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Art Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know about some of the forms used by artists in their work
- 1.2 **Be able to use a variety of materials and processes**
- 1.3 **Be able to suggest ways of improving their own work**
- 1.4 **Be able to comment on works of art**
- 1.5 Understand that the work of artists can be seen in a wide variety of places and situations

Geography Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know about the main physical and human features of particular localities
- 1.2 Know about similarities and differences between different localities
- 1.3 Know about how land and buildings are used in particular localities
- 1.4 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there
- 1.5 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
- 1.6 Know that people can harm or improve the environment
- 1.7 **Be able to use geographical terms**
- 1.8 **Be able to follow directions**
- 1.9 **Be able to describe the geographical features of the school site and other familiar places**
- 1.10 **Be able to make maps and plans of real and imaginary places, using pictures and symbols**
- 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**
- 1.12 **Be able to use secondary sources to obtain simple geographical information**
- 1.13 **Be able to express views on the attractive and unattractive features of an environment**
- 1.14 **Be able to communicate their geographical knowledge and understanding in a variety of ways**

History Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know stories about a range of people who have lived in a variety of cultures in the past
- 1.2 Know about a range of events that have happened in the past
- 1.3 Be able to ask and answer questions about the past
- 1.4 **Be able to use key words and phrases relating to the passing of time**
- 1.5 **Be able to order events and objects into a sequence**
- 1.6 **Be able to identify differences between their own lives and those of people who have lived in the past**
- 1.7 **Be able to find out about aspects of the past from a range of sources of information**
- 1.8 Be able to communicate their historical knowledge and understanding in a variety of ways
- 1.9 Understand that events and people's actions have causes and effects
- 1.10 Understand that the past is represented in a variety of ways

Information and Communications Technology (ICT) Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know about some of the applications of ICT in everyday life
- 1.2 Know about some of the ways in which the use of ICT affects people's lives
- 1.3 Be able to use ICT to organise and classify information
- 1.4 **Be able to use ICT to present information**
- 1.5 **Be able to enter, save, retrieve and revise information**
- 1.6 **Be able to work with text, tables, images and sound**
- 1.7 Be able to plan and give instructions to make things happen
- 1.8 Be able to describe what they have done
- 1.9 Be able to use ICT to explore what happens in real and imaginary situations

International Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will, through their study of The International Primary Curriculum:

- 1.1 Know that children within the class and school have different home countries
- 1.2 Know the names and approximate locations of the home countries of children within the class (and/or school)
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 **Be able to respect one another's individuality and independence**
- 1.5 **Be able to work with each other where appropriate**

Music Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know a number of songs
- 1.2 Know a number of other pieces of music
- 1.3 Know how a number of musicians – including some from their home country and the host country – use musical elements to create different effects and for different purposes
- 1.4 **Be able to recognise and explore ways in which sounds can be made, changed and organised**
- 1.5 **Be able to sing familiar songs**
- 1.6 **Be able to play simple rhythms with a steady beat**
- 1.7 **Be able to compose simple musical patterns**
- 1.8 Be able to perform individually and with others
- 1.9 **Be able to use symbols to represent sounds**
- 1.10 Be able to listen carefully to pieces of music and comment on them
- 1.11 Be able to recall a simple tune
- 1.12 Be able to suggest ways of improving their own work
- 1.13 Understand that musical elements can be used to create different effects
- 1.14 Understand that music is used for a variety of different purposes

Physical Education (PE) Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know the rules and conventions of a number of activities and small games
- 1.2 **Be able to perform simple activities with control and coordination**
- 1.3 **Be able to repeat and develop simple actions**
- 1.4 Be able to apply simple tactics
- 1.5 **Be able to apply movements in sequence**
- 1.6 **Be able to apply rules and conventions**
- 1.7 Be able to observe, copy and develop actions performed by others
- 1.8 Be able to improve performance through observation and repetition
- 1.9 **Be able to spend time at ease in water**
- 1.10 Understand principles of safe activity
- 1.11 Understand that exercise has an effect on their body

Science Learning Goals

MILEPOST 1

Enquiry

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- 1.2 **Be able to pose simple scientific questions**
- 1.3 **Be able to identify ways of finding out about scientific issues**
- 1.4 **Be able, with help, to conduct simple investigations**
 - thinking about what will happen
 - using, with help, simple scientific equipment
 - recognising when a test or comparison with one variable is fair
 - observing what happens
 - comparing what happened with what they thought would happen
 - offering explanations for what happened, and why it happened
 - making simple comparisons, identifying similarities, differences and simple patterns
 - recording and communicating their observations – orally, in writing and through ICT
- 1.5 **Be able, with help, to gather information from simple texts**

Living things

By the end of the school year in which they are 7, the vast majority of children will:

- 1.6 Know about the basic conditions needed for living things to survive

- 1.7 Know about the differences between living things and things that have never been alive
- 1.8 Know that living things grow and reproduce
- 1.9 Know that the features of the school environment affect the types of living things found there
- 1.10 Be able to sort living things into simple groups
- 1.11 Be able to recognise living things in the school environment
- 1.12 Understand that different locations support different living things
- 1.13 Know the names of the main external body parts of humans and animals
- 1.14 Know the names and characteristics of a range of animals
- 1.15 Know about the importance of exercise and healthy eating
- 1.16 Know about the role of drugs as medicines
- 1.17 Know about the senses
- 1.18 Be able to recognise similarities and differences between themselves and other people
- 1.19 Understand how to treat animals with care and sensitivity
- 1.20 Know the names of the parts of plants
- 1.21 Know that seeds grow into plants
- 1.22 Know that plants need light to grow
- 1.23 Know that plants need water to grow

Materials

By the end of the school year in which they are 7, the vast majority of children will:

- 1.24 Know the names and properties of a range of materials
- 1.25 Know about the uses of different materials
- 1.26 Know what happens when various materials are squashed, bent, twisted, stretched, heated or cooled
- 1.27 Be able to describe similarities and differences between materials
- 1.28 Be able to sort materials into groups according to their properties
- 1.29 Understand that the uses to which materials are put depend on their properties

Physical processes

By the end of the school year in which they are 7, the vast majority of children will:

- 1.30 Know about everyday appliances that use electricity
- 1.31 Know how simple electrical circuits operate and the effects they have on different devices
- 1.32 Know the function of a switch in an electrical circuit
- 1.33 Know how a range of forces, including pushes and pulls, can move objects
- 1.34 Know that darkness is the absence of light
- 1.35 Know that sounds travel from sources
- 1.36 Know that sounds are heard when they enter the ear
- 1.37 Understand that sound and light come from a variety of sources
- 1.38 Be able to describe the actions that result in changes in light, sound or movement

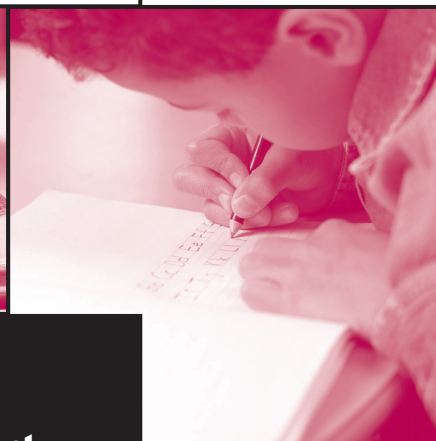
Technology Learning Goals

MILEPOST 1

By the end of the school year in which they are 7, the vast majority of children will:

- 1.1 Know that products in everyday use have an effect on people's lives
- 1.2 **Be able to plan what they are going to make**
- 1.3 **Be able to describe their plans in pictures and words**
- 1.4 **Be able to use simple tools and materials to make products**
- 1.5 Be able to choose appropriate tools and materials for their tasks
- 1.6 **Be able to comment on their own plans and products and suggest areas of improvement**
- 1.7 Be able to comment on the usefulness of products in everyday use

MILEPOST 1



Art

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme



**International
Primary Curriculum**
great learning, great teaching, great fun

Be able to use a variety of materials and processes

SCENARIOS – Examples of the skill in action:

In *Transport* Task 1, the children collect pictures of their favourite type of transportation from books, magazines and leaflets and cut out and photocopy them. They then make their own book on their chosen transportation using a variety of different materials and processes, including painting, charcoal, pastels, collage, etc.

In *Flowers and Insects* Task 1, the children begin by looking at the work of artists who have represented flowers or insects in their work. The children then produce their own piece of art using the same materials as the artist they have studied, or by choosing from a variety of materials, including paint, glue, pastels, pen, ink, etc, and a process of their choice, e.g. collage, painting.

In *Food (We Are What We Eat)* Task 2, the children look at the work of Guiseppe Archimbaldo, who used food as a stimulus for his art. The children then choose from a selection of fruits and vegetables to make their own artistic impression of a face.

TEACHERS' RUBRIC

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

Be able to suggest ways of improving their own work

SCENARIOS – Examples of the skill in action:

In *Ourselves (My World)* Task 1, the children use mirrors to draw self-portraits. When all the portraits are completed, the children talk about their work and how close a likeness they think they have created. They talk about their ideas to improve their work and then talk about other children's portraits.

In *Living Things (I'm Alive)* Task 1, the children create a picture that shows people doing lively things, like dancing, or playing a sport. The children discuss their work in terms of how it could be improved, before creating a second piece of art incorporating their changes.

In *Holidays (The Places People Go)* Task 5, the children make a 3D model of a souvenir they would like to buy on holiday to remind them of their visit. They compare their souvenirs with real souvenirs to think of how they could improve their work. They talk about their ideas with a partner.

TEACHERS' RUBRIC

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

Be able to comment on works of art

SCENARIOS – Examples of the skill in action:

In *Celebrations* Extension Activity, the children look at examples of work that are used in celebrations. The children comment on how the artist has used colour to promote the idea of celebration, before talking about whether the colours make them feel happy or sad.

In *Clothes (Dressing Up)* Task 1, the children look at the work of Andy Goldsworthy, who uses things found in the environment in his art. The children identify four things that they think are clever or special about the work and one thing that makes this work different from other work they have seen. The children share their ideas about this “land art” with other children.

In *Communication (Words In The Air)* Task 1, the children look at examples of illustrated letters. They talk about why the letters are designed in such a way, and what the children like and dislike about each of the designs.

TEACHERS' RUBRIC

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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?

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Art

By the time you come to the end of each milepost you will have watched the children doing art lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important art skills and at what overall stage of art skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work as artists. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have an art day. Let the children think up their own activities.

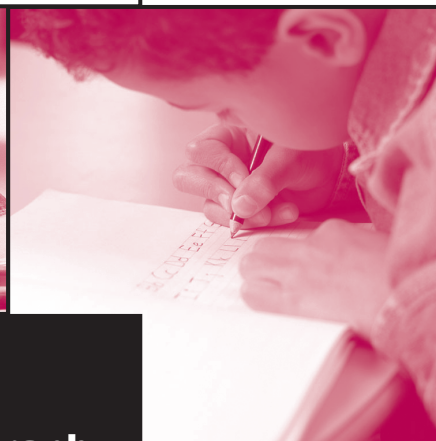
Try some of the following ideas.

- Visit an art gallery or museum in your local area. The children can look at all the different types of art and think about their likes and dislikes. The children can talk to another class about what they saw at the museum and create their own versions of art they have seen to enhance their presentation.
- Create a class art gallery of all the art work the children have produced throughout the milepost. Invite parents and other children and teachers to visit the art gallery one day after school. The children can act as gallery guides, explaining their work, the materials and processes they used and what influenced them. Take pictures and create a class art brochure that can inspire their future work or the work of other children.

- Ask the children to create a fact sheet concentrating on one area of art to help other children. The children should include a step-by-step guide of how to use the material or process they have chosen and include examples. For example, if a child chooses colour, they could detail primary colours and how to mix colours to make new shades. They could list what they think each colour could be used to represent and how colours work together. They could also include a colour chart of all the colours that are available in the school, as well as examples of their own work.

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



Geography

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to use geographical terms

SCENARIOS – Examples of the skill in action:

In *Clothes (Dressing Up)* Task 1, the children find out about weather in different parts of the world. They also research weather in their home countries and find the home countries on maps and globes. Then the children prepare a weather report, using appropriate geographical terms and language, and suggest suitable clothing for each geographical area.

In *The Environment (Our World)* Task 5, the children have a treasure hunt to find small, objects from the local area. The teacher chooses the objects the children should find to assess the children's knowledge of geology and geographical terms. The children then categorise and display the objects, including information on where they were found, using appropriate geographical language.

In *Holidays (The Places People Go)* Task 5, the children plan what they would need to take on two different types of holidays; one to a hot place, and the other to a cold place. The children use geographical terms to describe such places and the geographical features they would find there, as well as how these places are different and what different things they would need to take with them. The children also use geographical terms to describe their own experiences and knowledge of particular localities.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<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>

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
<p>My teacher says I need to learn more words to describe places and to understand what they mean.</p> <p>My teacher helps me a lot.</p>	<p>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.</p> <p>I like to work on my own at the beginning but my teacher helps me later.</p>	<p>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.</p> <p>I don't need any help from my teacher.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

Be able to follow directions

SCENARIOS – Examples of the skill in action:

In *Transport* Task 4, the children talk to each other about journeys they make regularly. Each child then works with a partner and follows their directions to mark their chosen journey on a map.

In *Transport* Task 5, the children collate all their information about journeys they make regularly to create a class map. The children then position a compass rose on the map to show north and then practise navigational and map skills, following directions given by each other and the teacher.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child needs substantial support to follow and give simple directions.	The child needs some teacher support to follow and give simple directions.	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 instructions are not always interpreted or given accurately.	The child can follow and give a series of simple one step instructions to find or describe a given place.	The child may be able to follow and give directions for alternative routes.
There may be confusion with left and right.		

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

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

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

SCENARIOS – Examples of the skill in action:

In *Structures (Buildings)* Extension Task, the children visit some well-known landmarks from the local area in order to produce a “Day Out” guide. The guide includes information on the buildings, how to get there and why each structure has been built in a particular way. The children use geographical language to describe these areas.

In *Holidays (The Places People Go)* Task 1, the children describe the geographical features of their favourite holiday destination. They describe the type of building they stayed in, the weather, and geographical features they wouldn’t see in their own countries, e.g. a mountain, a desert, the sea, an animal, etc.

In *Living Things (I’m Alive)* Task 2, the children describe the main geographical features of two environments that are well-known to them. The children then think about what things people need to survive anywhere (food, shelter, water, etc) and what they need specifically in the two environments they chose.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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.	<p>The child independently describes more than one feature of the immediate geographical environment or familiar place.</p> <p>The teacher may need to prompt the child to give further details.</p>	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
<p>I find it difficult to think of what to do until my teacher asks me some questions and gives me some ideas.</p> <p>My teacher also helps me with vocabulary to describe places that I know.</p>	<p>I work on my own most of the time.</p> <p>I can describe some different features of places that I know, but my teacher gives me some ideas and helps me with some vocabulary.</p>	<p>I like to work on my own. I can describe our local area and other areas I know in a lot of detail.</p> <p>My teacher says I am able to use a lot of geographical vocabulary.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

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

SCENARIOS – Examples of the skill in action:

In *Circus (Movement and Entertainment)* Task 2, the children have an opportunity to look at examples of pictorial maps. They are shown how the symbols are used to represent different places and how to use a simple key. The children then make their own maps of a circus, using pictures and symbols.

In *Transport* Task 5, the children work together to make a class map to show all the routes the children take to school and to other places. The children decide on a colour scheme and any symbols they will use to produce their class map.

In *Myths, Legends and Fables (The Stories People Tell)* Task 2, the children create a map of a long and exciting journey they or a friend have made. They use flags, stickers and labels to mark their route and choose symbols and colour coding to distinguish their route from other children's routes.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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.	The child can make a simple map or plan of a real or imaginary place with some identifiable features in pictorial form.	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.
When making a map of a real place the features are not in their correct relative positions.	When making a map of a real place the features are not all in their correct relative positions.	Features may be shown as pictures or symbols.
There is no key.	There is no key.	There is a form of key.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can make a map or plan using pictures to show different places and objects.	I can work on my own to draw a map or plan.	I can complete a map or plan by myself.
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.	I use pictures to show the different places and features.	I use symbols and pictures to show which different places there are and a simple key to show what the symbols mean.
	I know that I draw some of them in the right place.	I draw most of them in the correct place.

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

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

SCENARIOS – Examples of the skill in action:

In *Structures (Buildings)* Task 1, the children locate their home countries and the host country and the different types of house or building that can be found there. The children then make a wall display, categorising what they found out by country, climate, etc. The children use a variety of maps to do this; maps of different scales, climate and possibly population maps.

In *Ourselves (My World)* Task 1, the children find out about each others' home countries and locate these on maps. They also find out about imports and exports and places goods move between, using maps of different scales.

TEACHERS' RUBRIC:

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

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
<p>I can find some places on a world map or the globe after someone helps me.</p> <p>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.</p>	<p>I can find some countries and places on maps of different sizes, including my home country and my host country.</p> <p>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.</p>	<p>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.</p> <p>I am happy to work by myself.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

Be able to use secondary sources to obtain simple geographical information

SCENARIOS – Examples of the skill in action:

In *Food (We Are What We Eat)* Task 1, the children bring in a variety of food and use its packaging to find out which countries the food comes from. They then use books and weather charts on the Internet to find out more about the weather in these countries. Other secondary sources that children can use to obtain geographical information include photographs, aerial photographs, maps and atlases, graphs and school links.

In *The Environment (Our World)* Task 1, the children talk to people and use other secondary sources to find out about two small, but distinctly different habitats within the school grounds. They find out about what the area used to look like, what animals lived there and how the area has changed.

In *Clothes (Dressing Up)* Task 1, the children use a variety of different sources to find out about weather in different parts of the world. They use maps, globes, books, CD-ROM encyclopaedias and the Internet and also speak to friends and family about this topic.

TEACHERS' RUBRIC:

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

CHILDREN'S RUBRIC:

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

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

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

SCENARIOS – Examples of the skill in action:

In *The Environment (Our World)* Task 2, the children make maps, plans and sketches of the school grounds. They then collect together all the children's images and pick out the attractive and unattractive features of the school environment.

In *Holidays (The Places People Go)* Extension Task, the children work together to think about how people spoil holiday places, e.g. by dropping litter, making noise, the presence of unsightly buildings, etc. They then take one feature and prepare a plan of action to make it more attractive.

In *Structures (Buildings)* Task 2, the children find out about the types of homes there are built in a particular country or locality. They then write a "house for sale" advertisement, including the attractive points of the housing and the area and why it is the best home for someone living in the country or locality.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<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>

CHILDREN'S RUBRIC:

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

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

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

SCENARIOS – Examples of the skill in action:

In *Myths, Legends and Fables (The Stories People Tell)* Task 6, the children keep a record of different countries connected to some myths they have studied. They use a variety of ways to record this, including maps, lists, text, etc.

In *Holidays (The Places People Go)* Task 2, the children talk about their favourite holidays and why they liked them. They use pictures and photos to talk about their geographical knowledge of these places, including things that are the same in each place and things that are different.

In *Food (We Are What We Eat)* Task 1, the children show their geographical knowledge of where food comes from, by sorting foods into those that come from hot countries and those that come from cold countries.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
After some help and guidance, the child can communicate geographical information in at least one way.	<p>The child can communicate his/her geographical knowledge in more than one way.</p> <p>Some help and guidance is needed to develop appropriate methods of doing this.</p>	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
<p>My teacher gives me ideas about how to present things when we do geography.</p> <p>I need more help to think of another way to present something and always ask my teacher or friends for ideas.</p>	<p>My teacher tells me I can present information about geographical things in more than one way.</p> <p>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.</p>	<p>I can communicate information about geographical things in at least three different ways.</p> <p>I work by myself most of the time.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

MP1

Geography

By the time you come to the end of each milepost you will have watched the children doing geography lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important geography skills and what overall stage of geography skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work as geographers. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have a round-the-world food day where children produce and sample a diverse range of foods, a pretend holiday or trip to a different country, or role-play different work environments from your locality.

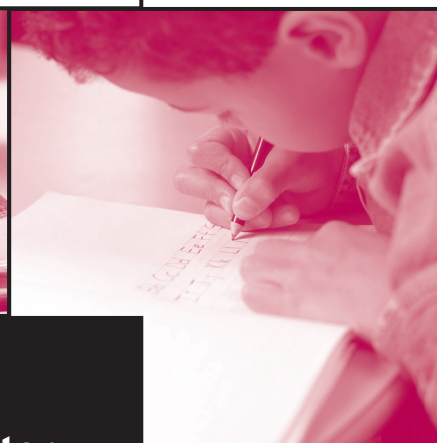
Try some of the following ideas.

- Choose five different countries — allocate one country to a small group. The children can work in their groups with some adult support to create an experience from that country for the class to enjoy, perhaps involving music, food or dance from that country.
- Choose one country to "visit" as a class. In groups the children can present activities or experiences representative of the country for the rest of the class to enjoy.

- Draw a map of an imaginary place or situation. Turn the map into a 3D model. Use small play equipment to explore and discuss the different features of the imaginary environment.
- In groups, the children could design and make a simple treasure trail with picture clues showing geographical features. Each picture clue could hold a “letter” which, if found in the correct sequence, builds up a word. Let the other groups try out your trail.

Each of these activities use a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



History

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

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

SCENARIOS – Examples of the skill in action:

In *Circus (Movement and Entertainment)* Task 2, the children find out about touring shows in the host country in the past. They tell the story of these circuses and shows using sequenced pictures. They have to think and talk about the order of these events before adding them to their sequence. They include speech bubbles to relate the events, using key words and phrases that relate to the passing of time.

In *Celebrations* Task 2, the children create a timeline to talk about memories of their own experiences of celebrations. They add pictures and text to the timeline, before talking to another child about the events they have celebrated. When talking about their timeline and the celebrations they have experienced, they use key vocabulary relating to the passing of time.

In *Finding Out About The Past (Time Detectives)* Extension Activity, the children work with an object they have chosen that reflects their likes and dislikes or hobbies and interests. The children think about what might have happened to their chosen object between the time it was made and the present. They then write this account in a time sequence, using key words and phrases relating to the passing of time.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<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. The words are used in conversation with peers and adults. The child is able to use the words interchangeably in many different contexts.</p>

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
<p>My teacher helps me to talk about when things have happened. I sometimes get confused about when things happen.</p>	<p>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.</p>	<p>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.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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.

Be able to order events and objects into a sequence

SCENARIOS – Examples of the skill in action:

In *Transport* Task 1, groups of children have to find out about different types of transport and then present their findings to the other children. They find out about when the transport was invented, who it was invented by, what types of transport people used before this mode of transport was invented, whether it is still used today or when it stopped being used, when it became available in the host and home country and what was happening in history when this type of transport was available. They then work together as a class to make a transportation timeline, putting the different types of transport in chronological order. The children colour code this timeline to show when different types of transport were invented and when they became available in their home and host countries.

In *Myths, Legends and Fables (The Stories People Tell)* Task 2, the children draw a series of pictures showing their own family legend. They make sure their pictures tell the story in the right sequence, before explaining their family legend to a friend.

In *Communication (Words In The Air)* Task 3, the children prepare a set of cards showing a variety of objects used in communication, including an early telephone, a mobile phone, an early TV, a laptop, etc. The children then work in groups to place these objects into a chronological sequence showing when they were invented.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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?

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

SCENARIOS – Examples of the skill in action:

In *Food (We Are What We Eat)* Task 1, the children write a questionnaire for their parents and grandparents about food availability and eating habits when they were young. The children also research food typically eaten in the host country around 50 years ago using the Internet and other resources. The children then compare their information and write a menu for a meal in the past and a menu for a meal today.

In *Jobs (The Things People Do)* Task 2, the children make a list of jobs people have today, and a list of jobs people had in the past. The children then think about how each job has changed over time and find out at least five similarities or differences between each job in the past and in the present.

In *Holidays (The Places People Go)* Task 4, the children use information they have found out from their parents or grandparents regarding holidays they took in the past. The children then create a timeline to show how holidays have changed over time. The children choose a particular theme to concentrate on, for example clothing, holiday activities, food they ate on holiday, etc.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<p>The child is able to identify some simple differences between the past and the present.</p> <p>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>

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
<p>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.</p>	<p>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.</p>	<p>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.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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?

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

SCENARIOS – Examples of the skill in action:

In *Transport* Task 1, the children use a range of resources, including the Internet, reference books, CD-ROMS, and local knowledge, to find out about a selected form of transport. They answer questions such as: When was the transport invented? Who invented it? What did it look like? Is it still used today? When did it become available in the host and home countries?

In *Finding Out About The Past (Time Detectives)* Task 2, the children collect evidence that relates to or belongs to their parents or grandparents. The children talk to their grandparents or parents to find out about aspects of the past, and also use the objects they have gathered to build a picture of the past. They then create an archaeological “site” for other children to investigate to find out about the past.

In *Toys* Task 5, the children brainstorm some questions they want to ask a guest speaker from their host country about toys they had when they were a child. The children then listen to the guest speaker and ask their questions to build up a full picture of how toys in the past in the host country compare to toys they have today.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

MP1

History

By the time you come to the end of each milepost you will have watched the children doing history lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important history skills and what overall level of history skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work as historians. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate, you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have a history day. Let the children think up their own activities.

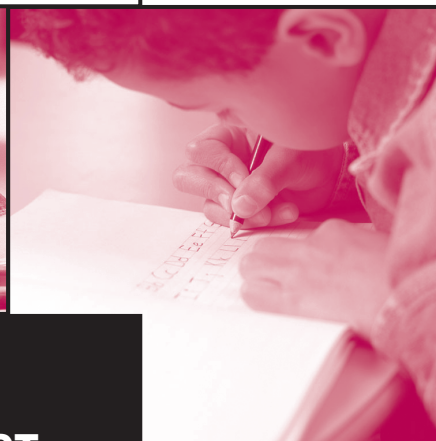
Try some of the following ideas.

- Ask the children to set up a museum display about the history of the host country. What kind of things would they want to tell other people about the story of the country? The children could work in groups, with each group looking at a different aspect of life, for example, jobs, clothing, toys, etc.
- The children could make a timeline for someone – it could even be for themselves. They should include all the important things in the person's life.
- Make a list or a picture collage of all the different ways that you can find out about the past and rank them in order of helpfulness.
- Have a fancy dress day with the children dressing up as a person from the past. Each child can then talk about how life would have been different for this person compared to them and their life.

- The children can set up their own museum – about them! What would be in it? How will they label their exhibits? How will it tell other people about their lives?

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



ICT

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to use ICT to present information

SCENARIOS – Examples of the skill in action:

In *Flowers and Insects* Task 1, the children use ICT to make a brochure advertising a garden display they have made. They include pictures downloaded from the Internet as well as copies of their own work, including text to give details of their exhibits.

In *Food (We Are What We Eat)* Task 1, the children prepare a survey about what types of food they like best. They use ICT to produce a graph that organises and classifies this information. They can then use this presented information to choose foods for a class picnic.

In *The Environment (Our World)* Task 1, the children use ICT to record a simple history of their environment. They order the information by date and record where places once were, what has changed and how it has changed.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child needs help to use basic ICT programmes to present information. He/she needs help to decide what type of ICT is appropriate, what information he/she should include and how he/she should present the information, e.g. in a graph, a table, etc.	The child can use basic ICT programmes to present information. He/she has ideas about how to present the information, e.g. a graph or a table, but needs help to use these functions and to decide what information to include.	The child can use basic ICT programmes to present information and usually chooses a suitable way to present it, e.g. a graph, a table, etc. The child can use these functions with little help and decide what information to include.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me to use ICT to present information. I'm not sure if I should use a table or a graph, etc, and I don't really know how to make these. My teacher shows me what to do and also tells me what information to include.	I can use ICT to present information. Sometimes I have to ask my teacher to show me something as I don't know how to use all the different functions, like making tables or graphs. My teacher also helps me decide what information I should include.	I can use ICT to present information in lots of ways and I can make tables and graphs. My teacher tells me that I usually present my information in the best way. I like to decide what information to include and don't really need any help.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- When you are thinking about what you are going to present, make a list of all the things you want to include on a piece of paper. Show your list to your teacher. Have you forgotten anything? Have you included too much information? Now try to group things together or think of headings that you can use to group your information.
- Talk to your teacher about different ways of presenting information using ICT. What things are good to present in a table, or a graph, or as text? Does it matter if you are working with words or with numbers? Work with a partner to make a list of things you can present using different ICT programmes and features. Show your teacher and keep your list safe so you can use it to refer to.
- Ask another child to show you how to make a table or a graph using ICT. Write down what they do as they do it, and then ask them to watch you try to recreate the table or graph yourself.
- Look on the Internet and in books to see what type of information is presented in different ways using ICT. Are there any features that are particularly suitable to present numbers and percentages, for example, like graphs or pie charts? How have people used ICT to present text? What have tables been used for?

How To Progress From Developing To Mastering

Suggest the following to the children

- Choose one ICT feature that you use to present information, for example, a table. Do you know how to make a table by yourself using ICT? If you do, show another child who is having difficulty with this. If you don't know how to do it, ask another child to show you. Work in your pair to write a set of instructions (using ICT) to explain how to make a table. Display the instructions in your school computer room.
- Think again about this one ICT feature that you use to present information. Make a list of all the information you need to include in this feature (a table, for example). Include things like, Table Heading, Section Headings, Saved Name, etc. Also think about how you can use different colours and fonts to make the headings stand out from the text or highlight important information. Next time you use a table to present information, look at your list and make sure you include everything you need.

Be able to enter, save, retrieve and revise information

SCENARIOS – Examples of the skill in action:

In *The Environment (Our World)* Task 3, the children design a new logo or badge for the school. They look at tourist guides, brochures, newsletters, the school notice board, etc for ideas. They then use ICT to produce their logos. The children work in pairs and have the opportunity to enter, save, retrieve and revise their logos.

In *Ourselves (My World)* Task 1, the children record and save information about themselves: their likes and dislikes, friends, hobbies, events, etc. They then revise the information, making an autobiography. They create different chapters, like “When I was a baby”, “Things I like”, and put the information into the correct chapter. They can change or add to this information when they want to.

In *Circus (Movement and Entertainment)* Task 1, the children use the “Draw” toolbar in Microsoft Word or a similar programme to create a map of a circus they have created. They are shown how to use each of the draw functions, including the “undo” button to change things. They enter text to make labels for the different parts of their maps.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child needs help with basic functions, including entering, saving, retrieving and revising information. He/she often forgets how to do this and needs to be closely supervised.	The child can use basic functions, including entering, saving, retrieving and revising information. He/she sometimes forgets how to do this or makes mistakes.	The child can confidently enter, save, retrieve and revise information. He/she needs little or no teacher help.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher shows me how to enter, save, find and change information on the computer. I can do it well when he/she helps me. If I try again the next day I usually forget how to do it and have to ask my teacher to show me again. I work best when my teacher sits with me and shows me how to do it.	I can enter, save, find and change information on the computer. Sometimes I forget how to do it and have to ask my teacher to show me. I sometimes make mistakes, like forgetting to save my work before I turn off the computer.	I can enter, save, find and change information on the computer. I don't need any help and don't usually make mistakes.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Work in a pair. Work together to retrieve a piece of work one of you has done. Write down or draw the icons you used to retrieve the work. Now change the work slightly. Again, write down or draw the icons you used to do this. Now save the work and close the document. Write down or draw the icons you used to do this. Now try to retrieve, change and save the information again. Do you need to look at your instructions to help you do this?
- Design a sign to put near your computer to remind you and other children to save your work regularly and always save before you close down a programme or turn off the computer. Include a picture of the “save” icon. You can use ICT to do this.
- Work in a small group. Talk about things that you find difficult to remember when finding, entering, saving and changing your work. Can you think of any ideas to help you to remember how to do things? Ask your teacher to help you make a helpful list of ideas for other children.

How To Progress From Developing To Mastering

Suggest the following to the children

- Think about how you work with ICT to find, enter, change and save things. Do you always remember how to do it, or do you sometimes have to ask for help? Make a list of how to do these things, with pictures of the icons you need to use and keep it near your computer.
- Work with another child who has some difficulty to find, enter, change and save information. Can you show them how to do it and give them ideas about how to remember the icons they need to use? Watch the other child work by him/herself to try to do this. Do they need your help at any time?
- Work in a small group. Talk about things that you find difficult to remember when finding, entering, saving and changing your work. Can you think of any ideas to help you to remember how to do things? Ask your teacher to help you make a helpful list for other children.

Be able to work with text, tables, images and sound

SCENARIOS – Examples of the skill in action:

In *The Senses (The World of Our Senses)* Task 3, the children use a computer-based music package to create, record and develop a piece of music that reflects something the children have seen or experienced.

In *Ourselves (My World)* Task 3, the children work with text, tables and images to produce an attractive menu for the school lunchroom. They are encouraged to use a paint programme to design a pizza or other dish to add to the school menu.

In *Flowers and Insects* Task 2, the children use the “Table” icon in Microsoft Word or a similar software package to produce a simple table. They then collect data about the insects that can be found in the local area. The children record their information in the table, adding text about what each insect eats, what colour it is and where it shelters.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child can work with basic programmes and content, like text or tables, with help. He/she has difficulty grasping more complicated programmes like those that work with images and sound and is more confident watching other children using the programmes than using them him/herself.	The child can work with basic programmes and content, like text and tables, with little help. He/she finds programmes that work with images and sound more difficult, but can use them after a teacher demonstration and some practice.	The child can work with a range of programmes and content, like text, tables, images and sound. He/she works confidently and understands what to do after a teacher demonstration.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
My teacher helps me to use the computer to make tables and to write. I don't really like working with pictures and sounds on the computer and I don't really understand what I have to do. I like watching how other children work with pictures and sounds.	I can work by myself on the computer to write and to make tables. I think that working with pictures and sounds on the computer is more difficult, but my teacher shows me what to do. After I practise for a while I can do it better.	I like working on the computer with tables, writing, pictures and sounds and my teacher says I do it well. My teacher usually shows me how to do something once and then I remember how to do it by myself.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- If you have trouble remembering how to do something with ICT, ask your teacher to show you how to do it again, or work with another child and watch them before trying yourself.
- When your teacher shows you how to do something on the computer, draw the icons he/she uses and write a word or two to describe what the icon does, in the order that your teacher uses them. Check with your teacher that you have included everything you need before trying it out yourself.
- Concentrate on one ICT function at a time. Try to make a table first. Try it for yourself – can you do it or do you need help? Ask another child to show you how to do it and make notes. Then try again by yourself. Keep practising until you can make a table well. Once you have mastered a table, you can move on to work with text, or pictures.

How To Progress From Developing To Mastering

Suggest the following to the children

- Look on the Internet and in books to see how other people have used ICT to work with pictures. Have they created any special effects? Have they used lots of different pictures on one page? Choose a picture that you like and ask your teacher or another child to help you work to try to create a similar picture.
- Use the Internet to find music and sounds that you can listen to. What types of music and sounds can you find? Are they whole songs or very short pieces or simple sounds? Choose a piece of music that you like and try to find it on the Internet. If not, bring in a recording that you have and ask your teacher to load it onto the computer for you. Play around with the sounds – can you change them? Where will you save it? What programme(s) do you need to use?
- Work with your teacher to make a list of all the software programmes you have available at school. Now try to write down what they are all used for, for example, which ones can you use to work with pictures, which ones can you use to make a table, etc? Now choose one of the programmes and spend some time trying out the different icons and features. Can you show another child what you can do?

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Information and Communications Technology (ICT)

By the time you come to the end of each milepost you will have watched the children doing ICT lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important ICT skills and what overall level of ICT skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work in ICT. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching the children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate, you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Let the children think up their own activities.

Try some of the following ideas.

- Ask the children to choose a piece of art (paper-based) they have produced during the milepost. Scan the images into the computer and tell the children to change their pictures using appropriate software and techniques. They can add special effects, blurring, different colours, etc. Print off and display the new images with the original artwork and invite parents and other classes to look at the different pieces.
- The children can produce a guide to ICT at Milepost 1 to help children who will be studying in the coming year. They can include details of the software that is available, what they can use it for, how to create specific things like tables, etc and examples of their own work. They can add pictures and make it into a brochure to keep in the computer room at school.

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



International

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to respect one another's individuality and independence

SCENARIOS – Examples of the skill in action:

In *Jobs (The Things People Do)* Society Task 2, the children are asked to think about how they each spend their time during the day and to discuss their responses with a friend. This is one of a host of activities in the IPC that encourage children to begin to see that their own independent activities and views sit equally alongside the different activities and views of others. In carrying out this and many of the other activities, the children are being given a chance to accept the individuality and independence of another child, rather than rejecting or making fun of it and, at the same time, having their own individuality and independence respected in turn.

In *Day and Night* Task 1, the children work in groups composed of children with different home countries. The children use maps and globes to find the home countries and other places that the children are familiar with. The children think about whether each place has long summer days and short winter days, or whether they have fairly equal days throughout the year. The children talk about their first-hand experiences of these places, and ask friends and relatives about this too. In this way, the children have the opportunity to recognise and respect each other's individuality and the different experiences they have had.

In *Food (We Are What We Eat)* Society Task 1, the children find out about how food plays a role in a number of festivals and celebrations in the home and host countries. The children talk to local people and their families and are encouraged to invite their parents into class to talk about and share food from festivals from their home country or religion. The children then work together to produce a "food fact sheet" about one of the festivals, including what the festival celebrates and when it is held, what foods are eaten and why, and how they are prepared. The children have the opportunity to recognise and respect each other's individuality and learn that different people and groups celebrate different things in different ways.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

Be able to work with each other where appropriate

SCENARIOS – Examples of the skill in action:

In *Structures (Buildings)* Art Task 2, the children work in groups of three or four to build a doll's house using large cardboard boxes. They have plenty of opportunity to work together in a variety of different ways, which is one of the most important ways children develop as they use the IPC. The children decide together what they want their house to look like and use modelling clay, fabrics, wallpaper, etc to make their houses.

In *Toys International* Task 2, the children work together to design a toy or game that could be used anywhere in the world. The children work together to decide what features their toy or game will have and how everyone could learn and understand what to do with it. The children look at toys and games that are currently popular in many countries around the world. In this activity, the children have the opportunity to work with each other in their research, their knowledge of games and toys they and other children use and their ideas for a new toy or game.

In *Holidays (The Places People Go)* International Task 2, the children work together in small groups to research, design and make two leaflets: one to encourage people to visit the host country, and the other to encourage people to visit a different, contrasting country. In their work together, the children share their ideas and knowledge of the host country and other countries and agree on a design and content for their leaflets.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<p>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".</p>	<p>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".</p>	<p>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".</p>

CHILDREN'S RUBRIC:

I'm getting used to 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'm getting better

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'm really getting it

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 Beginning 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 Mastering

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.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

International

The development of international understanding is a both a part and continuation of the development of the self. The IPC's work in this area of young children's development has been strongly influenced by a simple statement: *In working with an "other" we are challenging our sense of self.*

This is important because at the beginning of their time in primary and elementary school, young children are still in the process of constructing who they are at a very fundamental level. Although a number of the elements of international-mindedness are included in the development of the self, the IPC's view is that at Milepost 1 we are introducing specific examples of international mindedness and the international context only in passing and as a way of establishing the presence of this notion that is still considerably beyond that of most children's experience.

By the time you come to the end of this milepost you will, therefore, have watched the children establishing who they are and beginning to fully accept their individuality and independence and beginning to be able to work with others where appropriate rather than alongside them. You will have a record that hopefully shows them progressing from beginning along the continuum towards mastering stage. This progression won't be smooth. As we all do with skills development, children will revert sometimes but there will probably be a general trend.

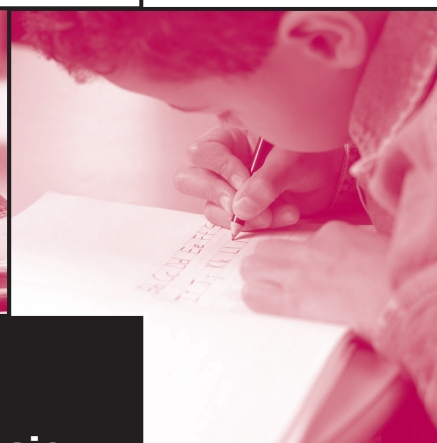
You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important international skills and what overall level of international skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children are able to demonstrate these skills in action. This overall check isn't a test. It's a way for you to check your own judgments by letting the children work individually and together without your intervention.

Because of the way in which children work in the IPC and, in particular, the importance of small and larger group work, most of the end-of-milepost assessment confirmation activities in other subjects provide opportunities for you to add further observations that help you confirm or challenge the judgments you have made during the course of the milepost as a whole. There is little need at Milepost 1 for additional assessment activities than those already described for other subjects.

MILEPOST 1



Music

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to recognise ways in which sounds can be made, changed and organised

SCENARIOS – Examples of the skill in action:

In *Transport* Task 1, the children think about the types of sounds different vehicles make, for example, a car horn, a bicycle bell, a train going along a track, a fog horn on a ship, etc. The children explore how they can make these sounds themselves, using instruments, their voices and other objects in the school.

In *Circus (Movement and Entertainment)* Task 2, the children explore sounds that stay the same pitch (whistles, a car horn) and sounds that change pitch (a door bell, birds singing). They then listen to notes played on a xylophone or chime bar to see how notes go up or down the scale. The children use the xylophones to explore how the sounds can be made, changed and organised.

In *Day and Night* Extension Activity, the children stay after school and work with instruments to explore the sounds of the night. They attempt to imitate, punctuate and add contrast to the sounds they hear, including cars, people, music, birds, crickets, etc.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child is aware that different sounds are produced in different ways but has difficulty in understanding what equipment produces each sound. The child can explore making sounds, but needs substantial teacher help to change and organise sounds. The child needs help to choose suitable equipment or instruments for certain sounds.	The child is aware that different sounds are produced in different ways and is able to explore making and changing sounds with a variety of equipment and instruments. The child often chooses the correct equipment or instrument to produce a certain sound. The child needs some help to organise sounds.	The child is aware that different sounds are produced in different ways and is able to explore making, changing and organising sounds in a number of ways using a variety of equipment and instruments with success. The child needs little or no guidance from the teacher.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I know that different things make different sounds when I hit, shake or play them. My teacher helps me to choose what I need to make sounds and shows me how to put different sounds together.	I know that different things make different sounds when I hit, shake or play them. I like making different sounds with the same instrument and usually choose the right instrument to use. My teacher helps me to put different sounds together.	I know that different things make different sounds when I hit, shake or play them. I like to try to make different sounds using the same instrument and I like putting different sounds together. I don't need any help to do this.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Choose an instrument that you like to play, like a xylophone or a chime bar. Work with a friend and try making different sounds with the instrument. Try playing different notes at different speeds and volumes. Do you both have the same ideas or do you use the instrument differently?
- Spend five minutes sitting quietly and listen closely to all the sounds you hear. Can you recognise what all the sounds are? How are the sounds different? Think about whether the sounds change pitch, the range of sounds there are, the volume, the speed, whether the thing you can hear always sounds the same, etc.
- Choose one of the things that you heard in the last activity, for example, birds, vehicles, people walking, etc. Work with a friend and use instruments and other equipment to recreate the sounds that you heard.

How To Progress From Developing To Mastering

Suggest the following to the children

- Spend five minutes sitting quietly and listen closely to all the sounds you hear. Can you recognise what all the sounds are? How are the sounds different? Think about whether the sounds change pitch, the range of sounds there are, the volume, the speed, whether the thing you can hear always sounds the same, etc.
- Choose one of the things that you heard in the last activity, for example, birds, vehicles, people walking or talking, people playing sport, etc. Think about all the different ways this thing can sound. Work with a friend and use instruments and other equipment to recreate all the different ways this thing can sound. Can the other children guess what your thing is?
- Work in a small group with a set of instruments. Try them out. What different sounds do they make? Work alone with one instrument and then show the other children in your group the different sounds you can produce with your instrument. Now swap instruments with another child in your group and repeat.

Be able to sing familiar songs

SCENARIOS – Examples of the skill in action:

In *Celebrations* Task 2, the children think about different songs from the host country and home country that are sung for celebrations, for example birthdays, Christmas, holidays, etc. The children then choose their favourite song to sing with the class.

In *The Environment (Our World)* Task 3, the children think of songs they know about the weather. They think of songs from the home country, the host country and other cultures. The children teach each other songs and sing them as a class.

In *Myths, Legends and Fables (The Stories People Tell)* Task 1, the children find out about songs from the home and host countries that tell a story. The children then work in small groups to choose and learn a song they are all familiar with and that tells a story.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child lacks confidence in singing and often sings out of tune. The child also finds it difficult to sing at the correct tempo and often sings too fast or too slow. The child is unwilling to sing alone and, as part of a group, often sings quietly or mouths the words.	The child can sing a familiar song as part of a group in tune and in keeping with the tempo and rhythm. The child has some difficulty when singing alone and often sings too fast or too slow, or out of tune.	The child can sing a familiar song in tune and in keeping with the tempo and rhythm. He/she rarely makes mistakes and is confident singing both alone and as part of a group.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I don't like singing. I find it hard to remember the tune and how fast I should be singing, but I usually remember the words. I prefer singing as a group to singing by myself.	I like singing in a group and I think I sing quite well. When I sing alone I sometimes forget the tune or the words and my teacher often tells me to sing faster or slower.	I like singing by myself and in a group. When I sing, the song sounds the way it should and my teacher tells me that I sing very well.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Practise singing along with the radio to your favourite songs.
- Think about a song that you like to sing along to on the radio, etc. What is it about the song that you like? What do you think it is that makes you able to remember how the songs go? Did you remember the melody first or the lyrics?
- Work with a friend and speak about the songs you know and can sing. Think about birthday songs, songs for religious festivals, songs sung at sporting events, songs your parents used to sing to you, etc. Do you know the same songs? Can you sing each other a new song?

How To Progress From Developing To Mastering

Suggest the following to the children

- Choose a song that you know well and that you like. Do you think you sing it well? Practise singing it a few times with a friend. Can you think of anything to help you sing it better, for example, having a copy of the words with you, listening to the tune first before beginning to sing, etc?
- Work with a friend. Teach your friend a song that you know well. Begin by going through the lyrics (have them written down). Explain what the song sounds like and whether it is fast or slow. Then sing the song for your friend and see if they can copy you. You can teach them one line at a time and then build up the song until you can both sing it all together.

Be able to play simple rhythms with a steady beat

SCENARIOS – Examples of the skill in action:

In *The Senses (The World of Our Senses)* Task 3, the children work in pairs to play rhythms with a steady beat. The first child makes a pattern of beats using untuned percussion. The second child tries to reproduce the timing exactly. The children then try to play a simple rhythm with a steady beat using tuned percussion or another instrument. This time, the second child begins by making a pattern of beats which the other child tries to reproduce exactly.

In *Structures (Buildings)* Task 1, the children think about how music can have a structure. The children sit in a semi-circle with a range of percussion instruments and each child takes a turn to play a short piece, for example 5 beats on a drum. The children then try to reproduce each other's beats or other noises in turn to produce a short composition.

In *Circus (Movement and Entertainment)* Task 2, the children use xylophones and chime bars to play a simple rhythm with a steady beat to represent the movements of a tightrope walker. They play notes for the tightrope walker going up and coming down the rope, and walking along the rope, before putting the whole sequence together.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child can play a rhythm to a steady beat when shown by the teacher. He/she sometimes forgets the notes or changes the beat without realising. The child has difficulty in creating his/her own rhythms to play.	The child can play a rhythm to a steady beat when shown by the teacher. He/she can create his/her own rhythms to play but sometimes needs help. The child usually remembers the rhythm and beat.	The child can play a rhythm to a steady beat with little or no teacher help. He/she often creates his/her own rhythms to play and keeps to the beat.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can copy sounds that my teacher plays. I sometimes forget what comes next and sometimes my teacher tells me I am playing it differently. I don't like to work by myself.	I can copy sounds that my teacher plays. I like to make up my own sounds and my teacher helps me with this. My sounds usually sound the same as my teacher's sounds.	I like to make up my own sounds to play. My teacher tells me that I am playing at the right speed and I always remember the notes and sounds.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Begin with a short sequence of three or four notes. Ask your teacher or a friend to play them for you at a steady beat. Can you play them in exactly the same way? Play them at the same time as your teacher or friend and then try them again by yourself. Does your teacher or friend think they sound the same?
- Work in a small group. Choose a range of notes that you will play (three or four). Decide on the rhythm and the beat you will use and practise a few times. One member of the group can “count” the time for you to make sure you follow the beat. Now try it without someone counting the beat. Do you need to practise some more?
- Think about what the rhythm you are playing sounds like or could represent, for example, notes going up the xylophone scale to represent a circus tightrope walker walking up the rope. Does this help you to remember which note comes next and the rhythm and beat of the music?

How To Progress From Developing To Mastering

Suggest the following to the children

- Work with a friend and use the same instrument. Take it in turns to play a rhythm with a steady beat for each other and try to recreate your friend’s sounds.
- Work with the same friend and the same instrument. Again, take it in turns to play a rhythm with a steady beat for each other, but this time close your eyes. Can you recreate your friend’s sounds (with your eyes open)?
- Help another child by keeping beat for them. You could do this by tapping your hand on the table or quietly tapping a drum, etc. Does this improve their work?

Be able to compose simple musical patterns

SCENARIOS – Examples of the skill in action:

In *Celebrations* Task 3, the children work in small groups to compose a simple piece of music that would be suitable for a celebration. They can also write lyrics and build up their composition, until they have a short piece of music that they can perform for the rest of the class.

In *Day and Night* Task 3, the children work in groups to compose a “Night and Day” piece of music. Their composition moves through the idea of the brightness of day, through twilight, to the velvety darkness of night. The children use a range of instruments to create these musical patterns and then perform for the rest of the class.

In *The Environment (Our World)* Task 1, the children work in a group of four or five to compose a simple piece of music to represent a warm sunny day (bees buzzing, birds singing, waves lapping on the shore, etc). Their composition then moves to represent cloudier skies, rain beginning to fall, and then a big thunder storm.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child lacks imagination in composition work and needs substantial teacher guidance to create a simple musical pattern. His/her sounds are often random and disorganised.	The child works well in a group to compose simple musical patterns. The child has some difficulty working alone and needs help to organise the sounds and choose suitable instruments.	The child works well in a group and alone to create simple musical patterns. He/she chooses suitable instruments and the sounds are organised and well-chosen.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I don't like making up songs or music. I'm not sure what instruments I should use or how I should use them, but my teacher helps me. I don't really have any ideas about what to play and prefer to copy a song I know, or copy what my friends are doing.	I like working in a group to make up new songs or music. I find it hard to think of ideas when I work by myself and ask my teacher to help me choose instruments and give me ideas about what to play.	I like making up new songs and music and choosing what instruments I want to use. My teacher tells me that my work is very good.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Listen to lots of different types and pieces of music to get ideas for your own compositions.
- Begin by copying pieces of music that you have heard before. Can you choose the correct instruments and sounds?
- Listen to a piece of themed music, e.g. music that tells the story of a thunderstorm, or a day at the beach, etc. Listen closely to all the instruments that are used in the piece and the way they are played and the sounds that are created. Use these ideas to help you in your own compositions.
- Ask your teacher to select instruments for you to use and give you an idea about what your music can sound like. You can now concentrate on the music itself.

How To Progress From Developing To Mastering

Suggest the following to the children

- Try working with a friend when you begin your composition to share your ideas about what instruments to use and what the music should sound like. Now work alone to create your composition using the instruments and ideas you have decided on. Play your composition for your friend and listen to their composition. Are the compositions similar? How are they different?
- Listen again to a themed piece of music. Can you create your own short piece of music for the same theme? Use some of the ideas from the piece of music you listened to and add some of your own ideas. Work with a friend to do this.
- Look at all the instruments and other music-making equipment you have available in your school. Think about what each instrument can be used for in your compositions, for example a crashing cymbal to end the composition or to show waves crashing or thunder, etc. Can you make a list of all the things each instrument can be used for to help other children?

Be able to use symbols to represent sounds

SCENARIOS – Examples of the skill in action:

In *The Senses (The World of Our Senses)* Task 2, the children work in groups to compose a piece of music to show a “portrait” of a particular animal. The children record their ideas on paper using simple symbols, before performing their compositions for the other children.

In *Celebrations* Extension Activity, the children work by themselves to devise symbols that represent the sounds of their composed pieces of music from earlier in the unit. They show the different ways that the sounds will be made and which instruments will be used. The children then give their “scores” to another child to see if they can read it to produce the intended sounds.

In *Structures (Buildings)* Task 2, the children find a way to notate their group composition on the whiteboard or a long piece of paper. Each child replays their part of the composition and discusses the best way to record it. The children decide on different symbols to represent different instruments and symbols to denote the speed and volume of notes.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<p>The child has difficulty in using symbols to represent sounds. He/she often uses different symbols for the same sound and sometimes forgets what each symbol represents. The child needs prompting and help to create a key to explain the symbols. It is usually impossible to recreate the music by following the symbols.</p>	<p>The child can use some symbols to represent different sounds, but needs help to create enough symbols to represent all the sounds he/she is using. The child creates a key with prompting and help from the teacher. The work needs modification to make it possible to recreate the music.</p>	<p>The child shows consistency in his/her choice of symbol to represent sounds. These choices are logical and other children are able to recreate the music by following the symbols. The child includes a key to explain what the symbols represent.</p>

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I know that I can use pictures and symbols to show different notes and music, but I find it difficult to think of what to use. Sometimes I forget what symbol is for what sound and use 2 or 3 symbols or pictures for the same sound. My teacher helps me to make a list of what each symbol means. When other children use my symbols to play the music, it usually sounds different to how I want it to sound.	I know that I can use pictures and symbols to show different notes and music, but I usually can't think of enough different symbols for all my music. I ask my teacher for help with this. I usually forget to make a list of what the symbols mean, but my teacher reminds me and helps. I sometimes need to change my work so that other children can use it to play the music the right way.	I know that I can use different pictures and sounds to show different notes and music and that it is important to use the same symbol or picture for the same sound. I always make a list of what the symbols mean and when other children use my symbols to play the music it usually sounds the way I want it to.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Work with a friend. Make a list of all the instruments that you have available in school and draw symbols to represent each one.
- Choose one of the instruments that you have available in school and that you like to play. Try out the instrument, making as many different sounds as you can. Now think of ways you could represent each of the sounds using symbols. Teach a friend how to play the instrument using your symbols. Don't forget to write down what each symbol means.
- Keep your list of symbols close to hand when you use the instrument. Remember to use the same symbols to represent each sound each time.
- Ask a friend or your teacher to help you with ideas about what symbols you could use to represent different sounds.
- Ask other children to show you the symbols they use in their work to represent sounds for different instruments. Ask them to explain why they chose the symbols they did. Could you use the same symbols in your work?

How To Progress From Developing To Mastering

Suggest the following to the children

- Show another child the symbols you use in your work to represent different sounds and ask them to show you their work too. Are you using simple, logical symbols that are easy to remember? Could you incorporate any other children's ideas into your work to make your symbols easier to follow?
- Always remember to include a "key" to show what each symbol represents.
- Work with another child. Show them a short piece of music you have composed and recorded using symbols. Explain what the symbols mean (use the key you have included to do this). Then play them the piece and ask them to follow the symbols as you do. Can they then follow the symbols themselves to play your composition?
- Ask the same child a few days later to use your symbols again to play your composition. Can they do it? Do you need to change any of your symbols to make them easier to follow?

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Music

By the time you come to the end of each milepost you will have watched the children doing music lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important music skills and what overall level of music skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work in music. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching the children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate, you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Let the children think up their own activities.

Try some of the following ideas.

- Have a music afternoon. The children could spend the morning practising short compositions they have created throughout the milepost or creating new short compositions. In the afternoon you could have a "concert" for parents, other classes and teachers. The children could prepare a concert programme including the names of their compositions and the scores (in symbol form).
- The children could prepare an "Instrument Guide" for children who will be following Milepost 1 in the coming year. The children could put together a short brochure detailing the instruments that are available in your school, along with copies of their compositions and details of what sound effects, etc can be produced by each instrument. The children could record some of their own compositions using the instruments as inspiration to other children.

- The children could choose a favourite class story or film extract and compose a class piece of music to accompany it. You could record the composition and play it for another class to give their feedback about whether they think the music is suitable, etc.

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



PE

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to perform simple activities with control and coordination

SCENARIOS – Examples of the skill in action:

In *Circus (Movement and Entertainment)* Task 1, the children use juggling balls to experiment with throwing and catching techniques. They practise three specified techniques until they have mastered each juggling method. They then perform their juggling skills to the rest of the class.

In *Transport* Task 1, the children investigate different ways of moving from one place to another. They demonstrate hopping, skipping, running, walking, sliding, jumping and stopping. The children then follow teacher instructions to improve their control and coordination when moving around. Once they have mastered the moves, they build up their own movement sequences.

In *Living Things (I'm Alive)* Task 1, the children work together to build physical sequences, involving forward rolls, cartwheels, etc. The children demonstrate movements to each other and the whole class practises to develop their control and coordination.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child is able to perform simple activities using different parts of the body with some control. These movements include throwing and catching, hopping, jumping and sliding. The child is experimenting with new movements but finds them difficult to master.	The child is able to perform simple activities competently and confidently in a number of ways using different parts of the body. The child is increasing his/her range of movements but needs some practice to master new movements.	The child is able to perform a variety of simple activities competently and confidently in many different ways using different parts of the body. He/she can demonstrate movements to other children.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can do things like throw and catch, hop, jump and slide. I sometimes lose my balance and have to practise new movements a lot before I can do them well.	I can do things like throw and catch, hop, jump and slide quite well. I don't usually lose my balance. I like learning new movements, but have to practise them before I can do them well.	I can move in lots of different ways and can show other children new ways to move around. I can do this without any help.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Try throwing a bean bag into a hoop on the ground. How many times can you get the bean bag in the hoop without missing? Begin with the hoop close to you and, as you get better, you can move the hoop further away.
- Concentrate on one body part at a time. For example, you could practise movements that involve your hands, like throwing and catching. Try a few different movements using this body part and practise until you can do them well. You could then demonstrate your movements to another child who has practised movements using their feet, etc.
- Choose a movement or activity that you find difficult to do. Work with a partner who can do the movement well and ask them to demonstrate it to you. Try it yourself, moving as slowly as possible. Ask the other child to help you – supporting you or describing how you should move. As you improve you can carefully speed up your movement until you can do it at a “normal” speed. Now show your partner a movement you can do well but they find difficult.

How To Progress From Developing To Mastering

Suggest the following to the children

- Choose a part of the body and think of all the different ways you can use it, for example, feet: run, jump, skip, kick, hop, etc. Begin by slowly practising each movement separately until you can do each movement well. Then add the movements together until you have a sequence that you can show to the other children.
- Practise balancing. Begin by standing upright and taking one foot slightly off the ground. How long can you balance for? Now try lifting your foot higher off the ground. Is it much more difficult to balance? Can you think of anything to help you keep your balance, for example looking at a point on the floor?
- Work with another child and perform and teach each other new movements. Practise until you can do them well.

Be able to repeat and develop simple actions

SCENARIOS – Examples of the skill in action:

In *Ourselves (My World)* Task 1, the children explore how well they can perform different movements, like hopping, jumping, running and throwing. The teacher logs the results of how well each child can perform each activity. The children then perform the same movements two weeks later to see how their results have improved. The children then practise one activity, like balancing on one leg with their eyes closed, every day until half the class can do it well.

In *Transport* Task 1, the children investigate different ways of moving from one place to another, for example, running, walking, skipping, sliding, jumping, etc. The teacher gives instructions to the children regarding how they should move from one area to another, for example, hop on your left foot to the blue hoop. The children repeat the movements until they feel confident to choose their own movements.

In *Circus (Movement and Entertainment)* Task 2, the children practise and perform a short sequence of balancing actions after practising and repeating a number of balancing moves. They use apparatus and can work with a partner. As they develop their balancing actions they demonstrate these to the rest of the class.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child can copy the teacher making a movement with different parts of the body. He/she can only do this at the same time as the teacher and is unable to reproduce the movement without help.	The child is able to copy the teacher making a movement using different parts of the body. Sometimes, the child can repeat the movement without any help, but may need to be shown the move again by the teacher. The child is improving as he/she practises.	The child can perform a range of simple actions alone and can repeat them without teacher help. The child performs the actions correctly.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can copy my teacher when he/she shows me a movement. I often forget how to do it and have to be shown again to repeat it.	I can copy my teacher when he/she shows me a movement and can sometimes repeat it by myself. I have to practise it a lot to do it well.	I can copy and repeat some movements and only need to be shown how to do it once. I find it quite easy to do different movements.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Ask your teacher or another child to show you a movement, for example an over-arm throw. Do the movement at the same time as them and repeat five times. Then try the movement by yourself. Can you remember how to do it? Try again the next day. Do you remember how to do it correctly or do you need to be shown again?
- Choose one action to practise this week. Every day, practise the movement for five minutes. Ask your teacher for help if you need it. Do you still need help at the end of the week? Can you do the movement better than you could at the beginning of the week?
- Work in a pair. Each of you should slowly perform a simple movement for the other to copy. Practise each movement slowly five times before moving on to a new movement. Can you remember both movements and do them well?

How To Progress From Developing To Mastering

Suggest the following to the children

- Work in a group of four children. Each of you should slowly perform a simple movement for the others to copy. Practise each movement slowly five times before moving on to a new movement. Can you remember all the movements at the end and do them well?
- Choose a movement that you find difficult. Think about why it is hard to do - for example, could you jump better if your balance was better? Could you throw a bean bag in a hoop if the hoop was bigger or closer? Move the hoop closer or practise balancing to help make the movement easier. Then try it again. Have you improved?
- Try to learn and improve a new movement every day for a week. At the end of the week you can show the other children the new moves you can do.

Be able to apply movements in sequence

SCENARIOS – Examples of the skill in action:

In *Circus (Movement and Entertainment)* Task 3, the children plan a sequence of movements to represent a performance by circus clowns. They begin by practising the movements as a class, before working in small groups to put some of these movements together into a sequence.

In *Structures (Buildings)* Extension Activity, the children create a moving display of cycling, skate-boarding, roller-blading, stilt-walking and other balanced means of moving. The children try to synchronise their movements with a partner before choreographing their sequence of movements to music.

In *Health (How Are You?)* Task 1, the children work together with the teacher to prepare a fitness plan. This includes a number of repeated activities that can be done in teams. The children test their levels of fitness by seeing how many movements they can perform in a sequence at the beginning of the fitness regime, compared to how many they can do after they have been practising for a while.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child performs actions in isolation. With direction he/she is able to join actions together. The child finds it difficult to remember and perform short sequences.	The child is able to link actions together and this is becoming smoother. At times the actions lead easily into each other. The child can perform and repeat a short sequence.	The child is able to link actions together smoothly. He/she can perform movements with different parts of the body leading into the next action. The child can perform, repeat and improve a short sequence using 3 or more actions.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can do some movements one at a time. My teacher has to help me to do the movements one after the other and sometimes I forget the next movement.	I can join together actions such as balances and rolls and sometimes I link them together smoothly. I can remember my sequences and repeat them when my teacher asks me.	I can choose actions for my sequence and remember them. I use one action to lead into the next. For example, I can do a forward roll and follow it with a bunny hop. I can usually remember 5 or more actions both on the floor and on apparatus.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Try to join together a balance and a roll – practise to make it better. Now add another balance to your two actions, for example: balance, roll, balance. How many different movements can you put together and remember? If you forget, start from the third movement and practise the sequence of movements that follow, before returning to practise from the beginning.
- Try to make up a sequence of three actions on your own. Now show them to another child.
- Think of three different movements and try to put them together. Do they lead smoothly from one to the next or should you change the order or the type of movements? Practise until you have three movements that link together smoothly. Can you add a fourth?

How To Progress From Developing To Mastering

Suggest the following to the children

- Show another child how smoothly you can link your actions together.
- Can you think of ways to make your actions link together more smoothly? Maybe you could change the order you will do the movements in to make them lead more smoothly into each other. Try putting all the movements you will do when laying or sitting down together, and then follow with the movements you will do standing up. Ask another child to help you with this.
- Practise different movements using different spaces and equipment, for example, the floor, apparatus, etc. Can you make up sequences of movements for the different areas? Can you combine the areas to perform a short sequence?

Be able to apply rules and conventions

SCENARIOS – Examples of the skill in action:

In *Communication (Words In The Air)* Task 2, the children invent a simple ball game that everyone can play. They choose a scoring system and explain their game to another group to play.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child can make up and play simple games. He/she sometimes plays within the rules of the game and accurately decides how much space is needed. The child knows how to score in some of the games he/she plays. He/she is developing a sense of fair play.	The child is able to make up and play simple games alone and in groups. He/she often chooses the appropriate apparatus for the game. He/she can play within the rules of the game and understands how to score. The child usually plays games fairly.	The child is able to make up and play simple games alone and in groups. He/she is able to choose appropriate apparatus for the game and decide how much space is needed. The child can make up and follow rules and play within them and knows how to score. He/she plays games fairly.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I can make up or play a game when the teacher gives me some equipment. When I'm with a partner my teacher helps us to make up rules about how to score points. I need help if somebody wants to join the game.	I can make up and play games on my own and in a group. We sometimes choose our equipment and sometimes use what the teacher gives us. My teacher helps me to change the game to make it harder and to make rules about how to score.	I can make up a game to play with a partner or a small group. If the game is too easy I like to change it to make it harder. When we make rules I like to make sure that everybody plays fairly and doesn't cheat. We sometimes change the equipment to make the game better.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Think of a game you like to play and make up a way of scoring points. Why have you chosen this way? What other games have similar scoring systems? How do you win or lose the game? Explain it to a small group of children and then try it out to see how successful it is.
- Make up a simple game with a partner. What equipment will you use? How will you play the game? How many players do you need? How can you win the game? How long does the game last? Ask your teacher to let you teach the other children how to play your game towards the end of your next PE session. Do the other children like your game? Did they all understand the rules and conventions of the game? Do you need to change anything about your game to make it more fun, or work better?

How To Progress From Developing To Mastering

Suggest the following to the children

- After playing a game or doing some other PE activity, think about what you have just done and why. What are the rules of the game you just played? Did you follow them all? Why? Why not? Are there any rules that you think should be changed to make the game better/harder/easier/more fun, etc? Talk to your friends about this and then try out the game again with the new/modified rules.
- Think of a game or activity that you don't know how to play but would like to learn. Do any of your school friends know how to play the game? Ask them to explain the rules to you and explain what equipment, etc you need. Try it out and see how well you do!

Be able to spend time at ease in the water

SCENARIOS – Examples of the skill in action:

In *Health (How Are You?)* Task 2, the children work within a published fitness regime or plan to increase the number and range of activities that they do. This includes water sports, team games and swimming.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
The child is nervous in the water. He/she stays near the edge of the pool and is unwilling to be out of his/her depth.	The child is confident in the water when standing, but stays near the edge. The child can put his/her face in the water and explore different ways of moving.	The child is confident in the water and happily joins in different play activities.

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
I'm not very confident in the water. I like to keep my feet on the floor and I feel better if I am near the edge.	I like being in the water if I can touch the bottom or the edge. I can put my face in the water and move around in different ways.	I really enjoy swimming and am happy to play different games in the water. I don't mind if I can't touch the bottom or the edge.

LEARNING ADVICE:

How To Progress From Beginning To Developing

Suggest the following to the children

- Practise putting your face in the water and blowing bubbles. Stand up when you do this, or keep one hand on the side of the pool so you don't become disoriented.
- Practise holding onto the side and kicking your feet as hard as you can.
- Try holding on to the edge of the pool and moving towards the deep end until you can't touch the bottom. Ask a friend who is at ease in the water to watch you. As you become more confident, you could try letting go of the side of the pool.
- Go to the shallow end of the pool, so that when you stand up the water is well below your shoulder level. Try walking across the width of the pool with a float. Can you push the float ahead of you?

How To Progress From Developing To Mastering

Suggest the following to the children

- Practise the kicking action and breathing on the side of the pool. Practise breathing in at the side and out into the water. Now try using a float and gliding out across the width of the pool. Can you put your face in the water when you do this? Practise until you feel more confident, adding a kicking movement with your feet. As you get better, you could try to add the breathing movement while you kick.
- Practise the arm action for crawl while standing. Now try to add the breathing action to your crawl, while still standing. As you get better, you can try adding a kick and see if you can move across the width of the pool.
- Try the breast stroke, first with your face out of the water, before adding the breathing action. Can you swim across the width of the pool?
- Think about what you could do to feel more comfortable in the water. Speak to your friends about how they feel in the water. Are there things they don't like, for example, being out of their depth? Do you feel more comfortable after you have been in the water for a while? Remember, you are in no hurry to be as comfortable as all the other children. Use floats, swim within your depth, etc and gradually build up your confidence.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Physical Education (PE)

By the time you come to the end of each milepost you will have watched the children doing PE lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important PE skills and what overall level of PE skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work in physical education. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching the children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have a PE day. Let the children think up their own activities.

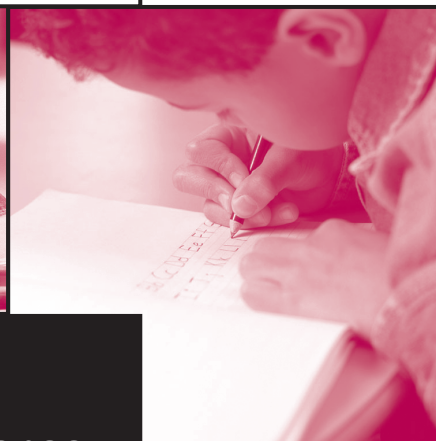
Try some of the following ideas.

- Have a school sports day. The children can take part in skill-based activities, like throwing competitions, running, team sports, etc. You could involve the whole school and children of all mileposts in this.
- Hold a mini-Olympics. Divide the children into teams representing different parts of the world (maybe based on home countries). Spend a couple of days finding out about the different types of sport and activities that are part of the Olympics and choose which ones you are going to include. The children could wear team colours similar to the ones of the countries they "represent" and you could have a running points system to display in the school. The mini-Olympics could take place over anything from an afternoon to a week and you can involve the whole school and children of all mileposts.

- Spend an afternoon concentrating on dance. The children could learn a dance from an area of the world and perform it for other children.

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



Science

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme



**International
Primary Curriculum**
great learning, great teaching, great fun

Be able to pose simple scientific questions

SCENARIOS – Examples of the skill in action:

In *Clothes (Dressing Up)* Task 3, the children look at the different types of materials clothes are made of. They devise a test to see how good an “insulator” each material is. In doing this work, teachers and children pose simple questions like: What does the material feel like? What is it called? Does it do a good job as an insulator?

In *The Environment (Our World)* Task 5, the children work in pairs to grow beans in the dark. They experiment by planting the beans in different ways, and pose simple scientific questions like: Is there a difference in how the beans grow? How do the beans change when they are brought into the light? What difference does the environment make to their growth?

In *The Senses (The World Of Our Senses)* Task 11, the children pose simple scientific questions related to detecting the direction of sounds. They think about the differences in direction detection using one or both ears, and conduct an experiment to answer their questions.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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: <i>What would happen if...? I wonder why...? Do you think it will...? Is this the same as...?</i> , 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 <i>Why? How?</i> or <i>What would happen if...?</i> 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 Beginning 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 Mastering

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."

Be able to identify ways of finding out about scientific issues

SCENARIOS – Examples of the skill in action:

In *Communication (Words In The Air)* Task 1, the children make yoghurt pot and string telephones. They investigate and record conditions in which the telephone works well and when it doesn't work well, looking at variables like the length and tautness of the string, the distance, the clarity of speech, etc. The children are encouraged to work on one variable at a time in their investigations.

In *Day and Night* Task 1, the children devise experiments to show that plants need light in order to grow. As a class, the children talk about the construction of experiments, particularly the principle of "fair testing". The children go on to carry out their experiments and discuss what they found out.

In *Flowers and Insects* Task 5, the children are challenged to find out all that they can about ants, including the names and functions of all the body parts, where the legs are attached, where its sensory organs are and how these compare to those of humans. The children use CD-ROM encyclopaedias and books to find out this information.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 silly 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 "Silly ideas" and "Good ideas". Ask your teacher to suggest some silly 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 silly 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 Mastering

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.

Be able, with help, to conduct simple scientific investigations

SCENARIOS – Examples of the skill in action:

In *The Senses (The World Of Our Senses)* Task 1, the children use a selection of mirrors and torches to find out how they can change what they see. The children also use a range of books and other resources about light and seeing to help with their investigations. They try out different ways of shining the torch and positioning the mirrors in their investigations, and record their most interesting results using pictures and words.

In *Communication* Task 1, the children make yoghurt pot and string telephones. The children then investigate the conditions the telephone works well under, and conditions that prevent the telephone from working at all. The children try out different types of “string”, including rope, cotton, wire, fishing lines, etc and different containers, including yoghurt pots of different sizes, tin cans, etc.

In *Day and Night* Task 1, the children devise and conduct simple scientific investigations to show that growing plants need light. The children talk about their ideas first, concentrating on the idea of conducting a “fair test” and then carry out their investigations. The children work with each other and are directed by the teacher.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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"?

Be able to gather information from simple texts

SCENARIOS – Examples of the skill in action:

In *Day and Night* Extension Activity, the children use books, CD-ROMs and the Internet to gather information about what happens to the pupil of the eye when the intensity of light is changed. The children find out about how it affects humans and other animals, particularly the domestic cat.

In *The Environment (Our World)* Task 1, the children use books and other simple texts to identify birds and flying insects that they see in the school grounds. The children create a "Visitor Book" of the animals they see with the correct names and can add simple information they have gathered about the animals from the different resources.

In *Health (How Are You?)* Task 1, the children gather information from simple texts about what happens to their bodies when they have a cold, the measles, chicken pox and other illnesses or conditions. The children then use the information they have gathered to write a record of their research explaining what happens in each case.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Science

By the time you come to the end of each milepost you will have watched the children doing science lots of times. You will have a record that hopefully shows them progressing from beginning along the continuum towards mastering stage. This progression won't be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important science skills and what overall level of science skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work as scientists. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some investigations without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let children do another investigation. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, as with all scientists, you will have to make a judgment based on all of the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have a science day. Let the children think up their own investigation. If they have difficulty in doing this, you can write different investigations on cards and let them draw one out of a hat.

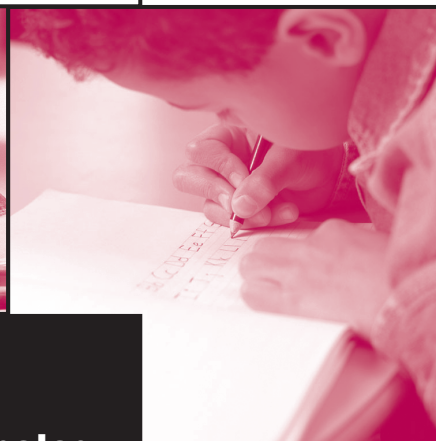
Try some of the following ideas.

- Do apples bounce higher than oranges?
- Does the material used affect the amount of smelliness in socks?
- Can tall people always run faster than shorter people?
- Do all computers take the same time to boot up?
- Do people with the loudest voices have the biggest mouths?
- Does yawning always make other people yawn?
- Do insects only visit brightly coloured plants?

And so on... Just use your own imagination – and that of the children.

Each of these questions requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their investigations. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

MILEPOST 1



Technology

ASSESSMENT FOR LEARNING
beginning... developing... mastering

programme

ipc International
Primary Curriculum
great learning, great teaching, great fun

Be able to plan what they are going to make

SCENARIOS – Examples of the skill in action:

In *Transport Task 2*, the children choose a type of transport they are going to make and work on their plans in detail. They decide what they are going to use to make their transport (cardboard, paper, wood, plastic, etc), how it will move (pull, push, propelled by air, etc), what it will look like, and how big it will be.

In *Food Task 1*, the children plan a nutritionally balanced pizza that they are going to make. The children use their knowledge of the main food groups to ensure that their pizzas include carbohydrates, protein, fat and vitamins and minerals.

In *Toys Task 2*, the children plan a new board game that they are going to make. They plan how the players will move around the board, how each player will be represented, how they will show each player's position, how many players can take part, how you can win the game, what tools and materials they will use to make the board game, and so on.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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.

Be able to describe their plans in pictures and words

SCENARIOS – Examples of the skill in action:

In *Transport* Task 2, the children use pictures and words to describe the type of transport they are going to make. They work in pairs or small groups to draw a sketch of their design and list the materials they are going to use. The children show their sketches to the teacher and describe what they are going to do.

In *Food* Task 1, the children plan a nutritionally balanced pizza that they are going to make. Once they have decided on basic ingredients, the children use pictures and words to describe their plans. They draw a picture of their pizzas, with the food arranged to make a face, list their ingredients and what food will be used to make each facial feature. The children then show their designs to the teacher and describe what they are going to do.

In *Clothes (Dressing Up)* Extension Activity, the children use their knowledge of clothing, fabrics and climate to design an ideal outfit for someone living in their home country. They use pictures and words to show which fabrics they are going to use and why they have chosen them.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
<p>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.</p>	<p>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.</p>	<p>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.</p>

CHILDREN'S RUBRIC:

I'm getting used to it	I'm getting better	I'm really getting it
<p>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.</p>	<p>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.</p>	<p>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.</p>

LEARNING ADVICE:

How To Progress From Beginning 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 Mastering

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?

Be able to use simple tools and materials to make products

SCENARIOS – Examples of the skill in action:

In *Structures (Buildings)* Task 2, the children make drawings or paintings of local buildings. They mount them on card and cut them out to the size they want, leaving a border around their picture. The children then (under supervision) cut lengths of wooden beading or balsa wood to make a frame for their pictures. They then glue their frames to their mounted pictures.

In *The Environment (Our World)* Task 2, the children make miniature secret gardens. They use saucers, shallow dishes or plastic trays as the base, mirrors to represent water, soil to build up the garden, card to represent hedges or walls, sand and gravel for pathways, and matchsticks and coloured paper to make flowers. Their work involves cutting out, sticking and gluing and otherwise arranging the garden.

In *Circus (Movement and Entertainment)* Task 3, the children make juggling balls. They use balloons, plastic water bottles, measuring cups, rice, a funnel and scissors to make them. The children copy the teacher to make their juggling balls, but use the materials and tools themselves (under supervision).

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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?

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

SCENARIOS – Examples of the skill in action:

In *Food* Task 2, the children evaluate how successful their pizzas are. They think about the effectiveness of their plans, the look of the pizza, how the pizza tastes, and the usefulness of the utensils they used to make their pizza. Is there anything they would change? The children then put on a “taste test” for the other children to give their opinions, as well as comment on what the pizzas look like.

In *Transport* Task 4, the children comment on the vehicles they have made and those that other children have made. They think about whether the vehicles will transport a small world figure or soft toy, before testing them to see if they work. The children offer suggestions to improve their work, and then modify their vehicles and test them again.

TEACHERS' RUBRIC:

Beginning	Developing	Mastering
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 Beginning 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 Mastering

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?

END-OF-MILEPOST ASSESSMENT CONFIRMATION

Technology

By the time you come to the end of each milepost you will have watched the children doing technology lots of times. You will have a record that hopefully shows them progressing from beginning, along the continuum towards mastering stage. This progression is unlikely to be smooth. Children will go the other way sometimes as we all do with skills practice, but there will probably be a general trend.

You will have played an important role in this progression as you will have been able to offer helpful advice to each child based on what you have seen. That's what we mean by *assessment for learning* and why the IPC Assessment for Learning Programme is so important.

In looking at this trend you will be able to make a judgment about whether each child is generally at beginning, developing or mastering stage in each of the important technology skills and what overall level of technology skill development each child is at.

It is helpful at the end of each milepost to have one overall check on how well the children can work in technology. This overall check isn't a test. It's a way for you to check your own judgments by letting the children carry out some activities without your intervention. If, watching children's performance in this end-of-milepost assessment confirmation activity, you think that your overall judgment is inappropriate you might want to let the children do another activity. However, two days of activity won't give you better evidence than two years of closely watching the children at work. In the end, you will have to make a judgment based on all the evidence you have, not just one small part of it.

Try to make the end-of-milepost assessment confirmation activity as much fun as possible. Have a technology day. Let the children think up their own activities.

Try some of the following ideas.

- Challenge the children to make a toy for a younger child (Early Years age-range). You could look at the type of toys that they have, what type of toy they would like to make and the children could talk to their "target consumer" (the younger children) about things they would like. The children could make plans of their toys using pictures and words to show the teacher, before making their toys under supervision.
- The children could make something to decorate the school. When thinking of what they could make, think about what time of year it is. Is it Christmas or Easter soon? Are there any other holidays soon to take place where you are? Is it summer or winter? What else is going on at school? Are there any sports days, parents' evenings, new students due to arrive, etc? Brainstorm with the children different things they could make for the school. The children can then draw up their plans and make something under supervision.

Each of these activities requires the use of a number of the skills that have been focused on over the course of the milepost. Let the children carry out their activities. Observe them closely. Compare what you see to the judgments you have made from your evidence at the end of the milepost.

RECORD SHEET FOR CLASSROOM USE

Subject:

Milepost:

Skill:

Teacher:

Date:

Pupils	Beginning	Developing	Mastering