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| Component Tracker – UG Year 2 Developmental Professional Practice | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| 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 model new content effectively, using a blend of discussion, questioning and examples to develop understanding in English lessons. | | To be an effective role model, including how to model good standards of written and oral English. | To adjust planning in English lessons, according to formative assessment information of children’s reading and writing skills. | | To understand how to encourage resilience and perseverance in pupils reading and writing learning and normalise the making of mistakes. |
| SSP | Identify the SSP programme in school. | Discuss with English/SSP lead the rationale behind choice of scheme. | Observe an SSP session. | Identify strategies used by class teacher to adapt to the needs of learners. | Identify strategies used to assess the children’s learning in SSP. |  | Plan and deliver a sequence of lessons in keeping with the chosen SSP programme. |  |
| Maths | To observe the teaching of mathematics and begin to identify the key components of a successful mathematics lesson.  To observe the teaching of mathematics and begin to identify the potential errors and misconceptions evident within mathematical concepts. | To know a range of modelling strategies to support pupil understanding across all areas of the primary mathematics curriculum, including the relevant declarative and procedural knowledge | Plan, teach and assess a series of lessons that build children’s understanding of mathematical concepts in a secure manner | | |  |  |  |
| 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. | | |  |
| 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. | | |
| 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 in a lesson/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 which develop early geographical concepts (space, place and scale), knowledge, skills and subject-specific vocabulary as well as use the key pedagogy of fieldwork when applicable. |  |  | Be able to teach and assess clearly sequenced geography lesson/s that includes checking prior learning, opportunities for retrieval, addressing misconceptions, effective questioning and adaptations to meet the needs of the learners. |  |
| D and T | Know and understand how the iterative process (design and make) and the design cycle (design, make, evaluate) are applied to a sequence of lessons supported by speaking with the subject lead, observing teaching or deconstructing planning. |  |  | Know and understand how to plan a D&T lesson or sequence of lessons to reflect the design cycle and its practical, collaborative nature which will focus on knowledge, skills and subject-specific vocabulary as well as use the key pedagogy of demonstration. |  |  | Be able to teach and assess clearly sequenced D&T lesson/s that includes checking prior learning, opportunities for retrieval, addressing misconceptions, effective questioning and adaptations to meet the needs of the learners. |  |
| Art | Discuss with your mentor or subject leaders that the subject policies are designed to provide curriculum guidance and entitlement, risk assessment, health and safety and safeguarding children (e.g. online safety and acceptable use policies), both at home and at school.  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. | Discuss with a mentor or an experienced member of staff that 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.  Observe expert practitioners teaching art and specifically reflect 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. | Through conversations with school colleagues (mentor, class teacher or subject lead), 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 use 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 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. | Discuss with Subject leaders their key role in monitoring the quality of education provision in their subject area.  Discuss with the subject leader for three foundation subjects:   * 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 | | | Identify targets for their own professional development within art, with awareness of potential CPD provision |
| Music | Observe expert practitioners teaching music and specifically reflect 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 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 use school’s medium-term plans and/or music schemes to devise a series 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 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 |
| PE | Can explain the differences between PE and physical activity. | Understand how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment. | With expert colleagues know  how to teach and model a  fundamental movement skill or  sport specific skill in a PE  lesson. | Observe expert colleagues to know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching in PE. | To be able to plan, teach and assess a sequence of lessons for PE, including a warm up and cool down session, 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. | | | 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. |
| Computing | To plan and deliver a sequence of National Curriculum lessons in computing linking into other areas of curriculum as appropriate |  |  |  |  |  |  |  |
| RE and World Views | For trainees 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 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 develop opportunities for speaking and listening (linked to PSED where appropriate) to investigate and share ideas | To 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 understand the unique relationship of (church or other faith) in the everyday life of school and it’s contribution to RE teaching and ethos |  |
| PSHE | 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. |  |  |  |  |  |  |  |