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| Core Component Tracker – Consolidation PGCE 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 to 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 | | | | 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.  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 | Recognise schools use one scheme to provide a complete programme SSP | Recognise schools choose to use different validated schemes to meet the needs of the NC. | | Recognise schools choose an SSP programme that supports their needs to deliver the simple code first, followed by the complex code. | | | Consider pupils’ prior knowledge when planning how much new information to introduce. | Adopt different pedagogical approaches to teach SSP. | Use different approaches to assessment | | Create a reading culture to encourage reading for pleasure. | Understand how SSP interventions are used to enable pupils to keep up | Recognise SSP teaching is informed by research | | Plan and teach a series of SSP sessions, in line with the school’s chosen scheme. |
| Maths | Know approaches to teaching mathematics creatively.  Know strategies to teaching mathematics through a mastery approach | | | | | | | Understand how the five different elements to mathematics mastery (NCETM) support learning and progress  Understand a creative approach to mathematics teaching supports understanding of the relevance of mathematics in the real world, promotes engagement and develops enthusiasm | | | | Be able to confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of lessons and across the curriculum. | | | |
| 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 impact an additional adult can have on science learning (consider use of additional adults beyond scaffolding children who need additional support)    Understand that children’s science learning is assessed over a sequence of science lessons and that this knowledge can be used to inform judgements about their attainment. | | | | 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 PGCE Primary | | | | | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | | Week 4 | Week 5 | | Week 6 | Week 7 | Week 8 | Week 9 | | Week 10 |
| *Music* | Understand how pupils are introduced to musical terminology. | | | Understand how the classroom is prepared for musical activity, and how expert colleagues manage learning behaviour in the music classroom. | | Understand, through talking with expert colleagues including the music subject leader, how the school enhances the children’s musical cultural capital, through music listening and through wider musical participation and engagement. | | | EITHER plan, teach and assess a sequence of lessons for music 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 music lessons (which incorporates a performance opportunity), including planning for additional adults and adapting teaching for SEND and EAL learners. | | Identify in the Medium-Term Plan above, or in your own lesson sequence, how children will make progress with their technical musical ability, their knowledge of how music is constructed, and their sensitivity and creativity for music, as set out in Ofsted’s Three Pillars of Musical progression. | | |
| Design and Technology  (D&T) | Understand how to and can plan alongside expert colleagues a LOTC experience with Design and Technology learning outcomes. For example, a visit to a farm to see how animals are reared. | | | | Know how to transfer/link learning from one subject to another | | | | Understand how to annotate schemes of work to personalise learning for individual and groups of pupils. | | Learn how to make judgements based over time (summative assessments) based on whether pupils are progressing through the intended curriculum in a manageable way. | | |
| Languages | Understand how the school delivers the primary languages’ statutory requirements | Can use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning. | Can observe an expert practitioner teach primary languages. | | | Can plan, deliver and evaluate a language learning episode | | | Can plan to incorporate all four skills (listening, speaking, reading and writing) over a sequence of lessons to consolidate pupil knowledge | | Can discuss the following with the school’s language subject leader/co-ordinator:    How pupils are assessed in languages- formatively and summatively    How pupil progress is recorded and how teachers respond to this data in their planning and/or pre-teaching and interventions. | | |
| Geography | Understand how pupils are prepared for fieldwork using in-class preparation sessions, map work, images of the fieldwork location etc (through discussion with the geography subject leader or other recommended colleague). | | Understand approaches to collecting data during fieldwork e.g. field sketches, photographs, surveys, environmental assessments etc. (through observation of an expert colleague). | | | Understand the school’s approach to risk assessment for fieldwork activities as well as specific approaches to behaviour management in a fieldwork environment (through discussion with the geography subject leader or other recommended colleague). | | | **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 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 four 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- and long-term plans. | | |
| Computing | Review knowledge from Initial and Developmental Phases and complete any remaining tasks. | 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. | | |
| 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. |
| 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. | | | 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. | | | | |
| PSHE | Know how the school’s scheme supports children with their mental wellbeing or who encounter an adverse childhood experience. | | | | 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. | |
| PE | 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 | Understand how to monitor and assess progress in physical education. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons. | | 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 | | | 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. |
| History | Know how to embed historical knowledge into a series of lessons or scheme of work. | | | | Understand how to use school’s medium-term plans to devise a series of history lessons that address the key principles of the history and historical enquiry OR annotate the school’s medium-term plans, identifying the sequence of learning used, how this builds upon prior learning across the primary phase. Use the medium-term plans to identify and discuss the role of additional adults and adaptive teaching for SEND and EAL learners. | | | | | Be able to break information down into a sequence of learning and taking into account cognitive overload OR be able to observe History lesson and recognise key principles within the plans. | | | |