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| Core Subject Component Tracker - Introductory UG Primary SB | | | | | | |
|  | 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,    Draw 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 | Understand that there are 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 that a secure knowledge of place value underpins the ability to calculate both mentally and using formal written methods. | | Know how to plan, teach and assess a high-quality number (counting, place value, calculation) lesson. | |
| Science | Know high-quality teaching and learning in science requires strong teacher subject, pedagogical and curriculum knowledge and where to seek support to develop this further.  Know that effective science lessons integrate substantive and disciplinary knowledge and sequence this clearly for learners.  Know that science learning needs to be planned in a way that is inclusive and challenges all learners including those with SEN/D, EAL and more able learners. | | Know 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.  Understand the planning decisions made by experienced colleagues to ensure that science learning is specifically tailored to the needs of the placement class. Including those with SEN/D and/ or EAL where appropriate. | | Plan and teach a science lesson that has considered science specific pedagogy, elicits and builds on children’s prior knowledge, pre-empts and addresses misconceptions and covers aspects of both substantive and disciplinary knowledge.  Be able to plan for formative assessment opportunities to establish the learning that has taken place.  Be able to manage behaviour and resources effectively to support children to learn in practical science lessons. | |

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| Foundation Subject Component Tracker - Introductory UG Primary SB | | | | | | | | |
|  | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | |
| 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 (through discussion with a subject leader). | | | Use school’s medium-term plans (or schemes of work) to plan and deliver a geography lesson which incorporates the teaching of 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 understanding how geographical vocabulary is taught. | | |
| Computing | Know that a school’s computing curriculum provides a plan for delivering the knowledge, skills and values that its pupils will learn, encompassing the national curriculum within a coherent wider vision for successful learning (through discussion with a computing subject leader). | | Understand that progression across the year groups should be across the three strands of computing (computer science, information technology and digital literacy) | Be able to use school’s medium-term plans (or schemes of work) to plan and **deliver a computing lesson** which builds on children’s prior knowledge, and takes into account working memory **OR** observe a computing lesson being taught with a focus on how the teacher sequences learning and content to avoid cognitive overload. | | Embed opportunities for children to learn and use **key computing vocabulary** through teaching **OR** observe a computing lesson in their own or another year group with a focus on how **vocabulary** is taught. | | |
| 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. | | Can explain the differences between PE and physical activity. |
| PSHE | Understand how the school’s PSHE curriculum is tailored to meet the needs of pupils by liaising with the subject lead. | Know how to create a safe and inclusive environment where respectful behaviours are modelled, and children can confidently discuss sensitive issues. | | Assess pupil’s attitudes and beliefs through baseline assessments. | 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 | 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. | | |
| Music | Know the musical resources available, including instruments, expertise, online resources, teaching resources and music spaces. | Know about the opportunities and spaces for music in your school. | | Understand how high standards are maintained in the music classroom. | Learn about progress in music, and how progress requires children to revisit musical concepts along with regular (little and often) practice. | Understand that children have their own ideas and aspirations for music and that their engagement in school music may not reflect their engagement with music outside of school. | | |
| Art and Design | Understand how expert colleagues manage the organisation of an art lesson (transitions, groupings and using equipment) in order to create a safe and inclusive environment. | Trainees 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. | Be able to identify specific components of knowledge that need to be developed within a lesson (whether these are convergent or divergent endpoints) and can plan and teach effectively to allow children to progress towards these endpoints. They are able to draw upon their art subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning). | | Trainees are beginning to make judgements around a child’s progress in art. | |
| Design and Technology (D&T) | Observe a Design and Technology lesson in school to develop understanding of how schools plan and teach the subject. To develop an understanding of how behaviour is managed in line with the school’s behaviour policy. To develop an understanding of risk and how to manage this in a Design and Technology lesson. | | | 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 | Understand how the school delivers the primary languages’ statutory requirements | Use school’s/ Language Angels’ resources and the National curriculum to ensure good subject knowledge and inform discussions around curriculum, teaching and learning. | | Observe an expert practitioner teach primary languages. | | Plan and deliver a language learning episode | | |
| 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 | | 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. | Be able to identify specific components of knowledge that need to be developed within a lesson (whether these are convergent or divergent endpoints) and can plan and teach effectively to allow children to progress towards these endpoints. They are able to draw upon their RE subject knowledge in order to implement the appropriate pedagogy for the task (such as modelling, scaffolding, questioning). | Know how to create a positive, supportive environment where all religions and worldviews are respected and valued. | Observe how the RE is integrated within the EYFS curriculum. | |
| History | To know types of knowledge- chronological knowledge, fingertip knowledge, generative knowledge and residue. | | | To understand foundation knowledge- disciplinary and substantive knowledge. | | To be able to plan a lesson. | | |