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| Component Tracker – UG Year 3 Consolidation Professional Practice | | | | | | | | | | | |
|  | Week 1 | Week 2 | | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 |
| Communication and Language | To know the importance of having high expectations of language to promote positive long-term impact |  | To know how to react quickly to emerging misconceptions and take effective remedial action when planning for C and L | | To know how to independently plan lessons for C and L that have high expectations for all learners |  | To learn how to provide different representations of a concept to support C and L. |  | To understand how schools use data to set targets for C and L and how these targets are implemented | . | To develop strategies to support children when faced with challenges within C and L |
| Physical Development | Understand how expert colleagues manage the environment in order to develop physical literacy | | | | Can explain how to develop Fundamental Movement Skills in continuous provision | | | To design an environment/area of provision that promotes physical development and is inclusive to all learners and continually monitor and improve to support the development of children’s physical literacy. | | | |
| Personal Social and Emotional Development | Observe and understand how settings consider children’s personal, social and emotional developmental needs when planning children’s learning. | Discuss with mentor how the school might approach PSED/PSHE RSE  through a holistic lens. |  | | Plan a range of activities that support PSED whilst also offering opportunities to develop other skills. |  |  |  | Work with colleagues to develop efficient approaches to assessment and draw conclusions about children’s personal, social and emotional development |  |  |
| Mathematics | Observe how the practitioners approaches the teaching of mathematics in adult led and continuous provision |  | Understand how a creative approach to mathematics supports the relevance of mathematics in the real world | | Through the identification of common errors and misconceptions students will be able to target learning and ensure progression.   . | | |  | confidently and effectively plan, teach and assess children’s mathematics skills and understanding through a series of learning opportunities | |  |
| Literacy | To know the importance of having high expectations of language to promote positive long-term impact |  | To know how to react quickly to emerging misconceptions and take effective remedial action when planning for Literacy. | |  | To learn how to provide different representations of a concept to support developing literacy skills. |  | To understand how schools use data to set targets for Literacy and how these targets are implemented | . | To develop strategies to support children when faced with challenges within Literacy activities and experiences. |  |
| Understanding the World |  | Through discussion with experienced members of staff, understand the importance of ensuring strong subject knowledge in the following areas to impact on children’s learning and in developing high-quality teaching.   * Begin to use ‘how’ and ‘why’ scientific questions * Recording scientific information in a variety of ways * Past events and anniversaries, concepts of old and new * Geographical concepts of space, place and scale * RE and World views | | | Be able to use key pedagogical strategies (holistic and creative approaches) that will facilitate children’ progress in U the W:   * Adult led activities- * Continuous provision * Stories * Children’s interests * Outdoor learning | | Be able to promote opportunities for enquiry based learning within all aspects of U the W and RE and World views | To learn how to adapt teaching and plan for the needs of all learners within their school-based placement in the context of U the W. | Work with colleagues to develop efficient approaches to data collection in U the W and assessment |  | To understand the progression of U the W into the relevant National Curriculum subjects. |
| Expressive Arts and Design |  | The importance of ensuring strong subject knowledge in EAD to recognise early concepts in DT, music and art:   * The iterative process and design cycle * Artistic development * Creative musical development using Music Development Matters | | | Be able to use key pedagogical strategies (holistic and creative approaches) that will facilitate children’ creativity in EAD:   * Adult led activities- * Continuous provision * Stories * Children’s interests * Outdoor learning   . | | Be able to promote opportunities for enquiry based learning within all aspects of Expressive Arts and Design and support children’s creative responses.. | To learn how to adapt teaching and plan for the needs of all learners within their school-based placement in the context of Expressive Arts and Design taking account of cognitive load. | Work with colleagues to develop efficient approaches to data collection in EAD and assessment |  | To understand the progression of EAD into the relevant National Curriculum subjects. |
| Technology | For students to develop teaching practices in EYFS that facilitate the use of computing across the curriculum eg phonics, maths, art and design etc | | | | For students to specifically (explicitly where appropriate) teach the principles of safe and respectful use of computing leading towards Key Stage 1 | | |  |  |  |  |
| Early Reading and Phonics | Identify the SSP programme used by the school. | Research/explore the programme and its associated resources. |  | |  | Discuss with SSP lead how the programme was chosen. | Observe delivery of a small group phonological awareness session |  | Work with expert colleagues to devise and plan an adult led small group phonological awareness activity/ies | | |