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| **EY Undergraduate Year 2 Full Time – Subject Component Tracker** | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Design and Technology (D&T) | Know and understand how the iterative process (design and make), the design cycle (design, make, evaluate) and technical knowledge are applied and developed across a sequence of lessons and how the cooking and nutrition strand is embedded and integrated in D&T by speaking with the subject lead or observing and deconstructing teaching and planning. | | Know and understand how to plan a D&T lesson or sequence of lessons, which includes the strand of cooking and nutrition, using high quality materials to reflect the design cycle (Design, make, evaluate) and the subject’s practical, collaborative nature focusing on knowledge, skills, subject-specific vocabulary, key pedagogy of demonstration and classroom management and risk assessment. | | Be able to plan, teach and assess clearly sequenced D&T lesson/s (including cooking and nutrition where applicable) that includes:  adaptations to meet the needs of the learners including risk and classroom management  questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps  opportunities for retrieval  addressing misconceptions  giving verbal feedback to support children’s progress  reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps) | | | |
| Geography | By speaking with the subject lead, observing teaching and/or deconstructing planning know how the four forms of geographical knowledge:  locational knowledge  place knowledge  environmental, physical and human geography  geographical skills and fieldwork  are developed across sequences of lessons and how they are interconnected to support children to think like geographers. | | Know and understand how to plan a geography lesson or sequence of lessons using high quality materials which develop key forms of geographical knowledge, skills and concepts as well as key pedagogies of fieldwork, map work and/or geographical enquiry where appropriate. | | Be able to plan, teach and assess clearly sequenced geography lesson/s that includes:   * adaptations to meet the needs of the learners including teaching assistant support * indoor and outdoor classroom and risk management especially for outdoor fieldwork * questioning to check prior learning, stretch, challenge and pinpoint knowledge gaps * opportunities for retrieval * addressing misconceptions * giving verbal feedback to support children’s progress * reflecting on teaching practice (mentor feedback, strengths, areas to develop and next steps) | | | |
| Science | To know the key substantive and disciplinary knowledge required to support learning and teaching of NC (National Curriculum) science in specific programmes of study. | To know and apply features of effective planning, teaching, and learning such as questioning, addressing misconceptions and talk in science. | To know and use different pedagogical approaches to combine working scientifically knowledge and skills with subject content that can be used to support learning in specific programmes of study in science. |  | To understand how to adapt teaching in science to meet the needs of all children within the classroom, as well as providing stretch and challenge to enable all children to make good progress. |  | To be able to plan and teach quality science lesson/s, with initial support from a mentor, that integrates working scientifically and considers prior learning, adaptive teaching, subject specific pedagogy, and assessment opportunities. |  |
| Physical Development and PE | Understand how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment. | Knows the differences between PE and physical activity. | With expert colleagues know  how to teach and model a  fundamental movement skill or  sport specific skill in a PE  lesson. | 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. | Is able to plan and teach a warm up and cool down session with the whole class. | 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 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 and Design | To understand how expert practitioners eflect on how they adapt lessons for different needs, chunk lesson content, use worked examples, address misconceptions, develop children’s schema in the subject, the appropriate use of enquiry based  approaches, develop children’s motivation and self-esteem in the subject.    To be able to use the school’s medium-term plans to plan and deliver (or observe) an art lesson that takes account of different needs and builds children’s prior learning and promotes key artistic vocabulary, chunking content so as not to overload working memory and avoid cognitive overload | To be able to use school’s medium-term plans and/or art schemes to devise a series of art lessons that address practical theoretical and disciplinary knowledge OR use the school’s medium-term plans and/or art schemes to identify the sequence of learning used and explore how this builds upon prior learning across the primary phases.  Including identifying artistic progression and forms of knowledge.    To know how to organise the classroom  to ensure safety, and to familiarise routines and artistic language through teaching OR observing a lesson in their own or another year group. | To understand retrieval practice is vital to ensure that children know more and remember more, and that they can make demonstrate progression in their knowledge and skill.    Through conversations with school colleagues (mentor, class teacher or subject lead), to know that that ongoing formative assessment of pupils’ understanding is necessary to know their learning needs  and that schools use varied approaches to assessing children in the foundation subjects and that  pupils’ progression can be assessed using guidance from subject associations and other sources. | To be able to discuss with a mentor or an experienced member of staff how progression 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.  To know how to Identify targets for their own professional development within art, with awareness of potential CPD provision | To know how the Art subject policies is designed to provide curriculum guidance and entitlement, risk assessment, health and safety and safeguarding children. | To know how subject leaders monitor the quality of education provision in their subject area through discussion with the subject leader for three foundation subjects focusing upon:  progression across the year groups  planning small step progression in the foundation subjects to take account of pupils with SEND from the outset  How subject policies are used  how they check the quality of education in their foundation subject |  | To understand how documentation, policies and practice for risk assessment and planning activities for learning outside the classroom, including educational visits and how these are used to enhance the curriculum and contribute to the cultural capital of children. |
| Computing | To be able to plan and deliver a sequence of National Curriculum lessons in computing and understand how they can link into other areas of curriculum as appropriate |  |  |  |  |  |  |  |
| RE and World Views | To know and be able to access existing syllabi and school-based curriculum as a basis to sequentially plan (adapted where appropriate) RE and/or World views in a Y1 or Y2 classroom. | To understand and examine (where appropriate) the unique position of a church school in relation to RE teaching in KS1 and a community school in relation to their adoption of Agreed Syllabi and/or their own devised World Views Curriculum | To be able to develop opportunities for speaking and listening (linked to PSED where appropriate) to investigate and share ideas | To understand and develop adaptive teaching principles in the delivery of open-ended outcomes in RE teaching | To understand and develop appropriate assessment of children’s learning in RE teaching |  | (Faith-based schools only)  To know and understand the unique relationship of (church or other faith) in the everyday life of school and it’s contribution to RE teaching and ethos |  |
| 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 know how to organise the classroom to ensure safety of the children and familiarise routines and technical language through teaching and observing. | 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. |  |
| Music | Through observing expert practitioners teach music, understand how to adapt lessons for different needs, chunk lesson content, use worked examples,  address misconceptions, develop children’s schema  in the subject, the appropriate use of enquiry based  approaches, develop children’s motivation and self-  esteem in the subject. | To know how to use school’s medium-term plans to plan and deliver (or observe) a music lesson that takes account of different needs and builds children’s prior learning and promotes key musical vocabulary, chunking content so as not to overload working memory and avoid cognitive overload . | To know how to use school’s medium-term plans and/or music schemes to devise a sequence of music lessons that address performing, composing, listening and appraising OR use the school’s medium-term plans and/or music schemes to identify the sequence of learning used and explore how this builds upon prior learning across the primary phases.  Including identifying musical progression and forms of knowledge. | To know how to organise the music classroom to ensure safety, and to familiarise routines and musical language through teaching OR observing a lesson in their own or another year group. | To understand retrieval practice is vital to ensure that children know more and remember more, and that they can make better music | Through conversations with school colleagues (mentor, class  teacher or subject lead) understand that ongoing formative assessment of pupils’ understanding is necessary to know their learning needs  and that schools use varied approaches  to assessing children in the foundation subjects and that  pupils’ progression can be assessed using guidance from  subject associations and other sources. | To know their own developmental needs and identify targets for their own professional development within music, with awareness of potential CPD provision. |  |
| PSHE/RSHE | Plan engaging lessons for PSHE and RE and where PSHE can be threaded through all subjects making use of principles on adaptive practices and the emotional development of children. |  |  |  |  |  |  |  |
| English | To know how to collaborate with colleagues to create learning that is inspirational and challenging that helps pupils to be extrinsically motivated in their reading and writing lessons. | To know how to plan and deliver a well-sequenced English curriculum that is representative of the school's values and ethos. | To understand how to encourage resilience and perseverance in pupils reading and writing learning and normalise the making of mistakes. | To understand how to model new content effectively, using a blend of discussion, questioning and examples to develop understanding in English lessons. | To understand how to be an effective role model, including how to model good standards of written and oral English. |  | To understand how to adjust planning in English lessons, according to formative assessment information of children’s reading and writing skills. |  |
| Maths | At the end of this phase students will know:    Common errors and misconceptions across all areas of the Key Stage 1 mathematics curriculum |  |  | At the end of this phase students will understand:    How to model mathematical concepts with the aim of addressing common errors and misconceptions |  |  | At the end of this phase students will be able to:    Plan, teach and assess a series of lessons that build children’s understanding of mathematical concepts in a secure manner |  |
| History | Know and understand how key historical concepts are developed in sequences of lessons supported by speaking with the subject lead, observing teaching or deconstructing planning. |  |  | Know and understand how to plan a history lesson or sequence of lessons which develop key historical concepts knowledge, skills and subject-specific vocabulary. |  |  | Be able to teach and assess effective, clearly sequenced history lesson/s that includes checking prior learning, opportunities for retrieval, addressing misconceptions, effective questioning and adaptations to meet the needs of the learners. |  |