The child independently describes three or four main geographical features of the immediate locality or familiar place, using an appropriate range of vocabulary.

Geography 1.10

Be able to make maps and plans of real and imaginary places, using pictures and symbols

Teachers' rubric:

Emerging	Developing	Secure
<p>The child can draw a simple map or plan of a real or imaginary place with basic features that he/ she can identify verbally with help from the teacher.</p> <p>When making a map of a real place the features are not in their correct relative positions.</p> <p>There is no key.</p>	<p>The child can make a simple map or plan of a real or imaginary place with some identifiable features in pictorial form.</p> <p>When making a map of a real place the features are not all in their correct relative positions.</p> <p>There is no key.</p>	<p>The child independently produces a map or plan of a real or imaginary place with three or more identifiable features in their correct relative positions.</p> <p>Features may be shown as pictures or symbols.</p> <p>There is a form of key.</p>

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
<p>I can make a map or plan using pictures to show different places and objects.</p> <p>I like to talk about my work with my teacher and I sometimes have to change my work to make it better. I often have to move some of the things on my map to put them in the correct place.</p>	<p>I can work on my own to draw a map or plan.</p> <p>I use pictures to show the different places and features.</p> <p>I know that I draw some of them in the right place.</p>	<p>I can complete a map or plan by myself.</p> <p>I use symbols and pictures to show which different places there are and a simple key to show what the symbols mean.</p> <p>I draw most of them in the correct place.</p>

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Only draw objects on your map that don't move — don't include cars or animals, etc.
- Go for a walk around the area first, draw pictures or make a list to help you remember different places and where they are
- Draw your map outside or where you can see all the different things you want to put on it
- Draw the things that are important — don't try to show every tree or rock

How To Progress From Developing To Secure

Suggest the following to the children:

- Make a map of your local area with a friend. Use your map and walk around your local area to check you have drawn the features in the correct place. Did you miss anything out? If you did, add it to your map
- Instead of drawing a picture of a place in detail, try to draw one object to represent a place. A book could represent a library or a swing might show where the park is
- Every time you use a symbol for the map draw it again at the side of the page and write what it means. This is called a key

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.10

Be able to make maps and plans of real and imaginary places, using pictures and symbols

Teachers' rubric:

Emerging	Developing	Secure
<p>The child can draw a simple map or plan of a real or imaginary place with basic features that he/she can identify verbally with help from the teacher.</p> <p>When making a map of a real place the features are not in their correct relative positions.</p> <p>There is no key.</p>	<p>The child can make a simple map or plan of a real or imaginary place with some identifiable features in pictorial form.</p> <p>When making a map of a real place the features are not all in their correct relative positions.</p> <p>There is no key.</p>	<p>The child independently produces a map or plan of a real or imaginary place with three or more identifiable features in their correct relative positions.</p> <p>Features may be shown as pictures or symbols.</p> <p>There is a form of key.</p>

Geography 1.11

Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to locate home and host nations on world maps and the globe. He/she can discuss the different geographical features but finds it difficult to locate these on a map.	The child can locate specific places on maps and the globe. He/she may need some help to interpret maps or to locate geographical features of the home and host countries.	The child can use given maps of different scales to locate places. He/she can describe the main geographical features of specific countries with confidence after locating these on a map.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I can find some places on a world map or the globe after someone helps me. I can describe the places where I have lived and talk about the geography of these places – if there were any mountains or rivers or if the land was very flat, etc.	I can find some countries and places on maps of different sizes, including my home country and my host country. I need some help at first to use the maps to find out about the geography of the places – whether there are mountains or rivers, etc. and what the land looks like.	I can use different sizes of maps to find out where different geographical features are in some countries, including my home country and my host country. I am happy to work by myself.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Discuss how different symbols can be used to depict geographical features, such as spots for cities, a tree for a forest and a ^ ^ symbol for a mountain, etc. Then look at some thematic maps to find out what they show
- Find the home or host country on the globe with your teacher. Spin the globe and try to find it again without help
- Look at the globe or a map every day for a week. Try to remember where your home and host countries are and what their capital cities are called. Can you find the home country of a friend? What is its capital city called?
- Try to remember what it was like to live in or visit your home country. Compare it to life in the host country. How could you show this on a picture map?

How To Progress From Developing To Secure

Suggest the following to the children:

- Create maps at a variety of scales of imaginary places from stories. Start with a large scale map of a house (the three bears' house for example), then show where the house is in the wood, then place the wood in an imaginary country with other geographical features, such as Goldilocks' house. You could write a new story based on your map
- Around a map of your home or host country draw small pictures of the different geographical features. You could cut these out of magazines or from photocopied sheets. Draw lines to show where these places are located on the map

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.11

Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to locate home and host nations on world maps and the globe. He/she can discuss the different geographical features but finds it difficult to locate these on a map.	The child can locate specific places on maps and the globe. He/she may need some help to interpret maps or to locate geographical features of the home and host countries.	The child can use given maps of different scales to locate places. He/she can describe the main geographical features of specific countries with confidence after locating these on a map.

Geography 1.12

Be able to use secondary sources to obtain simple geographical information

Teachers' rubric:

Emerging	Developing	Secure
The child can interpret given sources of information. He/she can make a simple statement from at least one source with some support from the teacher.	The child can extract some simple information from one source with little or no teacher help. The child can relate the information to the appropriate source. The child needs some teacher support to find information from other sources.	The child can interpret different sources of geographical information with little or no teacher help. The child often finds the same information in different sources.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher gives me some maps and pictures and we work together to find some information.	I can work by myself to find information from at least one place. I can say where I found the information so other people will know where to look. My teacher helps me to find information from other places.	I can find out information by myself. I am able to use at least two different sources, such as maps, graphs, photos, text, books or the Internet. I often find the same information in different places.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Work with a friend or with your teacher. Look at different sources of information. Write down one different fact about the host country from each source
- Look again at each source of information. Can you write down some more information from each source?
- Make sure that the information you find can be found easily by someone else. Say or write things like: 'Photo 1 shows a hot country with palm trees'. Give Photo 1 to a friend and ask them to check what you have said

How To Progress From Developing To Secure

Suggest the following to the children:

- Try to think what the information you find might mean, for example, why might a house in a photograph be made from wood instead of bricks? What does this tell you about a place?
- Look at a map of a country. Does it show a lot of jungle or woodland where the wood for building houses might come from? If you can see a tropical jungle on a map, what does this tell you about the weather?
- Look carefully at details of photographs and graphs. Try to write a few sentences from each source. Try to find more information to support these facts from other sources
- Ask yourself what you want to find out about a place. Think where you might be able to find that information out. Try to find books about different places for yourself

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.12

Be able to use secondary sources to obtain simple geographical information

Teachers' rubric:

Emerging	Developing	Secure
The child can interpret given sources of information. He/she can make a simple statement from at least one source with some support from the teacher.	The child can extract some simple information from one source with little or no teacher help. The child can relate the information to the appropriate source. The child needs some teacher support to find information from other sources.	The child can interpret different sources of geographical information with little or no teacher help. The child often finds the same information in different sources.

Geography 1.13

Be able to express views on the attractive and unattractive features of an environment

Teachers' rubric:

Emerging	Developing	Secure
The child states simple likes or dislikes about the environment in response to questions from the teacher. The child is unable to justify his/her preferences.	The child suggests a view about the features of the environment, separating those features he/she finds attractive from those he/she finds unattractive. The child may need prompting from the teacher to explain his/her choices.	The child is able to express views about the attractiveness of different features of the environment and can give reasons to justify his/her feelings. The child may suggest that a feature can have both attractive and unattractive aspects.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I can answer my teacher when he/ she asks me what places I like and dislike. I can say if I think something is nice or not nice to look at, but I don't know why.	I can list some things or places I like about my local area and those I don't like. My teacher helps me to explain why I think something is nice or not nice to look at. I can work by myself to do this.	I can say why I like or dislike different parts of my local environment. I think that some places can be nice and not nice to look at at the same time.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Try to think of the things you like to do best. List the places where you can do these things, or what things you need to enjoy them fully. Which ones are to do with the place where you are, rather than other things, like who you are with?
- Think about this question carefully. Which things do you like about the area where you live? This could be to do with the weather, what the place looks like (is it flat or hilly, dry or wet?) and also the different buildings or places you can go
- Talk to a friend about what the area around your school looks like. Do you think it is nice to look at? Are there any things that spoil how it looks? How would you change it to make it look nicer? Do you and your friend share the same opinion about this? What about other children in your class?

How To Progress From Developing To Secure

Suggest the following to the children:

- List all the non-living things in the environment around you; water, rivers, rocks and buildings, as well as the living things and people to get lots of ideas about your local environment
- Identify special places where you like to be — give reasons why you like to go to these places. Is it because of something you do at this place, e.g. play a sport, or because the place is nice to look at, e.g. a park?
- Choose one place that you know to discuss in detail, for example, a park, your town centre, your garden, etc. — think of its attractive features and ways in which you would improve it to make it even better

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.13

Be able to express views on the attractive and unattractive features of an environment

Teachers' rubric:

Emerging	Developing	Secure
<p>The child states simple likes or dislikes about the environment in response to questions from the teacher.</p> <p>The child is unable to justify his/her preferences.</p>	<p>The child suggests a view about the features of the environment, separating those features he/she finds attractive from those he/she finds unattractive.</p> <p>The child may need prompting from the teacher to explain his/her choices.</p>	<p>The child is able to express views about the attractiveness of different features of the environment and can give reasons to justify his/her feelings.</p> <p>The child may suggest that a feature can have both attractive and unattractive aspects.</p>

Geography 1.14

Be able to communicate their geographical knowledge and understanding in a variety of ways

Teachers' rubric:

Emerging	Developing	Secure
After some help and guidance, the child can communicate geographical information in at least one way.	The child can communicate his/ her geographical knowledge in more than one way. Some help and guidance is needed to develop appropriate methods of doing this.	The child is independently able to communicate his/her geographical knowledge and understanding in a variety of ways.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher gives me ideas about how to present things when we do geography. I need more help to think of another way to present something and always ask my teacher or friends for ideas.	My teacher tells me I can present information about geographical things in more than one way. My teacher reminds me of different ways I can present my work, and then I can work by myself. Sometimes my teacher helps me to change my ideas a bit to make them better.	I can communicate information about geographical things in at least three different ways. I work by myself most of the time.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- If you draw a picture or a map try to explain what it shows to other children or an adult
- Find different ways to show one idea; draw pictures, write, speak about your idea, or draw a map. Now try this again with a different idea. Which way of communicating your idea do you think worked best? Why?
- Work in a small group. Share your ideas about how to communicate a piece of geographical information. Can you each think of a different idea? Now use each others' ideas to communicate the information

How To Progress From Developing To Secure

Suggest the following to the children:

- Practise speaking about your work in front of friends. Ask them to tell you if they don't understand what you mean. Can they give you ideas about how to make your work easier to understand? Do they think you used a good method of communication?
- When you present something orally make sure that you have other resources that show the same thing, for example, you could draw a map to show a place that you are talking about, you could have photos of an area or feature, you could draw graphs to show rainfall, etc.
- Communicate your information by choosing methods you like best first — for example, maps and pictures, or talking about graphs, etc. Then ask your teacher how you can present this work in a new and different way

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Geography 1.14

Be able to communicate their geographical knowledge and understanding in a variety of ways

Teachers' rubric:

Emerging	Developing	Secure
After some help and guidance, the child can communicate geographical information in at least one way.	The child can communicate his/her geographical knowledge in more than one way. Some help and guidance is needed to develop appropriate methods of doing this.	The child is independently able to communicate his/her geographical knowledge and understanding in a variety of ways.

History 1.4

Be able to use key words and phrases relating to the passing of time

Teachers' rubric:

Emerging	Developing	Secure
The child uses words predominately related to personal time. Words such as yesterday, tomorrow, today, before, now, after, etc. are only used when prompted by an adult.	The child offers words such as yesterday, tomorrow, today, before, now and after with increasing confidence and can use some terms accurately in conversation when questioned.	The child uses terms such as yesterday, tomorrow, today, before, after and now with ease. The words are used in conversation with peers and adults. The child is able to use the words interchangeably in many different contexts.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me to talk about when things have happened. I sometimes get confused about when things happen.	I know some words to talk about when things happened. I know what the words mean and can use them if my friend or teacher asks me a question. Most of the time I get the answers right.	I'm quite happy talking about when things happened to me or to other people. I know how to use words that mean something in the past, present and future.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Write down some words related to the passing of time, for example, now, yesterday, before, after, tomorrow, etc. Say the words and try using them in a sentence. Then think about what you are doing now, what you were doing before now (in the past) and what you might do next (in the future)
- Draw cartoon sequence pictures of your day or week. Put things in the right order and describe your cartoon to another child
- Change the order of your cartoon sequence and play a game with a friend to see if they can put them back into the right order. You can describe the order using words like next, before, after, then, etc. to help your friend
- Draw pictures of yourself at different ages — 1, 2, 3, 4, 5, 6 and 7. Put them into the right order. Explain the order to a friend. Describe how you have changed over this time

How To Progress From Developing To Secure

Suggest the following to the children:

- Talk to your friends and your teacher – try to use as many time words as you can in one sentence (use time words like yesterday, tomorrow, today, before, now and after)
- List all the time words that you can think of. Play a game with a friend – take it in turns using each of these words in a sentence. Check each other's words and their use
- Write down the words PAST and PRESENT on a large sheet of paper and then think of all the different words and phrases that might go under each heading. For example, PAST: yesterday, last week, last Christmas, etc.

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

History 1.4

Be able to use key words and phrases relating to the passing of time

Teachers' rubric:

Emerging	Developing	Secure
<p>The child uses words predominately related to personal time.</p> <p>Words such as yesterday, tomorrow, today, before, now, after, etc. are only used when prompted by an adult.</p>	<p>The child offers words such as yesterday, tomorrow, today, before, now and after with increasing confidence and can use some terms accurately in conversation when questioned.</p>	<p>The child uses terms such as yesterday, tomorrow, today, before, after and now with ease.</p> <p>The words are used in conversation with peers and adults. The child is able to use the words interchangeably in many different contexts.</p>

History 1.5

Be able to order events and objects into a sequence

Teachers' rubric:

Emerging	Developing	Secure
The child is able to sort and sequence some objects and events in relation to his/her own life. The child needs help to order other events or objects into a sequence. Sorting is much easier for the child than sequencing.	The child is able to sort and sequence some objects and events with increasing confidence. He/she is able to order events and objects related to personal time and to other peoples' time with some prompting and questioning.	The child is able to sort and sequence a number of events or objects independently and with reasonable ease.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me to sort things. I sometimes get them mixed up if I have to sort more than three things.	I can work on my own when I am sorting and ordering things and objects. I usually get them in the right order. I sometimes need to talk with my friends or ask my teacher to check my work.	I can sort and sequence objects and events in my life and things to do with other people. I usually get them all in the right order and don't need help from my teacher or friends.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Draw pictures of food that you eat at different times of the day. Now put them into the right order
- Draw pictures or make collages of toys you have played with at different times in your life, or clothes you have worn at different times in your life. Now put them into the right order
- Make a timeline for a younger child or brother or sister. What would you include in the timeline? How would you help them to understand how things have changed?
- Write down all the things that you did yesterday, from when you woke up in the morning to when you went to sleep in the evening. Put these things into the right order and then describe your day to another child

How To Progress From Developing To Secure

Suggest the following to the children:

- Collect pictures of old things or use real objects if you have them in your school or class museum. Now put them into a sequence – which is the oldest, the newest, and so on?
- Make your own timeline for something that really interests you. Find out about your interest – it could be bikes, computers, cartoons... anything you like! Collect pictures and ask older people about it. Then make a timeline showing what has happened to your interest over time
- Think about the clues you have used in the past to get your sequencing right. How did they help then? Will they always help?
- Collect pictures from books and magazines about the past, the present and the future. Sort them and make a poster with the three different times. How are the pictures different?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

History 1.5

Be able to order events and objects into a sequence

Teachers' rubric:

Emerging	Developing	Secure
The child is able to sort and sequence some objects and events in relation to his/her own life. The child needs help to order other events or objects into a sequence. Sorting is much easier for the child than sequencing.	The child is able to sort and sequence some objects and events with increasing confidence. He/she is able to order events and objects related to personal time and to other peoples' time with some prompting and questioning.	The child is able to sort and sequence a number of events or objects independently and with reasonable ease.

History 1.6

Be able to identify differences between their own lives and those of people who have lived in the past

Teachers' rubric:

Emerging	Developing	Secure
The child is able to identify some simple differences between the past and the present. The child needs help from the teacher or other children to do this.	The child is able to identify a number of differences between the lives of people in the past and in the present with some help. The child is able to draw on experiences of parents and grandparents for his/her answers.	The child is able to independently identify differences between the lives of people in the past and in the present. The child can identify differences between then and now and also on occasions between 'then' and 'now' – as in comparing the differences between parents and grandparents with today.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I know that there are some differences between the different times that we are learning about. My teacher gives me ideas of things to think about.	With some help, I am able to identify what is different between different times in the past. I know that my life is different to my parents' and grandparents' lives.	I am able to work without help and identify things that are different now to how they were in the past. I can explain what I have discovered and sometimes I can identify differences between different times in the past.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Find some pictures of the same things – such as clothes, transport, etc, but from different times. Look closely at them and try to list all of the differences you can see. Talk to a friend about them – can you add to the list?
- Look closely at different pictures from today and the past. Draw and label some of the differences
- Talk to a parent or other adult about how things were when they were your age. What type of food did they eat, what toys did they play with, what did they learn at school, what clothes did they wear?
- Talk to an older adult, such as a grandparent. What were things like when they were your age? How does their childhood compare to yours and to your parents'?

How To Progress From Developing To Secure

Suggest the following to the children:

- Think about different times in the past, for example, when your parents or grandparents were children. How are these times different? If possible, talk to your grandparents to find out how their lives were different to yours and to your parents. What was their daily life like? Write an imaginary diary entry or use pictures to describe a day in the life of a grandparent. Then write a diary entry describing a typical day for you, or draw pictures to show this. Compare the two typical days to see how many differences you can spot
- Choose something that might have been different in the time of your parents and grandparents, e.g. schools, and research and draw how it was different. Divide your paper into three and draw pictures of today, in your parents' time and your grandparents' time
- Make a 'then' and 'now' book for a younger child. What will the focus of your book be – food, clothes, toys, school? What will you include in it?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

History 1.6

Be able to identify differences between their own lives and those of people who have lived in the past

Teachers' rubric:

Emerging	Developing	Secure
<p>The child is able to identify some simple differences between the past and the present. The child needs help from the teacher or other children to do this.</p>	<p>The child is able to identify a number of differences between the lives of people in the past and in the present with some help. The child is able to draw on experiences of parents and grandparents for his/her answers.</p>	<p>The child is able to independently identify differences between the lives of people in the past and in the present. The child can identify differences between then and now and also on occasions between 'then' and 'then' – as in comparing the differences between parents and grandparents with today.</p>

History 1.7

Be able to find out about aspects of the past from a range of sources of information

Teachers' rubric:

Emerging	Developing	Secure
The child is able, with some direction, to use one or two resources to find out about the past. The child needs help to be directed to use specific parts of the resource.	The child is able to use more than one resource for his/her research with little or no help. However, the information he/she finds may not always be relevant to the focus of the work.	The child is confident in using a variety of sources and is beginning to understand that some resources might be more useful than others.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I can find out about the past from books and people. I still need help to know where to look, but I am getting better at finding this for myself. I usually use one resource and my teacher helps me to use others.	I can find out about the past by looking at different resources. I sometimes need help to make sure that I can find the right answers to my questions.	I can find out about the past from looking at lots of different resources. I can usually do this by myself. I am beginning to find that some resources are more useful than others.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Try to find out about things you particularly enjoy. Tell your teacher or a friend how you found out about it. Were some resources more useful than others?
- Compare how you find things out with a friend. Make a list of all the different resources you use. Are your lists similar or different? Now ask your friend to show you how to use one of their resources
- Talk to your teacher about some of the best ways to find out about the past. Ask your parents and grandparents how they find out about the past
- Find out about people whose work is finding out about the past. How do they find out things? What do they use?

How To Progress From Developing To Secure

Suggest the following to the children:

- Keep a record of useful ways that you have found out things in the past. When you study the past try to use a new resource that is not on your list
- Make a list of all the different resources you use. Put them in the order that you think they are most useful. Compare your list with another child. Are some resources better for some research topics than others?
- Is there a list of questions that you could use for your finding out? Such as a What? Where? Why? Who? list
- Make a list of different resources and why they are suitable for finding different things out. You could make this into an informative poster to place near the resources in your school to help other children

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

History 1.7

Be able to find out about aspects of the past from a range of sources of information

Teachers' rubric:

Emerging	Developing	Secure
The child is able, with some direction, to use one or two resources to find out about the past. The child needs help to be directed to use specific parts of the resource.	The child is able to use more than one resource for his/her research with little or no help. However, the information he/she finds may not always be relevant to the focus of the work.	The child is confident in using a variety of sources and is beginning to understand that some resources might be more useful than others.

International 1.4

Be able to respect one another’s individuality and independence

Teachers’ rubric:

Emerging	Developing	Secure
The child can talk about his/her own increasingly individually held ideas, attitudes, opinions and needs in a way that does not usually require reference to others. The child still finds it difficult to articulate the different ideas, attitudes, opinions and needs of others.	The child can articulate his/her own ideas, attitudes, opinions and needs and is able to articulate those of other children. When doing so, though, the child sees his/her own ideas as ‘right’ and those of others who have different ideas as ‘wrong’.	The child is able to accept that other children have their own ideas, attitudes, opinions and needs that might differ from his/ her own. He/she can articulate these different ideas and accepts that they might be as acceptable as his/her own.

Children’s rubric:

I’m getting used to it	I’m getting better	I’m really getting it
I can talk about I would like to happen and what I think about things that happen to me and other people without asking for help. I can’t always talk about what my friends think or would like to happen.	I can talk about what I would like to happen and what I think about things. I can talk about what other children might want to happen or think about things too, but when there are differences in our ideas I usually think they are wrong and I am right.	I can talk about my ideas and what I would like to happen. I know that my friends have their own ideas that are different to mine and I can talk about these. I like my friends’ different ideas.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Try to offer your ideas and opinions wherever possible in class
- Try to express your ideas, opinions and preferences about matters of immediate interest to you as well as about matters that have been raised in class
- When you talk about an idea, opinion or preference, think about someone you know who has a different idea, etc. about the same thing
- Think about why you have certain ideas (the children will begin to see that their ideas and preferences originate from their own thinking and perspectives)

How To Progress From Developing To Secure

Suggest the following to the children:

- Think about other children or adults who might have a different idea or preference to your own. Why do you think other people might have different ideas about things?
- Have a class discussion about awareness and acceptance of those people who have different ideas or preferences to your own
- Ask your teacher to tell you about ways in which they have been introduced to new ideas by others and how this process begins by accepting that you are not necessarily ‘right’
- During group work, try to reveal your own ideas or preferences before making a final decision, and then consider which is the best fit for purpose

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

International 1.4

Be able to respect one another's individuality and independence

Teachers' rubric:

Emerging	Developing	Secure
The child can talk about his/her own increasingly individually held ideas, attitudes, opinions and needs in a way that does not usually require reference to others. The child still finds it difficult to articulate the different ideas, attitudes, opinions and needs of others.	The child can articulate his/her own ideas, attitudes, opinions and needs and is able to articulate those of other children. When doing so, though, the child sees his/her own ideas as 'right' and those of others who have different ideas as 'wrong'.	The child is able to accept that other children have their own ideas, attitudes, opinions and needs that might differ from his/her own. He/she can articulate these different ideas and accepts that they might be as acceptable as his/her own.

International 1.5

Be able to work with each other where appropriate

Teachers' rubric:

Emerging	Developing	Secure
The child is willing to begin working or playing with others but finds it difficult to sustain cooperation. Such shared work usually results in the child working on his/her own or in unproductive disagreements within the group causing the children to fall out with each other. Often the outcome is 'lose/lose'.	The child is willing to work or play with others. When others express ideas, wishes or needs different to the child's he/she will usually try to get his/her own way, without much reference to others. Often the intended outcome is 'win/ lose'.	The child is willing to work or play with others and is beginning to realise that working with others sometimes has advantages. He/ she is able to sustain the working relationship even though he/she might disagree with others about a number of issues. The child will sometimes change his/ her own mind after hearing the ideas of others. Often the intended outcome is 'win/win'.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I sometimes like playing or working with my friends. Usually, after a short time we get cross with each other and we all get upset. I often go back to working or playing on my own as quickly as I can.	I like playing or working with my friends. I get upset when things don't happen the way I want them to. I like it when my friends do what I want.	I like playing or working with my friends and other children in my class. Sometimes they have ideas that I haven't had. When this happens our games get better or we do our work more easily. I like it when my friends listen to me, too.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Try to play and work with others who you naturally get on with. Think about the differences between you and the other people in your group
- Imagine what it would be like to play and work with particular children. What differences do you think you might have and how could you resolve them? Ask your teacher for some suggestions
- When playing and working, try to work with different children every day, if only for a short time. How well do you work together? Were there any disagreements? How did you resolve them?

How To Progress From Developing To Secure

Suggest the following to the children:

- Try to play and work with other children who you are not so close with. Work together to anticipate what difficulties might occur and how you might resolve any that occur
- Use stories and television and film plots as a means of discussing with other children how conflicts are resolved well or poorly. What would you do in similar circumstances?
- Think about disagreements and differences you have – they are normal but it is the way we deal with them that is 'better' or 'worse'
- Structure and plan your conversations about your work and play before you begin so that you can take turns to offer comments and thoughts. At break-time review what is going well and what potential difficulties might occur between you and the other children

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

International 1.5

Be able to work with each other where appropriate

Teachers' rubric:

Emerging	Developing	Secure
The child is willing to begin working or playing with others but finds it difficult to sustain cooperation. Such shared work usually results in the child working on his/her own or in unproductive disagreements within the group causing the children to fall out with each other. Often the outcome is 'lose/lose'.	The child is willing to work or play with others. When others express ideas, wishes or needs different to the child's he/she will usually try to get his/her own way, without much reference to others. Often the intended outcome is 'win/lose'.	The child is willing to work or play with others and is beginning to realise that working with others sometimes has advantages. He/she is able to sustain the working relationship even though he/she might disagree with others about a number of issues. The child will sometimes change his/ her own mind after hearing the ideas of others. Often the intended outcome is 'win/win'.

Science 1.2

Be able to pose simple scientific questions

Teachers' rubric:

Emerging	Developing	Secure
The child responds positively to investigations or information and responds to questions suggested by the teacher. The child can offer few of his/her own questions.	With some encouragement, the child can ask simple questions and make simple statements related to investigations and information. Not all of the questions he/she suggests can be investigated.	The child knows that science is about finding out through experimentation. The child can independently ask questions and make statements such as: What would happen if...? I wonder why...? Do you think it will...? Is this the same as...?, etc. The questions that he/she suggests can be investigated.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I can talk with other people about our investigations. I can't always think of something I might want to find out or ask questions about.	When we do an investigation I often ask questions that begin with words like Why? How? or What would happen if...? I try to investigate these questions even though it is sometimes difficult.	When we do investigations, I love asking new questions about what we are doing. Sometimes I link these questions to other things we have done. I can find out an answer to most of my questions.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Try to keep your questions simple, rather than complex. This will help reduce confusion and stress. For example, asking: 'I wonder if it is soft?' rather than: 'I wonder if it is soft - it might be heavy, too?'
- Try to begin thinking of your own questions by preparing some cards with a simple question on each. Work in a small group. Each person, including you, is allowed to choose one question to try to answer
- Prepare some cards with the beginnings of a question on each. Then let other children pick a card and complete the question
- Ask your teacher to keep a question board in the classroom. Quickly put up any questions that have been asked or that you would like to ask and ask your teacher to discuss them at different times during the day
- Don't worry that a question might not be investigable at this stage. Concentrate on thinking about questions that are relevant to a topic, rather than the equipment and resources you have at school to answer questions

How To Progress From Developing To Secure

Suggest the following to the children:

- Try to ask questions at every opportunity – going into an assembly, waiting to meet a new visitor, getting ready for lunch and so on
- When your teacher tells you ahead of time what you are going to be looking at or investigating, think of any questions you want to ask. Think about the topic, how you will investigate it, how you will work with other children, the different areas you will look at, etc.
- Ask your teacher to set you specific targets for posing scientific questions. For example: 'I want you to think of a really good question about the leaves of this tree by tomorrow morning'
- Treat questions that cannot be investigated practically in the classroom with equal seriousness. For example: 'Do trees grow on the moon?'; 'I don't know but I'll bring a book in with pictures of the moon and then we might be able to find out'

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Science 1.2

Be able to pose simple scientific questions

Teachers' rubric:

Emerging	Developing	Secure
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Science 1.3

Be able to identify ways of finding out about scientific issues

Teachers' rubric:

Emerging	Developing	Secure
The child needs teacher help to think of ways in which he/she might find out about the issue being focused on, but may come up with one suggestion of his/her own.	The child independently begins to suggest ways of finding out about the issue being focused on. The child doesn't always suggest his/her own investigations, but accepts possibilities when prompted.	The child is able to suggest a range of ways to find out about the issue being focused on, including an awareness that the investigation can be carried out alone or with friends.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I'm not always sure what to do to find out answers to the questions that begin our investigation. When someone helps me, though, I understand what to do.	I can usually think of what to do to find out answers to our questions. When I can't, other people help me.	I like working out how to do an investigation on my own or with my friends. I can think of what we need to do and when I tell my teacher he/she tells me I have done well and doesn't usually have any new ideas for me.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Ask your teacher to give you ideas about how to think of ways to investigate something. Brainstorm your ideas with other children. You could create a mind map to put on the wall to refer to when investigating
- Try to discriminate between Skilly and more realistic ways of investigating. Which of your ideas are practical? Which of your ideas would help you find out about a scientific issue?
- Create a quick wall display of 'Skilly ideas' and 'Good ideas'. Ask your teacher to suggest some Skilly ideas first. You can then play this as a class game, with each child suggesting an idea and the other children deciding whether the idea is Skilly or good
- At the beginning of every science lesson, try to start by thinking: 'What can we do to find out about... (the topic of the day)'

How To Progress From Developing To Secure

Suggest the following to the children:

- Try to take individual responsibility for making suggestions about how to investigate something. Take five minutes at the beginning of class to sit on your own or in small groups of two to three to come up with your own suggestions first
- Work with a partner and try out each others' ideas. When some ideas don't work talk this through with your partner, your teacher and other children without being critical. Try out some other ideas or modify your original idea to make it work better
- Have regular reflection sessions as a class when you review what you did: 'First of all we tried to find out by... It was a good idea but we couldn't make it work so we tried another idea...'
- Try to reflect on what you did. Make these reflections part of your classroom wall displays. Try to display the process rather than just the outcome

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Science 1.3

Be able to identify ways of finding out about scientific issues

Teachers' rubric:

Emerging	Developing	Secure
The child needs teacher help to think of ways in which he/she might find out about the issue being focused on, but may come up with one suggestion of his/her own.	The child independently begins to suggest ways of finding out about the issue being focused on. The child doesn't always suggest his/her own investigations, but accepts possibilities when prompted.	The child is able to suggest a range of ways to find out about the issue being focused on, including an awareness that the investigation can be carried out alone or with friends.

Science 1.4

Be able, with help, to conduct simple investigations

Teachers' rubric:

Emerging	Developing	Secure
The child is able to sustain interest in a simple science investigation, but almost always needs guidance from an adult or another child.	The child begins to take responsibility for carrying out his/her own investigations but isn't always aware of the need, or doesn't always have the skills, to be accurate or fair.	The child is aware that careful observation and measurement is important in scientific investigations and can do this with some help. The child is also able to discuss how the investigation could be 'fair' without necessarily resolving all of the issues.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I like investigating and finding things out. Someone usually helps me to look closely at what I am doing or to measure accurately.	I like doing investigations. I do them on my own or with other children. Sometimes I have to ask for help. Sometimes my teacher or someone else comes to help me even when I don't ask.	I like doing investigations. I always try to look closely and measure carefully. I can sometimes tell when the investigation isn't fair. My teacher doesn't help me that much.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Watch carefully how your teacher and other children measure and observe things in scientific investigations. Make sure that you understand what you are looking for. For example, if you are measuring the length or height of something, what are you measuring with and what unit measurement are you using, e.g. centimetres, etc?
- Try to carry out your own suggestions for investigating scientific matters. Work with another child and try out each others' ideas. Can you help each other to improve your ideas to make your investigations work well?
- When your early investigations don't work out, don't abandon your idea! Ask your teacher or a friend how you could change your idea to make it work. Now try it out again – did it work better this time, or do you need to change it again?
- Talk with other children and your teacher about how important accuracy is in your life. For example, discuss buying two ice creams from the ice cream van that are completely different sizes – how does the ice cream man measure the amount of ice cream he serves? Or, how important is it that shoes or clothes that somebody buys you fit you well?

How To Progress From Developing To Secure

Suggest the following to the children:

- When investigating, take your own observations and measurements first, rather than copying from another child or your teacher. After you have recorded your own measurements and observations you can check them with a friend
- Set yourself a simple target before you begin each part of an investigation: How are you going to show your teacher that you looked really closely at something or measured really accurately?
- Start to think about fairness and what makes something fair. For example, if you poured just one drop of water onto one plant and then lots and lots of water onto another, would measurements of how much one plant has grown be 'fair'?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Science 1.4

Be able, with help, to conduct simple investigations

Teachers' rubric:

Emerging	Developing	Secure
The child is able to sustain interest in a simple science investigation, but almost always needs guidance from an adult or another child.	The child begins to take responsibility for carrying out his/her own investigations but isn't always aware of the need, or doesn't always have the skills, to be accurate or fair.	The child is aware that careful observation and measurement is important in scientific investigations and can do this with some help. The child is also able to discuss how the investigation could be 'fair' without necessarily resolving all of the issues.

Science 1.5

Be able, with help, to gather information from simple texts

Teachers' rubric:

Emerging	Developing	Secure
When given an appropriate text, picture or other resource, the child can find something that is relevant to the investigation or issue under discussion. He/she sometimes needs help with this.	The child is able to independently find out a number of things related to an investigation or issue under discussion from a limited selection of texts, pictures or other resources given to him/her.	The child is able to use different texts, pictures or other resources – sometimes of his/her own choosing – to find out a range of information that is relevant to an investigation or issue under discussion.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I look at books, pictures and videos about our science work. Sometimes I do this on my own and sometimes with a teacher or another grown-up. I can sometimes find out something to show or tell to my teacher or friends.	When I am given books, pictures and videos to look at on my own, I can find out things about our science work to show or tell to my teacher or friends.	Without much help, I can choose books and pictures that are about our science work. When I look through them I can find out lots of things to show or tell to my teacher or friends.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Ask your teacher to give you ideas about where to look to find out things. Make a list of different books, pictures and resources that are appropriate for different topics. You can also make a list of different websites that are useful for finding out things in science
- Make a class collection of different resources. Sort the resources your class has available into the type of resource it is. For example, put all the images together, all the online resources together and all the books, etc. together. The next time you try to find something out in science try to take one resource from each group
- When you are looking for information, think about exactly what it is you are trying to find out. You can work with another child to share your ideas. For example, are you trying to find out the name of an animal or plant? Are you trying to find out about the times of day that something happens? Always be sure about what you are trying to find out before you think about what resources you are going to use
- Begin your investigation by trying to find out one piece of information. When you have found this piece of information, look for something else. Gradually build up your knowledge and list of things to find out, rather than beginning by trying to find out about lots of different things at the same time

How To Progress From Developing To Secure

Suggest the following to the children:

- Before you begin to gather information, think by yourself about what resources you will use and why. Tell your teacher about your ideas and ask them or a friend to help you choose the best resources for the task
- Make sure that you are clear what it is you are looking for before you begin to gather information. Ask your teacher or a friend to help you clarify this first and then think this through on your own before you start using the resources
- Ask your teacher to show you how to use contents and index pages and to develop simple skimming and scanning techniques in reading
- Tell the rest of your class what you found out and show where you found things out and the resources you used
- Discuss with other children which resources you think were best and your reasons for this choice. Discuss the usefulness of individual books

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Science 1.5

Be able, with help, to gather information from simple texts

Teachers' rubric:

Emerging	Developing	Secure
When given an appropriate text, picture or other resource, the child can find something that is relevant to the investigation or issue under discussion. He/she sometimes needs help with this.	The child is able to independently find out a number of things related to an investigation or issue under discussion from a limited selection of texts, pictures or other resources given to him/her.	The child is able to use different texts, pictures or other resources – sometimes of his/her own choosing – to find out a range of information that is relevant to an investigation or issue under discussion.

Technology 1.2

Be able to plan what they are going to make

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to decide what to make. He/she has some ideas about what materials and tools to use but needs substantial help to plan his/her designs.	The child has some ideas about what to make and the tools and materials he/she will need. The child can formulate a basic plan, but it needs some adjustment by the teacher.	The child is able to choose what to make and plan how he/she will make it. The child is able to decide on materials and tools to use and can formulate a workable plan to do this. He/she requires little or no help from the teacher.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me decide what to make. I think of what materials and tools I am going to use and my teacher tells me how to make my product.	I have some ideas about what to make and how I will make it. My teacher helps me choose what materials and tools I will need. I can think of how to make my product, but I sometimes forget things. My teacher helps me.	I can decide what to make and how to make it. I think about all the different things I have to do to make my product and I don't usually forget anything. I don't need help from my teacher.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- When you are thinking about what you are going to make share your ideas with a group of friends. Can you help each other with ideas or put some of your ideas together to think of something that you can make as a group?
- When you have decided what you are going to make, ask your teacher to help you make a list of all the things that you will need to make it. Collect the materials and equipment yourself. Make sure you understand what you need each thing for
- When you have an idea about what to make and you have collected all of your equipment, prepare a simple plan of what you are going to do to make your object. Draw pictures and make sure they are in the right order. Check with your teacher

How To Progress From Developing To Secure

Suggest the following to the children:

- Work with a friend and choose something that you would like to make. Work together to make a list of things you will need (equipment and materials) and then collect it together. Now prepare a plan of what you will do
- Look at the work of an older child or class to get ideas about what you are going to make
- Ask your teacher to have a class 'brainstorming' session before you think about what you are going to make. Share your ideas with other children and use their ideas to help you

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Technology 1.2

Be able to plan what they are going to make

Teachers' rubric:

Emerging	Developing	Secure
The child needs help to decide what to make. He/she has some ideas about what materials and tools to use but needs substantial help to plan his/her designs.	The child has some ideas about what to make and the tools and materials he/she will need. The child can formulate a basic plan, but it needs some adjustment by the teacher.	The child is able to choose what to make and plan how he/she will make it. The child is able to decide on materials and tools to use and can formulate a workable plan to do this. He/she requires little or no help from the teacher.

Technology 1.3

Be able to describe their plans in pictures and words

Teachers' rubric:

Emerging	Developing	Secure
The child has difficulty using pictures and words to plan his/her work. His/her pictures are basic, with little detail. The child often puts the pictures and words in the wrong order and forgets to include all the steps he/she needs to take in his/her work. The child needs help to write about the plans.	The child uses pictures and words to plan his/her work with some success. The pictures are detailed but often in the wrong order, or with some stages of the process missing. The child can list the materials and tools he/she will use. The child needs teacher help to ensure the plans are complete and easy to follow.	The child can plan his/her work using pictures and words. The pictures are detailed and accurate and the plans are in a logical order. The child includes a list of materials and tools he/she will use. The plans are clear and easy to follow.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I can draw some pictures to show how I will make something. My teacher tells me that my pictures should have more detail. My teacher helps me to write about what I am going to do. I sometimes forget to draw pictures for everything I have to do.	I can draw pictures and write about what I am going to do. I sometimes forget some of the things I am going to do, or put my pictures in the wrong order. My teacher helps me make my plans better.	I can draw pictures and write about what I am going to do. I usually remember to include everything I am going to do and use, and my teacher tells me that my plans are easy to use.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Work with a friend and choose something that you would like to make. Work together to make a list of things you will need (equipment and materials) and then collect it together. Now draw each piece of equipment and each material. Put them in the order you are going to use them. Check with your teacher. Now draw more pictures showing how you will use each material or piece of equipment and put these into the correct order. Have you forgotten anything?
- Ask your teacher to give you a demonstration of how to make something. Draw or write down everything they use and how they use it. Make sure you put these in the correct order. Can you use your plan to make the same thing?
- When you have prepared a simple plan show it to a friend. As you show them the pictures, describe what you will do. Do they understand your plan and think it will work? Do you need to change anything to make it better?

How To Progress From Developing To Secure

Suggest the following to the children:

- Work with a friend and choose something that you would like to make. Work together to make a list of things you will need (equipment and materials) and then collect it together. Now prepare a plan of what you will do and draw pictures and write words. Show it to your teacher or another pair
- Work with a different child. Cut up your pictures of your plan so that they are not in order. Ask the other child to sort the pictures into the correct order and tell you what you are going to make. Try this with their plan
- Work with a friend. Decide together what you would like to make and the equipment and materials you will use. Now work separately to produce a plan of what you will do. Compare your plans. Do they look the same? Have you remembered everything you will need to do? Do you need to change anything about either plan to make it better?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Technology 1.3

Be able to describe their plans in pictures and words

Teachers' rubric:

Emerging	Developing	Secure
The child has difficulty using pictures and words to plan his/her work. His/her pictures are basic, with little detail. The child often puts the pictures and words in the wrong order and forgets to include all the steps he/she needs to take in his/her work. The child needs help to write about the plans.	The child uses pictures and words to plan his/her work with some success. The pictures are detailed but often in the wrong order, or with some stages of the process missing. The child can list the materials and tools he/she will use. The child needs teacher help to ensure the plans are complete and easy to follow.	The child can plan his/her work using pictures and words. The pictures are detailed and accurate and the plans are in a logical order. The child includes a list of materials and tools he/she will use. The plans are clear and easy to follow.

Technology 1.4

Be able to use simple tools and materials to make products

Teachers' rubric:

Emerging	Developing	Secure
The child needs close supervision to use simple tools and materials to make products. He/she has little skill with basic tools and often has to redo his/her work.	The child can use some tools and materials to make products. He/ she works with some accuracy but needs some supervision to ensure he/she is using tools correctly. The child sometimes needs teacher help to redo or modify his/ her work.	The child can use a range of tools and materials to make products. His/her work is accurate and he/ she rarely has to redo or modify it. The child needs little or no help from the teacher.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher shows me how to cut, stick and glue things together and watches me work. I sometimes make mistakes and have to start again.	I can use different materials and can cut them up, stick or glue them together. I sometimes have to change my work a bit and my teacher helps me do this.	I can use different materials and can cut them up, stick and glue them together. My work usually looks how I want it to and I don't need any help from my teacher.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- Ask your teacher or a friend to show you how to use a piece of equipment. Practise using this every day for a week. Can you use it better by the end of the week?
- Think about a piece of equipment that you find it difficult to use. For example, when you glue, do you often make a mess and stick things in the wrong place? Ask a child who is good at gluing to show you how they do it. Can they give you any ideas about how to do it better, for example, balancing your wrists on the table to make your hands steadier, etc?
- Ask your teacher to demonstrate how to do something and then ask him or her to watch you work. Do you find it easier when you have somebody to copy?

How To Progress From Developing To Secure

Suggest the following to the children:

- Try laying out your work before you begin. Where will each thing go? How will you attach things together or make them the right size? What will you do first? Now begin your work
- When cutting things out, draw a line to follow on the material rather than cutting it freehand
- Choose one material. Spend an afternoon using this material in as many ways as possible. You could try sticking it, gluing it, cutting it up, folding it, etc. Are some ways of using the material easier than others? Can your teacher or a friend give you help to make using the material easier?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Technology 1.4

Be able to use simple tools and materials to make products

Teachers' rubric:

Emerging	Developing	Secure
The child needs close supervision to use simple tools and materials to make products. He/she has little skill with basic tools and often has to redo his/her work.	The child can use some tools and materials to make products. He/she works with some accuracy but needs some supervision to ensure he/she is using tools correctly. The child sometimes needs teacher help to redo or modify his/ her work.	The child can use a range of tools and materials to make products. His/her work is accurate and he/she rarely has to redo or modify it. The child needs little or no help from the teacher.

Technology 1.6

Be able to comment on their own plans and products and suggest areas of improvement

Teachers' rubric:

Emerging	Developing	Secured
The child recognises whether his/her finished product or plan is good or needs improvement, but is unable to identify possible changes or modifications.	The child recognises whether his/ her finished product or plan is good or needs improvement and can suggest at least one way to make it better. His/her ideas are not always practical or wouldn't lead to an improvement in the product or plan.	The child recognises whether his/ her finished product or plan is good or needs improvement and can suggest at least one possible way to make it better. His/her ideas are practical and would lead to an improvement in the product.

Children's rubric:

I'm getting used to it	I'm getting better	I'm really getting it
I know if my work is good or if I need to change it to make it better. I find it difficult to think of how to make it better, so I ask my teacher for ideas.	I know if my work is good or if I need to change it to make it better. I have some ideas about how to make it better, but my teacher sometimes tells me that my ideas aren't possible or that they wouldn't improve my product.	I know if my work is good or if I need to change it to make it better. I have ideas about how to improve my work and when I try them out they do make my work better.

Learning Advice:

How To Progress From Emerging To Developing

Suggest the following to the children:

- When you have finished making something compare it to your original plan. Is the finished result as you planned? Why did you change it? Why did it turn out differently?
- Give your product to a friend and ask them to try it out. Can they give you any ideas about how you could make it better?
- Look at products that are similar to something you have made. How are they different to your product? Which are better? Are there any things you could incorporate into your design?

How To Progress From Developing To Secure

Suggest the following to the children:

- Try your product out. Does it work as it was intended? What is it that is stopping it from working as well as it could? For example, if you made a toy car, did you make sure all the wheels were the same size, or that they move smoothly?
- Now think about what it is that is stopping your product from working as well as it could. How could you change this to make the product better? For example, could you change the size of the wheels, could you make them smoother, etc?
- Ask your teacher to arrange a class 'trial' session. As a class you can try out each other's products and suggest ways that they could be improved. Try incorporating the other children's ideas about your product into your plan and make your product again. Is it better?

Record Sheet – For Classroom Use

Class:

Teacher:

Date:

IPC Unit:

Task:

Technology 1.6

Be able to comment on their own plans and products and suggest areas of improvement

Teachers' rubric:

Emerging	Developing	Secure
The child recognises whether his/her finished product or plan is good or needs improvement, but is unable to identify possible changes or modifications.	The child recognises whether his/her finished product or plan is good or needs improvement and can suggest at least one way to make it better. His/her ideas are not always practical or wouldn't lead to an improvement in the product or plan.	The child recognises whether his/her finished product or plan is good or needs improvement and can suggest at least one possible way to make it better. His/her ideas are practical and would lead to an improvement in the product.