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| **Name of trainee** |  | | | **Subject** | **Understanding the World** |
| **Name of mentor** |  | | | **Key stage** |  |
| **Name of link tutor** |  | | | **Class** |  |
| **Programme** |  | | | **Number of learners in session** |  |
| **Professional practice**  **Phase (please check box)** | Introductory | Developmental | Consolidation | **Number of the lesson observation** |  |
| **School/setting name** |  | | | **Date** | **Enter date** |

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| **Key points emerging from the session** |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.*  *.* |

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| **Early Years Understanding the World and Subject Association Links**  [Play Observe & Ask - Primary Science Teaching Trust (pstt.org.uk)](https://pstt.org.uk/resources/play-observe-ask/)  [TAPS - Primary Science Teaching Trust (pstt.org.uk)](https://pstt.org.uk/unique-resources/taps/?_sft_age_ranges=three-five&_sft_country_language=developed-in-england) | |
| Subject Specific Elements.  ***What makes effective teaching in early science in the EYFS?***   * The student is aware of how to plan 'science' activities that develop out of children’s interests, and adult-led activities. * The student can extend 'scientific' understanding during child-initiated play. * The student demonstrates appropriate subject and curriculum knowledge, skills and vocabulary relating to Understanding the World: The Natural World and early scientific concepts. * The student demonstrates an understanding of the holistic nature of the EYFS and makes connections to other Areas of Learning. * The student demonstrates the ability to use and develop both the indoor and outdoor environment to support the teaching and learning of early scientific concepts. * The student provides open-ended and first-hand experiences within an enabling environment which allow children to develop their understanding of early scientific concepts. * The student ensures that planning and teaching is adapted accordingly to meet the needs of all children. * The student uses play, observations & questioning to elicit children’s knowledge, understanding and skills of early science whilst they are exploring. * The student uses ongoing formative assessment to support reflections on teaching and learning in Understanding the World: The Natural World, and to inform future planning. * The student demonstrates an understanding of the role of the adult within the Early Years environment to model, scaffold, and support learning in Understanding the World: The Natural World.   ***What makes effective teaching in early geography in the EYFS?***   * Demonstrating secure subject knowledge related to early geographical concepts (place, space, scale, environment, change and making connections) focusing on developing children’s ‘sense of place’ and building on pupils' own lived experiences to help pupils to notice what places are like and how they are changing. * Planning and teaching using high-quality resources such as sharing stories and non-fiction texts of people and places (ensuring a balance of gender and diversity) and using photographs and maps. * Guiding children to make sense of their world, through opportunities such as playing, sharing stories, exploring, observation, enquiry and noticing and recreating patterns and processes to find out about people, places, technology, and the environment. * Planning adult led learning and/or continuous provision that supports the development of curiosity and providing first hand and/or real-world experiences e.g. through concepts of place (What is it like here?), space (Where am I? Is it near or far?), environment (What animals and plants live here?), and scale (How big is a bird’s home?), through exploratory play and through decision-making and doing. This supports children to develop personal identity by connecting to different people and the environment to make sense of the physical world and the community. * Focusing on widening early geographical vocabulary to name, describe, locate, compare, and ask questions about the world e.g. scale, positional and directional vocabulary, names of human and physical human features. * Developing mapping knowledge and skills e.g. key aspects are developed through play and guided inputs such as regular opportunities to use and talk about maps, find places on a range of different types of maps, revisiting the same and different routes to and from a familiar place or landmark, comparing distance, time, direction and talking about journeys and holidays. * Planning and teaching to support early geographical enquiry skills e.g. finding out about a local, national, or international place by asking and finding out the answers to questions: Where is this place? What is it like? What can you do there/here? * Providing early fieldwork experiences with opportunities for children to explore their setting’s outdoor area through practical and collaborative activities e.g. noticing and naming features, experiencing different weather conditions and their impact on the environment, examining, and discussing natural objects, exploring the immediate local area through walks and visits to selected sites. Outdoor experiences * Addressing any errors and misconceptions related to early geographical knowledge e.g. confusion with vocabulary and meanings, position and directional language errors, stereotypes about people and places * Developing holistic learning by making connections to other Areas of Learning in the EYFS curriculum such as spatial reasoning, communication, plants and animals, seasons, time.   ***What makes effective teaching in early history in the EYFS?***   * The student shows awareness of how to plan ‘historical activities that develop out of children’s interests. * The student is able to extend historical understanding around time/chronology/past/present during child-initiated play. * The student demonstrates secure subject knowledge related to children’s early historical knowledge, concepts and skills including understanding children’s sense of personal history and their developing awareness of time, chronology, and the past. * The student demonstrates awareness and planning around developing children’s historical understanding by building on their own personal real-life experiences relating to personal history and family. * The student fosters a curiosity and interest in the past and history through children’s exploration of the world around them. * The student uses high quality resources including stories, nonfiction texts and artefacts to support the development of children’s historical knowledge and understanding. * The student develops children’s historical skills around comparison, sequencing and using different sources. * The student supports the development of children’s early historical vocabulary to describe elements of personal and wider history. * The student demonstrates an understanding of how high-quality provision can develop children’s sense of the historical, cultural, and socially diverse world around them and their own identity within this. | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |

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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** | |
| High Expectations and Managing Behaviour  How Pupils Learn, Classroom Practice & Adaptive Teaching  Subject Knowledge and Curriculum  Assessment  Professional Behaviours |  |

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| **Opportunities for further development**  **Target setting prompts** Primary subject specific target setting - Mentor Space | | |
| What needs developing? Choose 1 or 2 targets for development. | How, where, or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)** | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |