UKS31903

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Submission date: 25-Apr-2023 12:43PM (UTC-0500)
Submission ID: 2075294030
File name: UKS31903.docx (783.99K)
Word count: 934
Character count: 4567

Task C: Portfolio of teaching evidence

Teaching level : Level 1: Pre-School (Kindergarten)

Targeted Age Group:
2 to 3 years group of children

Teaching Location: Private Nursery School

Subject: Science

Teaching Philosophy: Vygotsky's socio-cultural developmental theory of teaching undertaken with creating the zone of proximal development. It is to be ensured that the learner is made independent at a certain stage but also given support.
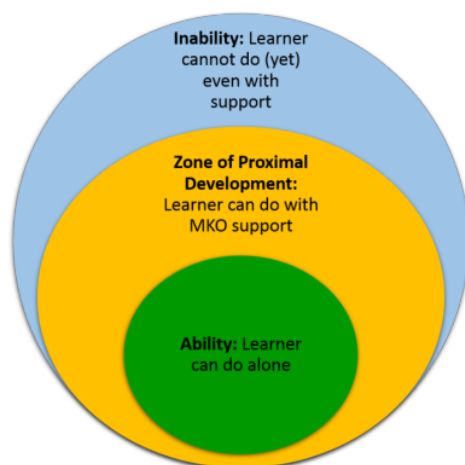

Figure 1: Vygotsky learning model

(Source: Self-created)

Teaching goals:
- To ensure equality and diversity in the classroom
- To provide a sense of being, becoming and belonging among the children
- To conduct the assessment feedback with parents for community support
- To arrange meetings on learner guidance and consultations
- To improve social, cognitive, behavioural and emotional areas of the learners
- Development concerns, as with Early Learning Goals, will provide better starting points.

Teaching regulations:

UK EYFS will be considered based on classroom observation and the tests to be undertaken.

The exemption, if applied to any child will make the licence to be under stake. Any kind of physical punishment is restricted that will bring high-curriculum needs.

Work schema

Date/ Week	Learning Needs	Delivery models	Learning resources	Internal and external requirements	Learning area to focus
Week 1	To understand how human body functions	Formative assessment	Books Pictures	Inside the classroom, read books and take homework	To concentrate on the human body each part names
Week 2	To learn the basic concepts of the human body	Summative assessment	Videos	Group work with assigning of 3 members in a team to watch video	To understand how the human separate organs function
Week 3	To perform activities to know about human body roles	Summative and formative assessment	Games Placards Drawings	Do games from team to play based on the subject for test	To learn and perform the games from week 2

Learning Plan for Student 1

Name: Martha
Age: 2 years
Gender: Female
Any special condition: No

Learning goal	Learning needs	Learning preferences	Individual goal	Curriculum needs	Learning style	Learning resources
To understand on the human body concepts	To score marks on the science subject	To improve on the cognitive skills of grabbing knowledge	To improve the attention capacity from	To improve teamwork with other learners due to less	Audio-visual aids required to learn. Kinesthetic learner with	Books Audio clips Homework

			class	mixing with others	2-3 resources needed	
from core						

Learning Plan for Student 2

Name: Ben

Age: 3

Gender: Male

Any special condition: No

Learning goal	Learning needs	Learning preferences	Individual goal	Curriculum needs	Learning style	Learning resources
To know on how the human body elements will help in real-life	To give extra notes as child is a slow learner	To follow class notes and learn from parents on home	To understand each lines from teacher and communicate effectively	To perform well on the learning readiness with each course module	Visual learner with need to only engage with books, presentation and the story materials	Books Storybooks Movies

Learning Plan for Student 3

Name: Alicia

Age: 2

Gender: Female

Any special condition:Yes，Physical disability condition

Learning goal	Learning needs	Learning preferences	Individual goal	Curriculum needs	Learning Style	Learning resources
To understand the human body from depth in order to score well in exams	To get extra help from the teachers due to attendance issues in the	To get help in sitting and walking in the classroom during performance of any learning	To understand the content and bring physical mobility with learning	To gain understanding and support from the teacher and students in learning	Kinesthetic style with sensory devices used to learn	Books Music Videos Games

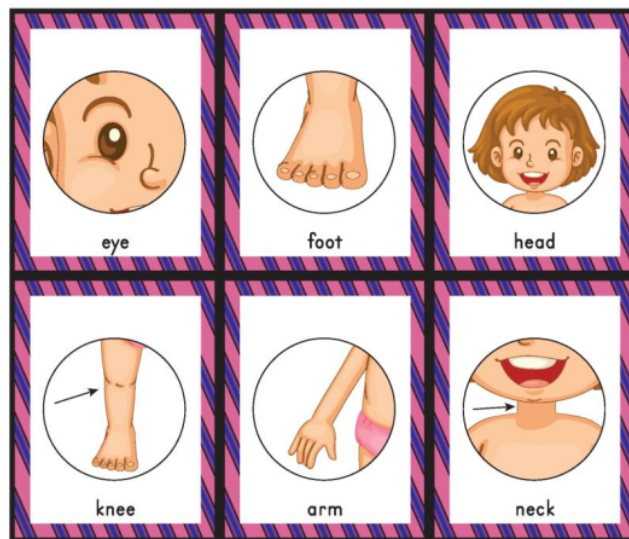|					
class	activity	into the classroo m			

Learning Resource Design

Figure 2: Body Parts Bingo
(Source: Gift of Curiosity, 2023)

Learning Activity:
 Body Parts Bingo
Resource Type:
Game Placards and Assessment Sheet
Resource Use:
> To use each of the design cards into the game, and make the learner apply them in the class activity.
> The learner will use them and place them matching to the game when called out.

The assessment sheet will consist of questions like:

1. With what, I can see my parents?
2. How can I walk to school everyday?
3. How do you move to say 'No'?
4. Where do we tie our collar?
5. Where can you wear your watch?

6.	When we fall down, where do we get hurt in our legs?

This makes the summative assessment to carry 5 marks in each question answered. The total resource design is done based on the 6 x 5 = 30 marks in unit tests. The unit resource design will require the learners to respond to the questions in 15 minutes.

Learning Assessment

Subject Domain: Science

Topic: Human Body

Total grades: 50

Minimum marks to pass: 20

1. Learning Motivation

● Interested to attend the class	1	2	3	4	5
● Shows curiosity about the lessons	1	2	3	4	5
● Family child perform homework on time	1	2	3	4	5

2. Learning Characteristics

● Learns about the human body features and concepts	1	2	3	4	5
● Discuss with teacher of what not understood	1	2	3	4	5
● Want to attend the feedback session after class	1	2	3	4	5
● Talk with friends after class about topic	1	2	3	4	5

3. Student Behaviour

● Interested in learning science	1	2	3	4	5
● Learns to understand human body from own ideas	1	2	3	4	5

● Draw human body in drawing book	1	2	3	4	5
● Gives homework and silent in class	1	2	3	4	5

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