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| Core Component Tracker – Introductory PGCE Primary | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| English | Know that high-quality teaching and learning in English requires strong teacher subject, pedagogical and curriculum knowledge.    Know that English learning needs to be planned in a way that is inclusive and challenges all groups of learners. | | Understand that effective lessons integrate disciplinary knowledge as well as substantive knowledge.    Understand that high-quality teaching in English involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory.    Understand that direct teaching and modelling, underpinned by talk, are approaches which can be used to support children to understand complex ideas and deepen pupils’ learning in English.    Understand the planning decisions made by experienced colleagues to ensure that English learning builds on prior learning to deepen pupils’ knowledge.    Understand how to provides opportunities to assess pupils’ learning and how to act on this to deepen pupils’ understanding. | | Plan and teach an English lesson that is appropriate to the needs of all learners,    Draws on children’s prior learning to develop pupils’ knowledge.    Model and scaffold learning to support cognitive overload. | |
| Systematic Synthetic Phonics | Observe expert colleagues | | Plan, deliver and assess SSP learning | | Develop subject specific curriculum and pedagogical knowledge | |
| Maths | Know a range of strategies to support pupil understanding of how to calculate successfully, using mental, informal and formal written methods, including the relevant declarative and procedural knowledge associated with number and calculation. | | Understand a secure knowledge of place value underpins the ability to calculate both mentally and use formal written methods. | | Be able to plan, teach and assess a high-quality number (counting, place value, calculation) lesson. | |
| Science | Know that high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge.    Know that science learning needs to be planned in a way that is inclusive and challenges all learners. | | Understand that high-quality teaching in science involves breaking down complex ideas into small steps and sequencing these logically to enable children to learn without overloading their working memory.    Understand that direct teaching, first-hand practical approaches and modelling are approaches which can be used to support children to understand complex ideas and deepen children’s learning in science.    Understand how an experienced mentor manages behaviour in practical science lessons through observation and discussion. | | Be able to plan and teach a science lesson that is appropriate to the needs of all learners, that draws on children’s prior learning to develop subject knowledge and enquiry skills and provides opportunities to assess and act on the learning that has taken place. To be able to manage behaviour and resources in science with mentor support. | |

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| Music | Understand how to teach songs effectively. | Know how to break down song learning into manageable steps. | Be able to use simple gestures to support song teaching. | Be able to assess the quality of children’s singing. To understand how to plan to improve the quality of singing. | Understand how the NC for music is mapped across the entire Key Stage. | |
| Design and Technology  (D&T) | Observe a Design and Technology lesson in school to develop understanding of how schools plan and teach the subject.    Develop an understanding of risk and how to manage this in a Design and Technology lesson. | Develop an understanding of how behaviour is managed in line with the school’s behaviour policy. | Speak to the Design and Technology lead in school to further develop subject knowledge and to have the opportunity for professional dialogue. | Develop an awareness of how schools plan for subjects in the long and medium term and make use of published resources if appropriate. | Plan and teach a Design and Technology lesson to a group/whole class (where appropriate) researching subject knowledge and modelling expectations. | EYFS experience - look for links to Design and Technology in EYFS curriculum.  Support play in these areas of learning. |
| Languages | Know that the 3 pillars of Vocabulary, Phonics and Grammar are central to best practice in primary 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 | |
| Geography | Know that a school’s primary geography curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning. | | Be able to use school’s medium-term plans (or schemes of work) to plan and deliver a geography lesson which teaches map skills and builds on children’s prior knowledge, chunking content so as not to overload working memory OR observe a geography lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload. | | Embed opportunities for children to learn and use key geographical vocabulary through teaching OR observe a geography lesson in their own or another year group with a focus on how geographical vocabulary is taught. | |
| Computing | Know how to scaffold learning in a Computing lesson using subject specific pedagogies, such as PRIMM, tinkering, Parson’s problems, paired programming/ collaborative working by observing or discussing with the subject leader (or recommended colleague) | | Understand how the class teacher uses positive behaviour management strategies as they teach a practical subject through either:  -Discussing with the subject leader for computing how these strategies can be used in a computing lesson; **or**  -Observing positive behaviour management in a computing lesson. Take note of how the room is set up prior to the lesson, regular routines (including packing up), when and where directions are provided and how equipment is managed. | | Understand how to plan a computing lesson and ensure progress for all, through either discussing or co-planning with the subject leader or other experienced colleague | |
| 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. | When teaching in a cross-curricular manner, be 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). | Make judgements around a child’s progress in art. | Establish / maintain effective classroom management systems which are appropriate to an art lesson. |
| RE | Understand a school’s primary RE curriculum, informed by the Locally Agreed Syllabus, enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning | Know which syllabus is used by the school and identify or discuss with the subject leader (or recommended colleague) key pedagogical approaches | To familiarise themselves with RE policies, including SMSC policy and speak with subject lead and/or class teacher to identify how SMSC fits within the wider context of school life. | | Know how to create a positive, supportive environment where religions and worldviews are respected and valued. | |
| PSHE | To understand how the school’s PSHE curriculum is tailored to meet the needs of pupils by liaising with the subject lead. | To know how to create a safe and inclusive environment where respectful behaviours are modelled, and children can confidently discuss sensitive issues. | To assess pupil’s attitudes and beliefs through baseline assessments. | To be able to adapt school’s existing planning to deliver a PSHE lesson that focuses on prior knowledge and chunks content so as not to overload working memory OR observe a PSHE lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload | To know how the PSHE policy, including the RSE policy, fits within the wider context of school life, by familiarising themselves with the policies and liaising with the subject lead and class teacher. | EYFS – to understand how the PSHE curriculum builds on the PSED area of learning. |
| PE | Understand how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment. | | Know how to teach and model a fundamental movement skill or sport specific skill in a PE lesson with support from expert colleagues. | | Be able to plan and teach a warm up and cool down session with the whole class. | |
| History | Know different types of knowledge- chronological knowledge, fingertip knowledge, generative knowledge and residue knowledge. | | Understand foundational knowledge- disciplinary and substantive knowledge and how they might appear in lessons. | | Be able to plan a lesson that addresses the key principles of History. | |