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| Component Tracker – PGCE Consolidation | | | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Expressive Arts and Design/Design and Technology  As this placement can be EYFS or KS1 statements cover both eventualities | If in Reception:  By using strong subject and curriculum knowledge, a holistic and creative approach and observation of children’s interests, understand how to plan, develop and enhance high-quality provision and an enabling environment (indoors and outdoors) over time that supports the development of the design cycle (design, make and evaluate), including cooking and nutrition where appropriate, and develops key vocabulary, knowledge, skills and techniques supported by the safe use of tools.  If in Key Stage One:  By using strong subject and curriculum knowledge in D&T, understand how to plan effective sequences of lessons using high-quality materials that supports the development of knowledge and skills of the design cycle (design, make and evaluate) including cooking and nutrition where appropriate.  Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | | | | Be able to plan, teach and assess effective learning over a period of time that is reflective of the design cycle (design, make, evaluate), and includes cooking and nutrition where appropriate, by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress using:   * carefully sequencing components, * cognitive science (retrieval practice, managing cognitive load, working with schemas) * addressing misconceptions * widening vocabulary * adapting teaching including deployment of teaching assistants * integrating formative assessment * reflecting on practice to improve and develop | | | | By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how knowledge and skills that are reflective of the design cycle (design, make and evaluate) progress in a school curriculum (including how risk is managed) from EYFS to the National Curriculum and how that curriculum emphasises the importance of D&T (contribution to creativity, cultural capital, enterprise, life skills and well-being, reflecting diversity and the connection to other subjects). | | |
| Understanding the World/Geography  As this placement can be EYFS or KS1 statements cover both eventualities | If in Reception:  By using strong geography subject and curriculum knowledge, a holistic and creative approach and building on children’s interests and experiences, be able to plan, develop and enhance high-quality provision to create an enabling environment that supports the development of early geographical knowledge, concepts focusing on ‘a sense of place’ and skills *by*:   * using story and non-fiction books as a stimulus to find out about people, places and the environment to develop a sense of identity, community and belonging * widening vocabulary to describe the physical and human environment using photographs, maps, small world * encouraging awe and wonder and facilitate exploration and enquiry to ask questions   If in Key Stage One:  By using strong subject and curriculum knowledge in geography, be able to plan high-quality sequences of lessons that develop relevant geographical knowledge, skills, concepts and pedagogies:   * locational knowledge * place knowledge * environmental, physical and human geography * geographical skills and fieldwork including mapping * geographical enquiry   Please note: if in a mixed age phase or a key stage one class that has provision then please consider both aspects. | | | | Be able to plan, teach and assess effective learning over a period of time (for example using story as a stimulus) that is reflective of the development of early geographical knowledge, key pedagogies (fieldwork and mapping) concepts focusing on ‘a sense of place’ and skills by making informed decisions using subject, curriculum and assessment knowledge that will facilitate children’s progress by using:   * carefully sequenced components, * cognitive science (retrieval practice, managing cognitive load, working with schemas) * addressing misconceptions, * widening vocabulary * adapting teaching including deployment of teaching assistants * integrating formative assessment * reflecting on practice to improve and develop | | | | By reflecting on classroom practice, speaking with the subject lead and engaging with professional development through research and reading, know and begin to understand how to critically reflect how a whole school curriculum is progressive, supports the development of substantive and disciplinary knowledge including key pedagogies of fieldwork and mapping and fosters curiosity, creativity and concern about people, the environment and places and develops cultural capital. | | |
| The Natural World and Science | To know the importance of ensuring strong subject knowledge in Understanding the World: The Natural World to recognise early concepts in science, to ensure high-quality teaching and impact children’s learning. | To know how to make informed decisions about planning, teaching and assessment in Understanding the World: The Natural World for the phase in which they are teaching, based on the appropriate level of subject knowledge to support children’s early scientific development through adult-led activities using relevant policy and research, the statutory and non-statutory curriculum guidance. | To know how to develop the learning environment, both indoors and outdoors, to embed practical opportunities for the development of early scientific knowledge and understanding, drawing on appropriate resources. | To know how to plan and teach for effective learning in Understanding the World: The Natural World by carefully sequencing learning to best facilitate transferal to long term memory. | To be able to adapt teaching and plan for the needs of all learners within the setting, making appropriate use of additional adults. | To be able to use subject and curriculum knowledge to plan and teach lessons in Understanding the World: The Natural World which use appropriate knowledge, skills, and techniques to facilitate progress, drawing on children’s prior learning, addressing misconceptions, sequencing learning, and integrating formative assessment. | To understand how to take a holistic approach to planning for Understanding the World: The Natural World learning in an enabling environment, critically evaluating a school’s provision with a view to ensuring coverage and progression in knowledge of concepts, skills, and vocabulary. | To be able to use observations and interactions to recognise children’s early scientific development, making accurate assessments against the ELG (Early Learning Goals) for Understanding the World: The Natural World. |  | To be able to identify targets for continuing professional development within science. |  |
| Physical Development and PE | Know how to positive relationships with children during play to support the development of physical literacy. | | know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE. | | To be able to explain the differences between PE and physical activity. | | To be able to plan for an inclusive environment that enables physical development for all children. | | To 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. | To 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. | |
| Art | To understand the importance of ensuring strong subject knowledge in EAD to recognise early concepts in art to impact on children’s learning and develop high-quality teaching. | To know how to make informed decisions about EYFS EAD art planning, teaching and assessment for the phase in which they are teaching, based on the appropriate level of subject knowledge to support children’s creative artistic development in EAD through continuous provision and adult-led activities using relevant policy and research, the statutory and non-statutory curriculum guidance. | To know how to develop the environment in different areas of continuous provision (indoors and outdoors) to embed opportunities for EAD art development drawing on appropriate resources. | To be able to plan and teach for effective learning in EAD by carefully sequencing learning to best facilitate transferal to long term memory. | To understand how to adapt teaching and plan for the needs of the learners within their school-based placement. |  | To be able to use subject and curriculum knowledge to plan and teach EAD lesson/s which use appropriate knowledge, skills and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment. | To be able to take a holistic approach to planning for EAD learning in an enabling environment, critically evaluating a school’s EAD art provision with a view to ensuring coverage and progression which takes into account the importance of diversity and representation. |  | Through observations and interactions, to be able to recognise children’s artistic development, making accurate assessments against the ELGs | To understand how to identify targets for their own professional development within art, with awareness of potential CPD provision. |
| Computing | To understand and to develop teaching practices in EYFS that facilitate the use of computing across the curriculum eg phonics, maths, art and design etc |  |  |  |  |  | To know and understand (explicitly where appropriate) teach the principles of safe and respectful use of computing leading towards Key Stage 1 |  |  |  |  |
| RE and World Views | To know and be able to access existing syllabi and school-based curriculum as a basis to sequentially plan (discretely or thematically and adapted where appropriate) RE and/or World views in a EYFS or mixed age classroom |  |  | To be able to develop strategy with Early Years children to develop and articulate their ideas in a variety of ways |  |  |  | To know and be able to teach/facilitate children to begin to wonder, discover and ask questions to develop and enquiry-based model for RE and other subjects where appropriate |  |  |  |
| SSP | To be able to Identify the SSP programme in school. | To understand through discussion with English/SSP lead the rationale behind choice of scheme.  To be able to work with an experienced practitioner and observe an SSP session followed by a discussion and reflection upon progression, behaviour management and next steps. | To be able to identify strategies used by class teacher to adapt to the needs of learners. | To know how to implement strategies used to assess the children’s learning in SSP. | To know how to plan and deliver a sequence of lessons in keeping with the chosen SSP programme.  To know how to identify additional incidental teaching opportunities to support children’s learning in SSP which complement the direct teaching sessions already being delivered.  To be able to accurately asses children’s learning in SSP and implement appropriate intervention in order to address the needs of all children. | | | | | | |
| Music | Understand the importance of ensuring strong subject knowledge in EAD to recognise early concepts in music to impact on children’s learning and develop high-quality teaching. | Understand how to use subject, curriculum knowledge and assessments to make informed decisions about EYFS EAD planning, teaching and assessing learning for the phase in which they are teaching, through continuous provision and adult-led activities, using Musical Development Matters,  the statutory and non-statutory curriculum guidance. | Understand how to plan and teach EAD music lesson/s which use appropriate knowledge, skills, vocabulary and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment. | Know how to  develop the environment in different areas of continuous provision (indoors and outdoors) to embed opportunities for EAD music development drawing on appropriate resources. | Understand how to plan and teach for effective learning in EAD music over a period of time, by carefully sequencing learning to best facilitate transferal to long term memory. | Know how to adapt teaching and plan for the needs of the learners within their school-based placement. |  | Through observations and interactions, understand  how to recognise children’s musical development, making accurate assessments against the ELGs | Know how to take a holistic approach to planning for EAD learning in an enabling environment, critically evaluating a school’s EAD provision with a view to ensuring coverage and progression which takes into account the importance of diversity and representation. | Understand their own development in relation to music teaching and Identify targets for their own professional development with awareness of potential CPD provision. | Through discussion with the music subject lead, understand where music sits within the school’s long-term plan, how music learning progresses throughout the school and how music is embedded across the school through formal and informal opportunities, e.g. extra-curricular music clubs, instrumental music lessons, music visits and visitors, hub/music service activities and so on |
| PSHE | Plan a range of activities that support PSED whilst also offering opportunities to develop other skills.    . |  |  | Consider the links between PSED and PSHE |  |  | Observe and understand how settings consider children’s personal, social and emotional developmental needs when planning children’s learning.  Discuss with mentor how the school might approach PSED/PSHE RSE  through a holistic lens. |  |  | Work with colleagues to develop efficient approaches to assessment and draw conclusions about children’s personal, social and emotional development |  |
| English | To know how to independently plan lessons for Communication & Language and Literacy that have high expectations of all learners. | To know how to react quickly to emerging misconceptions and take effective remedial action when planning for Communication & Language and Literacy learning. |  | To understand how to expertly manage behaviour, motivate children, and thus have a positive long-term impact on pupils' attitude and aspirations in Communication & Language and Literacy learning experiences. |  | To understand how schools use data to set targets for Communication & Language and Literacy and monitor progress and communicate data for accountability to stakeholders. |  | To understand how to help all pupils to understand that they can succeed in their Communication & Language and Literacy learning, even when faced with challenge. |  | To know how to provide different representations of a concept to support Communication & Language and Literacy understanding, e.g., visuals and written words. |  |
| Maths | To know how to plan, teach assess, lessons across all areas of the mathematics curriculum, taking into account prior learning and the needs of all pupils. |  |  | To understand the declarative and procedural knowledge pertinent to each child developing an ability to relate mathematics to real life and to problem solve. |  |  |  | To be able to confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of lessons using a mastery approach. demonstrating the elements of good practice indicated in the EHU ‘Lesson Observation Prompts’, and adjusting plans in response to assessment. |  |  |  |
| History | Know and be able to critically evaluate how key historical concepts, knowledge and skills progress across the EYFS to the National Curriculum by exploring the progression in a school curriculum. |  |  | By using strong subject and curriculum knowledge, a creative approach and children’s interests, be able to plan, develop and enhance high-quality provision and an enabling environment that supports the development of early historical concepts, knowledge and skills. |  |  |  | When teaching core aspects of early historical concepts, knowledge and skills such as adult-led learning, continuous provision and using story as a stimulus, be able to use key pedagogical strategies that will facilitate children’s progress (drawing on children’s prior learning, recall and retrieval, widening vocabulary, addressing misconceptions, sequencing learning, modelling and integrating formative assessment methods). |  |  |  |