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| Core Component Tracker – Consolidation UG Primary | | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| English | Know the features of effective teaching and learning in English including research informed best practice and how this is translated into different contexts.    Understand that employing creative English approaches supports learning for specific groups of pupils e.g., SEND, EAL and cognitive overload can be avoided. | | | Understand the bigger picture-issues surrounding primary English education, which directly impact on classroom teaching and the role of the English subject leader in ensuring high quality provision. | | | Know how to plan and teach an effective sequence of English learning which is informed by assessment of prior learning, uses English specific pedagogies to facilitate progression in substantive and disciplinary knowledge, integrates formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEN/D, EAL and greater depth readers and writers.    Understand how to assess children’s learning over a sequence of English lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague.    Take learning beyond the national curriculum for English where appropriate. | | | |
| Systematic Synthetic Phonics | Understand schools choose to use different validated schemes to meet the needs of the NC. | | | Understand schools use one scheme to provide a complete programme for SSP.  Know how adopt different pedagogical approaches to teach SSP to pupils with SEND. | | | Can create a culture to encourage reading for pleasure, including engaging with parents/carers to support SSP and reading at home. | | | |
| Maths | Understand that a creative approach to mathematics teaching supports understanding of the relevance of mathematics in the real world, promotes engagement and develops enthusiasm.    Consider creative approaches to teaching mathematics that avoid overloading working memory.    Continue to develop strategies to teaching mathematics through a mastery approach. | | | Understand how the five different elements to mathematics mastery (NCETM) support learning and progress    Know the value of questioning as an assessment tool and the value of talk and collaborative work to reduce cognitive load and develop working memory.    Know the declarative and procedural knowledge pertinent to each child developing an ability to relate mathematics to real life and to problem solve (conditional knowledge). | | | Confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of lessons and across   the mathematics curriculum. taking into account prior learning and the needs of all pupils.    Be aware of current issues in the teaching and learning of mathematics that could impact on learning, both positively and negatively.    Begin to verbalise approaches to teaching mathematics effectively across all curriculum areas, including consideration for equality and diversity. | | | |
| Science | Know the features of effective teaching and learning in science including research informed best practice and how this is translated to different contexts. | | | Understand the bigger picture-issues surrounding primary science education that directly impact on classroom teaching and the role of the science subject leader in ensuring high quality provision. | | | Be able to plan and teach an effective sequence of science learning which is informed by assessment of prior learning, uses science specific pedagogies to facilitate progression in subject knowledge and enquiry skills, integrates formative assessment and is inclusive, appropriate and flexible to the needs of all learners including those with SEN/D, EAL and talented scientists.    Be able to assess children’s learning over a sequence of science lessons and use this knowledge to inform judgements about their attainment in relation to expectations with the support of an experienced colleague.    Be able to draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues.    Take science learning beyond the national curriculum where appropriate. | | | |

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| Foundation Component Tracker – Consolidation UG Primary | | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| History | Know the role of metacognition in teaching and learning of history. Consider this against reflections of schemes of work from previous placements, in relation to developing the key principles of history. | | | Consider a range of factors that impact upon the teaching and learning in history, including; approaches in addressing SEND in History, Controversial issues as well as factors such as assessment, | | | Be able to plan and implement historical learning experiences that fit into a school’s curriculum. To use expert colleagues and the Historical Association, to prepare and deliver purposeful and meaningful learning experiences. | | | |
| Geography | Observe or discuss with the subject leader (or recommended colleague) to understand how pupils are prepared for fieldwork using pre-fieldwork in-class sessions, map work, visual images of the fieldwork location etc. | | Observe a class teacher as they teach to understand how they teach approaches for collecting data during fieldwork e.g., field sketches, photographs, surveys, environmental assessments etc. | | Observe and discuss with the class teacher to understand the school’s approach to risk assessment for fieldwork activities as well as specific approaches to behaviour management in a fieldwork environment. | | EITHER plan, teach and assess a sequence of lessons for geography based on the school’s medium term plans OR annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) how it might be used to plan a sequence of geography lessons (which incorporates a fieldwork opportunity), including planning for additional adults and adapting teaching and learning for SEND and EAL learners. | | Use the Geographical Association’s progression framework (<https://geography.org.uk/ga-curriculum-framework/>) to discuss children’s progress in the 4 dimensions of the curriculum (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork) EITHER across the sequence of lessons taught by the trainee OR how this progression is planned for using the school’s medium-term plans. | |
| RE | Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches | | Understand how the school ensures progression across the year groups in the three types of knowledge (Substantive, ways of knowing & personal knowledge) | | Discuss with the subject leader how the worldviews studied reflect the school’s community. | Explore how the school’s scheme supports development of ‘collectively enough’ knowledge. | Discuss with the subject leader for RE the school’s approach to assessing RE.    Work with an experienced member of staff to monitor and assess progress in RE against the school’s curriculum plan. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous RE lessons. | | EITHER plan, teach and assess a sequence of lessons for RE based on the school’s medium term plans OR annotate a medium-term plan from school and discuss with the subject leader (or recommended colleague) h ow these builds upon prior learning across the primary phases, including planning for additional adults and adapting teaching and learning for SEND and EAL learners. | |
| PE | Know through discussions with expert practitioners/ PE subject leader:   - that the PE subject policy is designed to provide curriculum PE guidance and entitlement, scheme of work, risk assessment and health and safety   - their key role in monitoring children’s progress in the different activity areas in National Curriculum PE across the year groups.   - how the PE Premium funding is used and its impact in the school. | | Understand that progression in PE should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals. | | Be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans, which includes adaptive teaching approaches.    OR Annotate the schools PE scheme of work to meet the children’s needs through adaptive teaching approaches. Teach and assess the annotated sequence of lessons.    THEN Reflect on the sequence of lessons taught. | | Know how the school supports children with SEND in PE, physical activity and school sport | | Discuss with expert practitioners/ PE subject leader documentation, policies and practice for risk assessment and planning activities for sports fixtures / festivals    OR    an educational visit at an outdoor centre and how these are used to enhance the curriculum and contribute to the cultural capital of children. | |
| *Music* | *Plan a sequence of lessons in music. Discuss with expert colleagues your ideas for musical progression. Where appropriate, draw on published schemes of work.* | | | *Teach a series of lessons, making effective use of school resources and classroom organisation. Manage effective learning behaviour.* | | | *Consider how you can use Ofsted’s notion of ‘little and often’ music making, to rehearse and revise musical learning.* | | | |
| Design and Technology  (D &T) | Identify from the school’s long-term plans where D&T sits within the curriculum and know where to find the learning outcomes for their placement year group.    Understand how to transfer learning from one subject area to another. For example, knowledge of electrical circuits in science to build moving parts/motors in toy cars. | | Confidently plan and teach a sequence of lessons or unit of work in D&T demonstrating elements of good practice as indicated in the EHU ‘lesson observation prompts’ . | | | | Learn how to make judgements over time (summative assessments) based on whether the pupils are progressing through the intended D and T curriculum and using the DATA 6 point assessment grid/school assessment document, to assess the quality of finished products. | | | |
| Art and Design | Have secure subject knowledge relating to a specific art lesson and demonstrate this 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?) | Understand that an art lesson is part of a sequence in which knowledge and skills are developed. They understand that the progression in art is mapped across a whole school’s curriculum and they use the school’s long-term plans to support their own planning. | When teaching in a cross-curricular manner, are 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. | Be able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning). | Use their subject knowledge to assess and give feedback to individuals. Their assessment, when appropriate, informs their planning. | | Over the course of a sequence of lessons, make judgements around a child’s progress in art, drawing upon a range of evidence. This evidence is in line with the school’s assessment document (or, in the absence of such guidance, the trainee should use a published progression framework). | | Establish / maintain effective classroom management systems which are appropriate to an art lesson. | |
| Computing | Review knowledge from Year 1 and Year 2 and complete any remaining task. It can be helpful to review these in a new school context. | | Then develop and build on this:    Understand that progression across the year groups should be across the three strands of computing (computer science, information technology and digital literacy)    Know that planning small step progression in Computing takes account of pupils with SEND from the outset    Understand how the policies for Computing are used to safeguard children online, both at home and at school    Know how subject leaders check the quality of education in computing | | | | Understand how to monitor and assess progress in computing against the school’s curriculum plan. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous computing lessons. | | | |
| 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 and learning. | Observe an expert practitioner teach primary languages. | | Plan, deliver and evaluate a language learning episode. | | Plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge. | | Discuss the following with the school’s language subject leader/co-ordinator:    Understand how pupils are assessed in languages- formatively and summatively    Understand how pupil progress is recorded and reported    Understand how teachers make use of this data in their planning and/or pre-teaching and interventions to enhance learning. | |
| PSHE | Know how the school’s scheme supports children who encounter an adverse childhood experiences. | | Understand the impact that the support has on the child’s learning and their social and emotional development. | | Be able to access the appropriate support and activities to enable a child to manage the adverse childhood experience. | | | Know how to create supportive environments for all children but especially those children going through trauma. | | |