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| Core Component Tracker – Developmental UG Primary | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| English | Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.    Know that children can have misconceptions in English and that these should be directly addressed through teaching. | | Know that substantive and disciplinary elements of English should be connected and ordered over a sequence of learning.    Understand how to use medium term plans to sequence aspects of English learning.  Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload.    Understand how marking and feedback impact pupil progress    Understand how learning in English is assessed over a sequence of lessons and that this data is used to inform attainment judgements. | | | Know how to plan and teach a sequence of English lessons that is appropriate to the needs of all learners, including specific groups e.g., those with SEN/D, EAL and more able learners.    Know how to plan a sequence of English lessons that integrate a range of effective pedagogies and approaches to support learning.    Understand how to use formative assessment approaches to establish what pupils have learned, to identify misconceptions and use this information to inform planning and teaching.    Know how to plan effectively for additional adults within the classroom linked to the needs of the learners and the English content being delivered. | | |
| Systematic Synthetic Phonics | Understand schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code, using decodable texts. | | Know how to adopt different pedagogical approaches to teach SSP to EAL pupils.  Know how to use different approaches to SSP assessment. | | | Understand SSP interventions are used to enable pupils to keep up. | | |
| Maths | Understand that there are many common misconceptions across all areas of the mathematics curriculum.    Know the relevant declarative and procedural knowledge associated with extended number, geometry and measure.  Consider how conditional knowledge is linked to declarative and procedural knowledge in extended number, geometry and measure.  Continue to develop strategies to teaching mathematics through a mastery approach. | | Know how to address common misconceptions across areas of the mathematics curriculum being taught during placement.  Know how to break learning into small steps to avoid and address misconceptions and support cognitive overload.  Consider the importance of questioning to support identification of, and ability to address misconceptions.  Know how to adapt mathematics teaching to meet the needs of all pupils, including use of relevant resources. | | | Understand that learning in mathematics occurs over a sequence of lessons.  Be able to plan and teach la series of lessons to avoid misconceptions occurring, taking into consideration the relevant declarative, procedural and conditional knowledge required for children to be successful.  If misconceptions do arise, demonstrate an ability to address these and reflect on effective practice in this regard. | | |
| Science | Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.    Know that children hold misconceptions about science and that these should be directly addressed through teaching. | | Understand that substantive and disciplinary elements of science should be connected and ordered over a sequence of science learning.  To understand how to use medium term plans to sequence science learning over a period of time.    Understand the impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)  Understand that children’s science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment. | | | Be able to plan and teach a sequence of science lessons that is appropriate to the needs of all learners, including those with SEN/D, EAL and more able learners.    Be able to plan a sequence of science lessons that integrates a range of effective pedagogies and approaches to support science learning (approaches might include first hand practical approaches, modelling, analogies, simulations and direct instruction).    Be able to use a range of formative assessment approaches to establish what children have learned and identify misconceptions. To be able to use this information to inform planning and teaching.    Be able to plan effectively for additional adults within the classroom linked to the needs of the learners within the class and the science content delivered.    Be able to manage behaviour and resources effectively to support children to learn in practical science lessons. | | |

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| Foundation Component Tracker – Developmental UG Primary | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| History | Discuss with history subject lead (or recommended colleague) to understand the strategies for ongoing formative assessment of pupils in history and how this informs future planning. | | | Develop an understanding of the role History plays in developing and promoting cultural capital. | | | Be able to plan a sequence of lessons. To examine and reflect upon lesson structures and design, that exist in the school. Look at how these address the key principles of History. To offer ideas and amendments to existing lessons. | |
| Geography | Discuss with geography subject lead (or recommended colleague) to understand the role of geographical enquiry in children’s geography learning. | Understand how children are sufficiently prepared to undertake a geographical enquiry through embedding necessary prior knowledge and skills. | Discuss with geography subject lead (or recommended colleague) to understand the strategies for ongoing formative assessment of pupils in geography and how this informs future planning. | | Know that learners with SEND should be supported appropriately through adaptive teaching and breaking learning down into small manageable chunks. | | Use school’s medium-term plans to devise a series of geography lessons that address the four dimensions of the subject curriculum and geographical enquiry OR annotate the school’s medium-term plans, identifying the sequence of learning used, noting how this builds upon prior learning across the primary phases. Use the medium-term plans to identify the role of additional adults and adaptive teaching for SEND and EAL learners. | |
| RE | Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches | Understand that an RE lesson is part of a sequence in which knowledge and skills are developed. | Through discussion with expert colleagues when necessary, know how to use the school’s agreed syllabus to design a sequence of lessons in RE. | | Know how to integrate diversity within religion within their lessons e.g. how different denominations approach prayer in Christianity using ‘some’, ‘many’ ect. | | Discuss with school colleagues (mentor, class teacher or subject lead), that schools use varied approaches to assessing children in RE and explore the pupil progression framework of the school or SACRE | |
| PE | Know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE. | Understand the PE health and safety policy, risk assessment, and any specific guidance (i.e. jewellery, PE kit, non-participants, personal protective equipment PPE) through discussion with expert practitioners. | Be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans.  OR  Annotate the schools PE scheme of work to meet the children’s needs. Teach and assess the annotated sequence of lessons. | Know how the approaches the school uses to assess children’s progress in physical education. | Discuss with the mentor/subject leader if they use PE in a cross curricular or thematic way to enhance learning across the curriculum. | | Be able to examine the school curriculum plans to identify how PE learning can be transferred or linked across different subjects, and discuss these with expert colleagues. | |
| Music | Observe or discuss with the subject leader (or recommended colleague) how they scaffold learning in any key area of musical learning. | | | | Observe a music lesson and note the positive behaviour management strategies used. Either:    Discuss how these strategies can be used in a music lesson | | | |
| Design and Technology  (D&T) | Develop an understanding of how pupils acquire cultural capital in Design and Technology for example, by visiting an appropriate venue linked to a theme or inviting an expert into the classroom. | | Know how to deploy additional adults to support and challenge individuals or groups of pupils in D and T lessons.    Know that some pupils will require support to achieve their learning outcomes for D and T and trainees will implement adaptive teaching strategies for pupils with identified SEND.  Establish/maintain effective classroom management systems which are appropriate to a D and T lesson. | | | | Know that cross-curricular teaching can be a beneficial approach to integrating D and T in a meaningful context and to be able to design a short sequence of lessons linked to a theme. | |
| Art and Design | Understand that an art lesson is part of a sequence in which knowledge and skills are developed. | Through discussion with expert colleagues when necessary, know how to use the school’s curriculum to design a sequence of lessons in art and design. | When teaching in a cross-curricular manner, be able to identify specific components of knowledge that need to be developed within art. They explore ways in which to meet these endpoints without diminishing the outcomes in other subjects which are part of the cross-curricular approach. | Demonstrate their secure subject knowledge demonstrate through modelling of practical knowledge, theoretical knowledge (specific artists, movements, techniques and vocabulary) and disciplinary knowledge (the ability to facilitate and engage in broader  discussions around art – What is art? What value does art have? What makes ‘good’ art?)  Be able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning). | Establish / maintain effective classroom management systems which are appropriate to an art lesson.    Know how to organise resources in order to maintain a safe, inclusive and productive environment. | | Make judgements around a child’s progress in art. | |
| Computing | Review knowledge from Year 1 and complete any remaining tasks. It can be helpful to review these for a new school context. | | Then develop and build on this by -  Demonstrating understanding of planning, teaching and assessment in computing by either:  •plan, teach and assess a sequence of lessons for Computing based on the school’s medium-term plans; or  • annotating a medium-term plan from school and discussing with a member of staff how you might use this to plan a sequence of lessons for Computing, including planning for additional adults and adapting teaching and learning for SEND and EAL learners. | | | Know that schools use varied approaches to assessing children in Computing and that pupils’ progression can be assessed using the guidance in the Teacher’s Guide from NCCE (https://teachcomputing.org/curriculum/key-stage-1), the Computing at School’s progression pathways document (https://community.computingatschool.org.uk/resources/1692/single), code-it progression grid (http://code-it.co.uk/assessment-progression/) or other appropriate resources.  Understand that while there are no nationally recognised progression frameworks for Computing in England, know that the progression is monitored through the intended school’s curriculum. | | |
| Languages | Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary languages. | Understand how the school delivers the primary languages’ statutory requirements | Use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching, learning, planning and pupil progress. | Can plan and deliver a language learning episode | Observe an expert practitioner teach primary languages. | | Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge. | |
| PSHE | Be able to devise a series of PSHE lessons that address one aspect of the subject OR use the school’s medium-term plans to identify the sequence of learning used and how these build upon prior learning across the primary phases. | | Understand Inclusion (Diversity, SEND/EAL) and identify adaptive teaching strategies to ensure learners’ needs are met. | | | Know that formative assessment is necessary to identify learning needs. | | |