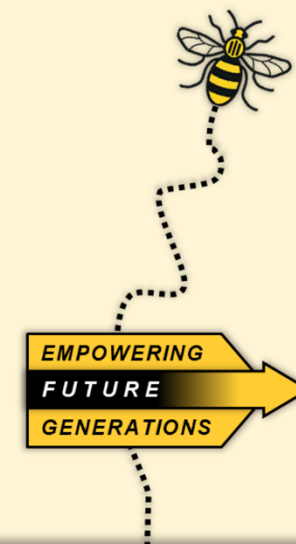




The University
of Manchester

Primary PGCE Curriculum

from 2022



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OUR CURRICULUM: PART 1 – AN OVERVIEW

Introduction

Our core values

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national needs and priorities.

Our vision of excellence

The partnership strives for excellence through its high expectations from recruitment, through training and into employment.



'Empowering future generations'

Our primary PGCE curriculum

The primary PGCE programme curriculum at the University of Manchester prepares trainee teachers to teach in the age range 5 to 11 years and trainees will, upon successful completion of the course, be recommended to the Department for Education (DfE) for Qualified Teacher Status (QTS). This leads to the next stage of their training as an Early Career Teacher (ECT). Our PGCE curriculum is evidence-based and designed to deliver all aspects of the [DfE's ITT Core Content Framework \(CCF\)](#). Our curriculum draws on the best available evidence for effective teacher training and development and reflects how children learn most effectively. Our curriculum provides trainees with opportunities to explore learning theories, the role of cognitive science in education and establish links to effective pedagogies. Trainees then apply this knowledge by practising and learning from expert mentors, in a range of contexts.

There are two primary PGCE programme routes:

- 🟡 primary core (approx. 120 trainees)
- 🟡 primary School Direct (SD) (approx. 20 trainees)

The PGCE curriculum for core and SD trainees is taught through university/alliance-led teaching sessions and implemented, developed, adapted and refined on placement. School experience is central to both core and SD PGCE routes and is taught in partnership with expert mentors and colleagues working in an established and committed group of local schools. We refer to this group as our 'partnership'.




























Our UoM primary PGCE curriculum is taught through four key areas of our primary programme. These are:

- 🟡 professional studies
- 🟡 the primary National Curriculum subjects
- 🟡 teaching in primary schools on school experience placements
- 🟡 3x 20 credit Masters' level assignments, aligned with evidence-based teaching and learning, theory and practice

Our curriculum is carefully and intentionally orchestrated and designed to explicitly deliver the requirements and principles of the CCF in full and includes additional content that moves beyond the foundations set out in the CCF. Content is carefully sequenced and planned so that trainees gain the knowledge, understanding and skills to develop from novice to expert teachers. It is informed by educational research and evidence. Sessions are delivered by expert university staff, practising teachers and senior leaders in schools with specific subject expertise.

Our curriculum demonstrates explicitly how all components of content are taught in a sequenced manner in university/alliance-based sessions and in appropriate settings, including opportunities for trainees to spend time training in at least two schools. It incrementally builds upon the expertise and confidence of trainees from semester 1 to semester 2, beginning with a focus on establishing the foundations and moving towards more complex, enriched and enhanced practice. Our curriculum comprises provider-led and placement-based curriculum delivery. The manner in which our Manchester primary PGCE curriculum is aligned with, and incorporates, the CCF in all curriculum strands (A-E) is indicated below.

How our curriculum strands incorporate the CCF

UoM PGCE curriculum strand	Alignment with CCF	Curriculum and CCF links and alignment with the Teachers' Standards	
A. Behaviour management	S1 High expectations S7 Managing behaviour	S1  Communicate a belief in the academic potential of all pupils	 Demonstrate consistently high behavioural expectations
		S7  Develop a positive, predictable and safe environment for pupils  Establish effective routines and expectations	 Build trusting relationships  Motivate pupils
B. Pedagogy and planning	S2 How pupils learn S4 Classroom practice S5 Adaptive teaching	S2  Avoid overloading working memory  Build on pupils' prior knowledge	 Increase likelihood of material being retained
		S4  Plan effective lessons  Make good use of expositions	 Model effectively  Stimulate pupil thinking and check for understanding
		S5  Develop an understanding of different pupil needs	 Provide opportunity for all pupils to experience success
C. Subject and curriculum knowledge	S3 Curriculum	S3  Deliver a carefully sequenced and coherent curriculum  Support pupils to build increasingly complex mental models	 Develop fluency  Help pupils apply knowledge and skills to other contexts  Develop pupils' literacy
D. Assessment	S6 Assessment	S6  Avoid common assessment pitfalls  Check prior knowledge and understanding during lessons	 Provide high-quality feedback  Make marking manageable and effective
E. Professional behaviours	S8 Professionalism	S8  Develop as a professional  Build effective working relationships	 Manage workload and wellbeing

The curriculum is structured in such a manner that trainees begin their training in semester 1 (in September and October) in university/alliance-based taught course sessions where lecturers introduce them to the key skills, concepts and knowledge they will need for teaching. Trainees then embark on a long teaching placement (school experience block 1) in which they put into practice what they have learnt. Taught curriculum sessions are therefore enriched and enhanced through a variety of practical teaching placements in different settings.

In semester 2 (January - March), trainees will build on their experiences gained through teaching on placement, engage in evidence-based teaching and learning, continue to explore and carry out research and further activities involving the development of critical thinking and analysis skills. Two short teaching placements in semester 2 enable trainees to gain a deeper understanding of inclusive educational practices and teaching and learning in the Early Years (focusing on teaching early reading and early maths and transition from reception to year 1). In a final long teaching placement (March-June), they consolidate, adapt, refine and embed the learning, skills and knowledge gained from the taught curriculum sessions and teaching on placement in semesters 1 and 2. By the end of the programme, trainees will be confident and prepared to start the next phase of their training and career as an (ECT).

University/alliance-based training

Our Manchester primary PGCE curriculum is underpinned by a rigorous academic element of theory and research evidence, drawing on a wealth of university expertise throughout the Manchester Institute of Education and from teachers and senior leaders from the schools in our partnership. In our taught curriculum sessions, theory and practice are analysed, evaluated for impact and critiqued to enable trainees to develop as intellectual epistemic agents. The primary PGCE curriculum includes taught elements in the full range of the primary National Curriculum subjects. In addition, the course has a professional studies element which encompasses general professional and pedagogic issues such as: safeguarding, child protection; behaviour management; pedagogy and planning; cognitive science (how children learn); bullying; assessment for and of learning; communicating with parents and carers; working with other adults; inclusion and diversity; understanding specific needs of children who have experienced trauma and grief and understanding special educational needs and disability (SEND). Professional studies is supported by cluster group tutorials for core trainees, and alliance-led sessions for SD trainees. All sessions contribute to a) an understanding of evidence-based teaching and learning and b) how this is implemented effectively in the classroom.

For core PGCE trainees

Professional studies and foundation subjects are delivered by university staff and visiting tutors.

For School Direct trainees

Foundation subjects and some professional studies elements of the programme are delivered by staff in SD alliances.

The curriculum content for the national curriculum subjects and assignments is delivered through a combination of mainly face-to-face lectures, seminars and workshop sessions, some online lectures and a wealth of online resources to support independent study and group tutorials (university-, alliance- and school- based). Taught curriculum content is tightly linked to professional learning in the school experience placement elements of the course, as outlined and developed in the Professional Placements Handbooks.

Professional school experience training

The on-placement experiences and provider-led elements are closely integrated into our curriculum, moving trainees from foundational to more developed and complex learning. There is a progression of expectations across the two main teaching placements. The semester 1 placement is guided, providing trainees with sufficient support to understand, apply, practice and embed new approaches whilst working alongside an expert mentor. The semester 2 placement builds on this, moving trainees on from practising components of effective teaching towards more complex, composite sequences and scenarios, providing sufficient opportunity to identify where consolidation or more practice is required. Trainees will teach to 60% of the available teaching time by the end of the first placement (January) and 80% by the end of the programme (June).

In addition to the two main placements are a variety of shorter placements focusing on establishing the foundations of becoming a teacher, inclusive educational practices and teaching and learning in the Early years (including transition from YR to Y1). During these placements, trainees observe and learn from expert teachers, specifically how different teaching and learning strategies and specific pedagogical content knowledge is put into practice in different contexts and settings. Trainees will also be able to make links between practice on placement and research and reading for the three EDUC unit assignments as they learn how to engage with evidence-informed teaching and learning.

This table provides an overview of the four placements, their duration in terms of weeks and when they take place in the programme.

Semester	Placements
Semester 1	Initial school-based learning (6 days)
Semester 1	School experience block 1 placement (approx. 10-11 weeks)
Semester 2	Inclusion focus placement (2 weeks)
Semester 2	Early years placement (2 weeks)
Semester 2	School experience block 2 placement (approx. 10-11 weeks)

Assessment

We draw on a range of assessment activities to establish how much trainees know, remember and understand of the training curriculum and can apply it in the classroom. Trainees are assessed against our curriculum during the programme and against the Teachers' Standards at the end of the programme. The trainee portfolio (TP) is an assessment tool that tracks and monitors trainees' progress throughout the year. The TP provides evidence which allows us to make a judgement against the Teachers' Standards at the end of the programme. If a trainee fails to meet the requirements of our curriculum and the overall Teachers' Standards for school-based teaching practice, they cannot be recommended for Qualified Teacher Status. If a trainee fails to meet the Teachers' Standards by the end of one of the main block placements, a re-sit of the placement may be considered by the Examination Board. Any such placement could take place during the following academic year.

Assessment by academic assignments

The academic assessment element of the course is through 3x 20 credit Masters level assignments (known as the EDUC units). Further information about assessment through assignments can be found in the Assignment Handbook.

Assessment for QTS

The Teachers' Standards are the measure used at the end of the programme to assess whether trainees can gain the right to Qualified Teacher Status (QTS) and begin practising in a school as an Early Career Teacher (ECT).

The Trainee Portfolio

The Trainee Portfolio is the main document used formatively to track trainees' learning journey and progress over the PGCE year. The Portfolio is used as a starting point for all professional and reflective discussions about progress and as a formative assessment tool to help trainees identify their targets for improvement. It is used to log professional engagement, teaching and learning activities, targets and feedback throughout the programme. The Portfolio is also used summatively to assess that, over the course of various teaching practices and through learning from the taught curriculum sessions, trainees have met the Teachers' Standards by the end of the programme.

The evidence trainees compile in their Portfolio demonstrates the extent to which they have met the Teachers' Standards. The quality of evidence compiled in the Trainee Portfolio impacts on the recommendation for QTS on completion of the primary PGCE programme. University tutors and mentors provide feedback and regularly monitor and check the Trainee Portfolio document as a true representation of trainees' experiences and competencies. Please refer to the Trainee Portfolio document and the main primary PGCE handbook for more details.

OUR CURRICULUM: PART 2 – CCF, DfE TEACHERS' STANDARDS AND OUR UoM CURRICULUM

The ITT Core Content Framework (CCF)

The CCF is a document which sets out the minimum content for initial teacher training programmes. The CCF document can be accessed here:

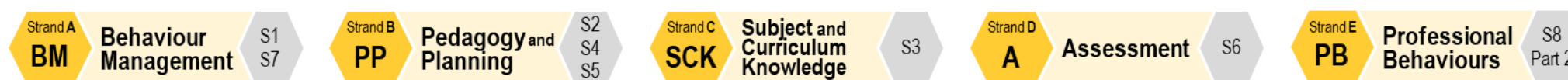
<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The DfE Teachers' Standards

The Teachers' Standards are the standards against which trainees will be assessed for their suitability for the award of qualified teacher status at the end of the programme.

The Teachers' Standards document can be accessed here: <https://www.gov.uk/government/publications/teachers-standards>

Our University of Manchester PGCE curriculum



Embedded within our UoM PGCE curriculum is content related to the five strands of the national Core Content Framework (CCF) for Initial Teacher Training and also the DfE Teachers' Standards for QTS. The five strands of our primary pgce curriculum and the manner in which they link to the Teachers' Standards (S) are:

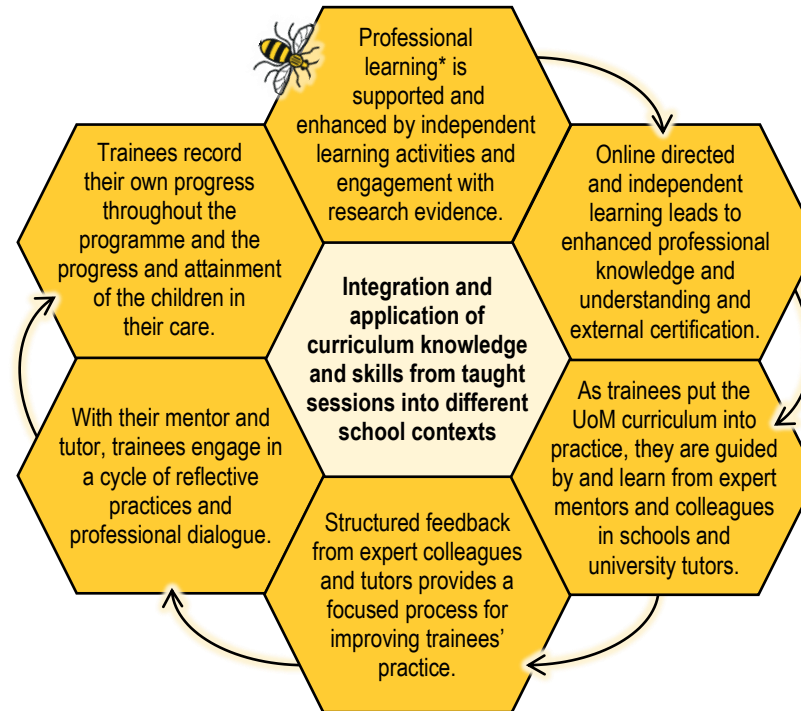
- Strand A: Behaviour management (high expectations and managing behaviour) - S1 and S7
- Strand B: Pedagogy and planning (how pupils learn, classroom practice and adaptive teaching) - S2, S4, S5
- Strand C: Subject and curriculum knowledge - S3
- Strand D: Assessment - S6
- Strand E: Professional behaviours - S8 and Part 2

We refer to both the CCF and the Teachers' Standards throughout the programme in the university-based taught curriculum sessions and during all school experience placements.

The intent, implementation and impact of our Manchester PGCE curriculum

INTENT

We aim to provide all trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum which is sufficiently flexible and adaptable to meet trainees' personal and professional needs whilst also addressing both local and national priorities and requirements.



**Professional learning, in this context, includes learning from lectures, tutorials, seminars, workshops and placements.*

Our UoM PGCE curriculum provides trainees with opportunities to develop knowledge of:

- the Primary National Curriculum for Key Stages 1 and 2: curriculum teaching, learning and assessment requirements (according to phase of training)
- progression in subjects
- knowledge of how children learn
- inclusion and diversity
- progression across age phases (including from EYFS into KS1)
- pedagogical knowledge
- statutory frameworks
- subject knowledge
- behaviours for learning
- theories of teaching and learning
- health and wellbeing

and skills to:

- meet the DfE Professional [Teachers' Standards for QTS](#) by the end of the programme
- be reflective practitioners
- be resilient teachers, whilst managing a workload and work/life balance
- be an effective communicator
- undertake scholarly activity
- work collaboratively
- teach creatively and innovatively

IMPLEMENTATION

Our curriculum is informed by OFSTED national and local priority areas (for example: safeguarding, behaviour management, SEND and inclusive educational practices) and develops trainees' skills in teaching in a range of contexts, including challenging schools.

A commitment to research underpins design and delivery of the curriculum which is focussed on collaborative research and dissemination of research activity which impacts on outcomes for pupils. These foci are integral to the [vision of the University of Manchester](#).

Learning outcomes for the programme, specifically the three 20 credit Masters level assignments and learning on placement, are designed to develop trainees' knowledge and understanding and their intellectual, practical and transferrable skills and personal qualities.

Trainees engage in lectures, practical workshops, seminars and independent learning (including on-line learning) to address the academic requirements of the programme, and they are assessed formatively and summatively. Formative assessment takes a variety of forms, and includes activities such as peer presentations in university-based sessions, self-assessment through subject audits and self-assessment in recording learning and progress in the Trainee portfolio, reflective and professional conversations with expert teachers, school-based mentors and university tutors and lecturers and through the use of personal action plans. Summative assessment entails the submission of 3x 20 credit assignments linked directly to the specific learning outcomes and a summative assessment of teaching practices against the Teachers' Standards at the end of the programme.

Underpinned by a philosophy of social responsibility, the intent of the curriculum is to equip trainees with a theoretical understanding about children as learners and teachers as practitioners. Theory, pedagogy and subject knowledge are explored in university-based sessions and throughout school placements, with trainees learning from a range of expert practitioners.

The curriculum is implemented through the use of a range of creative teaching methods in order to meet the variety of learning needs of trainees. Teaching is delivered in a variety of ways including:

Practical workshops

These afford trainees with the opportunity to engage in practical, hands on sessions, facilitated by a range of subject based experts both from the partnership and from the University. The focus of these sessions is on developing subject and pedagogical knowledge and the application of this in relation to the classroom.

Seminars

These are taught sessions led by both school and University based staff, involving opportunities for discussions, small group activity and focused teaching of subject and pedagogical knowledge and skills.

Lectures

Whole cohort lectures provide an opportunity for the cohort to explore key themes running through our professional studies curriculum which relate to the five strands of the ITT Core Content Framework: behaviour management, pedagogy and planning, curriculum, assessment, professional behaviours. Most are delivered face-to-face with some opportunities for online delivery at different points in the year.

Tutorials

Core trainees are allocated a named professional tutor at the start of each year and this tutor supports them throughout their journey. Professional tutors work with trainees to support their progress through a series of scheduled tutorials and meetings throughout the year both university and school based. In addition, they will provide an initial level of pastoral support. SD trainees are supported in a variety of similar ways by their alliance lead and alliance-based tutors.

The implementation of our PGCE curriculum continues during professional school experience placements. Trainees put into practice the evidence informed practices they have learnt during university-based curriculum teaching sessions. On placement, they are expected to regularly engage in the on-going process of reflection, action planning and target setting by contributing to the development of their Trainee Portfolio.

Trainees have access to wider university resources and are actively encouraged to participate in wider university life by, for example, working alongside tutors and the widening participation team to engage undergraduate trainees in working with children and young people.

Trainees are encouraged to make use of university's facilities when on campus and also when in schools, and draw on cultural assets such as the Whitworth Gallery, Jodrell Bank, the University of Manchester Museum, sports facilities and generic support services such as the University Libraries and Learning Commons.

IMPACT

By the end of the programme, trainees will have learnt the curriculum pertaining to each subject and professional studies and be confident to put into practice high quality evidence-led teaching.

The impact of our curriculum will result in trainees who have developed a good knowledge base, a good understanding of ethical issues and the transferrable skills of:

- 🟡 group and collaborative working
- 🟡 evaluating, adapting and using a variety of learning resources
- 🟡 reflection and self evaluation
- 🟡 managing and organising information
- 🟡 autonomy
- 🟡 self-directed and independent learning
- 🟡 good communication skills in a variety of contexts for different audiences
- 🟡 problem-solving

Trainees will have been assessed formatively and summatively with regard to their academic writing, knowledge base and understanding of ethical issues through submission of written assignments that constitute the 60 (3x20) credit units that provide the academic structure for the award.

By the end of the programme, trainees will be able to demonstrate attainment of the Teachers' Standards through evidence, such as:

- 🟡 observations of teaching and professional practice recorded by expert teachers, mentors and university tutors during their teaching placements in school settings
- 🟡 completion of professional placement tasks and activities
- 🟡 attendance at and engagement with taught, university-based curriculum sessions
- 🟡 attendance at and engagement with school placements
- 🟡 records of progress and attainment recorded in the Trainee Portfolio
- 🟡 completion of external online learning units for Safeguarding and FGM.

OUR CURRICULUM: PART 3 – CURRICULUM TEACHING AND LEARNING MAP

Curriculum overview

Throughout university-led sessions and school experience placements, trainees engage in professional discussions and reflections with expert colleagues. Trainees have opportunities to critique, develop and adapt their practice drawing from the best available evidence, including: statutory requirements for teaching each subject (National Curriculum) and national assessment standards; DfE documents and Ofsted research reports; relevant research literature (seminal and current); resources for planning lessons; materials for subject knowledge development; lectures and recordings from taught curriculum sessions; content from seminar and tutorial discussions; written and verbal feedback from expert colleagues; self-evaluation and reflection; and analysis/critique/interrogation of content from websites, blogs, podcasts and webinars.

All subjects

The curriculum themes below from semester 1 are revisited and built upon in semester 2 as trainees progress from novice to expert in their theoretical and pedagogical knowledge and understanding of the five curriculum strands. The semester 1 curriculum has been designed to introduce trainees to the profession, establish the foundations for effective teaching, learning and assessment and enable them to develop the skills and knowledge they will need to begin teaching effectively. In semester 2, the curriculum has been designed to deepen understanding of teaching, learning and assessment, subject knowledge for teaching and pedagogical practices for the classroom. In semester 2, the curriculum provides trainees with further opportunities reflect, analyse, refine and practices as they develop agency and begin to establish a philosophy of education. In all subjects, trainees will learn how to develop as a professional and how to engage critically with research, training and how use evidence to critique and improve practice.

The tables below show how curriculum learning introduced in semester 1 is developed, refined and enhanced in semester 2.

Semester 1

	Introduction to the profession	Establishing the foundations		Developing skills
Skills, knowledge and understanding	<ul style="list-style-type: none"> being professional purposes of education the importance of subjects safeguarding and statutory frameworks managing workload organisation professional communication 	<ul style="list-style-type: none"> behaviour for learning theories of learning planning for learning plan-teach-assess and review cycle equality, diversity and inclusion understanding the importance of strong subject knowledge 	<ul style="list-style-type: none"> questioning skills teaching strategies assessing needs developing subject knowledge and pedagogy 	<ul style="list-style-type: none"> school induction, policies and practices observing teaching, learning & behaviour management teaching small groups/short episodes planning and teaching sequences of lessons under the direction of the teachers adaptive teaching mentor feedback & target setting understanding the wider role of the teacher use of research evidence and methods

Semester 2

	Deepening understanding	Developing agency	Impact on learning	Enrichment and enhancement
Skills, knowledge and understanding	<ul style="list-style-type: none"> questioning skills teaching strategies assessing needs assessing over time using efficient approaches to assessment addressing misconceptions assessment and feedback 	<ul style="list-style-type: none"> well-being time management resilience effective communication developing intentions in subject teaching and curriculum design using assessment to inform future curriculum design 	<ul style="list-style-type: none"> personalised interventions and development of enhanced practice teaching & learning theory into practice progression in subjects assessment requirements planning and teaching with increasing autonomy to meet diverse needs of pupils using data and assessment information to inform lesson planning 	<ul style="list-style-type: none"> planning and teaching autonomously to meet diverse needs of pupils using assessment information to inform communication with children, colleagues, parents preparing to become an ECT

The next section of this curriculum handbook is a more detailed explanation of a) the manner in which the curriculum content for all national curriculum subjects, professional studies, placements and academic assignments aligns with the CCF and b) progression in trainee teachers' learning, understanding and skills development from semester 1 to semester 2 as they ***"learn that... and learn how to..."*** understand, evaluate, analyse, critique and adapt research and practice in different contexts for effective teaching and learning.

Professional studies, School experience placements, EDUC unit assignments

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Becoming a teacher; induction into the profession	<ul style="list-style-type: none"> all teachers uphold the professional standards as set out in the Teachers’ Standards part 2 professionalism well-being; workload; working with subject associations, teaching unions, Manchester contexts schools in their cluster each have different characteristics and serve different community contexts (e.g. inner city, in areas of high poverty, rural and affluent areas) our primary PGCE curriculum is structured and organised to build on and develop knowledge and skills over time, in relation to the five strands the Trainee Portfolio is a key document for critical reflection on learning and practice, for tracking, monitoring and assessment progress and attainment 	<p>Strand E develop as a professional; manage workload and wellbeing</p> <ul style="list-style-type: none"> develop skills as a professional in the context of teaching implement the expectations of the Teachers’ Standards part 2 during school experience blocks build relationships with a variety of different professionals in contrasting school contexts adapt to teaching different school and community contexts manage their workload look after their own well-being and the well-being of their pupils 	<ul style="list-style-type: none"> How are you prioritising work and managing your workload? What do you understand about professionalism in the context of working in a school? Are you up-to-date with your Trainee Portfolio? Talk me through the main points of the school’s policy on...e.g. behaviour management, professional conduct, assessment and marking, safeguarding...etc.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Safeguarding	<ul style="list-style-type: none"> 🟡 safeguarding in schools is a high national priority 🟡 all teachers are responsible for putting into place the guidance in the key document ‘<i>Keeping Children Safe in Education</i>’ 🟡 through their day to day contact with pupils and direct work with families, education staff have a crucial role to play in noticing indicators of possible abuse or neglect, and in referring concerns 🟡 schools have a designated safeguarding lead (DSL) with a specific role 🟡 learn that safeguarding is: <ol style="list-style-type: none"> a) protecting children from maltreatment b) preventing impairment of children’s health or development c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care d) taking actions to enable all children to have the best outcomes 🟡 in terms of child protection, there are different forms and categories of abuse 🟡 learn that child protection is: <ol style="list-style-type: none"> a) the process of protecting those children identified as either suffering, or likely to suffer significant harm as a result of abuse or neglect 🟡 safeguarding includes teaching children how to be safe online/ e-safety and incorporates an understanding of the legal position of FGM. 	<p>Strand A develop a positive, predictable and safe environment for pupils; build trusting relationships</p> <ul style="list-style-type: none"> 🟡 consider the actions they need to take in order to safeguard children 🟡 recognise indicators and signs of abuse 🟡 record and report safeguarding concerns 🟡 work with the DSL in a school setting 🟡 identify concerns, share information and take prompt action 🟡 be aware of their role and the role of other professionals in safeguarding processes 🟡 follow procedures to ensure that safeguarding is effective 🟡 teach children how to be safe online 	<ul style="list-style-type: none"> 🟡 What do you understand about safeguarding from reading ‘Keeping Children Safe in Education’? 🟡 How will you incorporate the principles from ‘Keeping Children Safe in Education’ into your daily practice? 🟡 What is a teacher’s responsibility for keeping children safe? 🟡 How will you teach e-safety? 🟡 Do you know the school procedures for safeguarding? 🟡 Have you read the school safeguarding policy? 🟡 Do you know what to do if a child discloses sensitive information to you?

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
How children learn	<ul style="list-style-type: none"> 🟡 cognition and working memory 🟡 that ‘how children learn’ informs ‘how teachers teach’ 🟡 drawing from research evidence from ‘The Great Teaching Toolkit’, begin to develop an understanding of how the four priorities for learning should influence their practice e.g: 🟡 understand the content they are teaching and how it is learnt 🟡 create a supportive environment for learning 🟡 manage the classroom to maximise the opportunity to learn 🟡 present content, activities and interactions that activate children’s thinking. 🟡 memory is an important factor in learning 🟡 teaching should enable development of both working memory and long-term memory 🟡 where prior knowledge is weak, pupils are more likely to develop misconceptions. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Strand B Avoid overloading working memory; build on pupils’ prior knowledge </div> <ul style="list-style-type: none"> 🟡 begin to plan lessons to avoid overloading working memory by deconstructing complex material into small steps parts, planning activities to recap and revisit concepts, building in opportunities for pupils to apply knowledge in different contexts 🟡 build on prior knowledge 🟡 identify misconceptions early and adapt teaching accordingly 	<ul style="list-style-type: none"> 🟡 Talk me through the steps in this lesson. 🟡 Tell me how you intend to break down the concept of...into manageable steps? 🟡 What questions have you planned to ask? 🟡 How will you know if the children have learnt what you intended? 🟡 What are you going to model in this lesson? 🟡 How will you check for prior learning? 🟡 What do the children know already? 🟡 How does this lesson build on what they learnt in the last lesson? 🟡 What activities have you planned to recap prior learning? 🟡 How will you teach the children apply their knowledge in this lesson? In different contexts?

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Equality, diversity and inclusion	<ul style="list-style-type: none"> 🟡 the impact of disadvantage and poverty on primary education 🟡 two-thirds (67%) of children growing up in poverty live in a family where at least one person works 🟡 the disadvantage gap is measured by comparing the attainment of disadvantaged pupils and their peers. 🟡 a pupil is defined as disadvantaged if they have been eligible for free school meals at any point in the last six years, and non-disadvantaged if they have not (using the same definition as the Department for Education). 🟡 there are different responses to the attainment/disadvantage gap and approaches to teaching and learning including those developed by University of Manchester research networks 🟡 cultural capital/funds of knowledge contribute to educational outcomes in various different ways 🟡 pupils (including SEND pupils) learn at different rates and need different levels and types of support 🟡 pupils with SEND are likely to require additional or adapted support 🟡 the SEND Code of Practice provides additional guidance on effectively supporting pupils with SEND 	<p>Strand B Develop an understanding of different pupil needs; provide opportunity for all pupils to experience success</p> <ul style="list-style-type: none"> 🟡 use a variety of practical approaches and strategies to teach children from low income families (as outlined in Dawes and Emery, 2020) 🟡 the Pupil Premium is used to support children from low income families to make progress and work towards closing the disadvantage/attainment gap. 🟡 with mentor support, plan for and teach pupils with a range of additional needs, including how to use the SEND Code of Practice 🟡 identify potential barriers for individual pupils and plan lessons accordingly 🟡 identify pupils for whom lesson content needs to be further broken down 🟡 apply high expectations to all groups 🟡 ensure that all pupils have access to a rich curriculum 🟡 know when to intervene within lessons with individuals/groups for target support. 	<ul style="list-style-type: none"> 🟡 How have you adapted this lesson to suit...pupils? E.g. in terms of: 🟡 Resources, models, explanations, questions, activities... 🟡 How will you know when to intervene with an individual / group? 🟡 What additional support / scaffolds will you put in place for ...? 🟡 How will you know when to start taking these scaffolds away? 🟡 Have you identified any potential barriers for learning for specific pupils and how do you plan overcome these? 🟡 Who will need more of your support in this lesson? 🟡 How will you stretch and challenge pupils who attain highly in this lesson?

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Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Behaviour management; high expectations	<ul style="list-style-type: none"> behaviour is the key to the success of most classroom outcomes (DfE, Trainee Teacher Behavioural Toolkit) demonstrating consistently high behavioural expectations of all pupils is key to enabling pupils to experience success effective learning environments are established by reinforcing routines, a positive approach, use of encouraging and positive language, use of positive reinforcement a secure environment, including a consistent and predictable approach to daily practice will benefit all pupils, but is particularly beneficial for pupils with SEND. a range of different factors, including their environment, can influence a child's behaviour pupils are motivated by both intrinsic and extrinsic rewards and factors pupil resilience is linked to self-confidence and self-belief. teachers are role models who can influence the attitudes and values of their pupils 	<p>Strand A demonstrate consistently high behavioural expectations;</p> <ul style="list-style-type: none"> to establish their teacher presence to promote a positive class ethos. understand and adhere to the school behaviour policy of their placement school <p>Strand A establish effective routines and expectations;</p> <ul style="list-style-type: none"> reinforce established classroom and school routines try a range of behaviour management strategies effectively (with reference to the behaviour tool kit) analyse different behaviour management strategies and their effectiveness in a primary classroom <p>Strand A build trusting relationships; motivate pupils</p> <ul style="list-style-type: none"> analyse the use of language to promote positive behaviour, interaction and to motivate and enthuse pupils <p>Strand A develop a positive, predictable and safe environment for pupils;</p> <ul style="list-style-type: none"> maintain a safe and respectful classroom environment in which all children can succeed maintain consistently high behavioural expectations of all pupils and analyse the impact of this on the extent to which pupils succeed. 	<ul style="list-style-type: none"> Where/how will you position yourself in the classroom so that you can see all the pupils when you are teaching? What contributes to establishing your teacher presence? (e.g. use of voice, dynamics, pitch, tempo, clarity of expectations, instructions) Have you read the school behaviour policy? How will you incorporate this into your teaching? What do you think contributes to the positive ethos of a classroom? How does the classroom environment impact on behaviour? How do routines contribute to this? What routines have you identified? Do you know what the class rules are? How are you going to implement these in your teaching? What reward system are you planning to use? How will you organise this? How will you ensure a consistent approach to behaviour management? How will you promote positive behaviour in your teaching? Do you know what the school policy on sanctions is? How will you ensure you are using rewards and sanctions fairly and consistently? Show me on your lesson plan how you have planned your behaviour management techniques. How will you address low level disruption, for example....? How will you manage behaviour in different subject contexts e.g. in P.E.? Music? Art and design? What is the impact on pupil success when you maintain a consistent approach to high behavioural expectations?

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Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Teaching, learning and assessment	<ul style="list-style-type: none"> 🟡 there is a different between active and passive learning 🟡 benefits of active learning include: <ul style="list-style-type: none"> a) <i>significant impact on engagement.</i> b) <i>deeper understanding and progress</i> c) <i>impact of peer support</i> d) <i>reduction of potentially wasted lessons</i> 🟡 regular, purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learnt (e.g. activities to make working memory to long term memory links) 🟡 effective lessons facilitate learning rather than impart knowledge 🟡 effective teachers introduce new material in steps, explicitly linking new ideas to what has previously been studied and learnt 🟡 modelling helps pupils understand new processes and ideas, good models make abstract ideas concrete and accessible. 🟡 there are key learning theories and foundational assessment principles to identify pupil progress. 🟡 the principles from TL&A curriculum teaching sessions can be applied in practice for lesson design and assessment for/of learning (including use of the Universal Design for Learning; Hattie’s use of feedback principles; The Great Teaching Toolkit) 	<p>Strand B plan effective lessons make good use of expositions; model effectively</p> <ul style="list-style-type: none"> 🟡 evaluate the effectiveness of a lesson against criteria from the Universal Design for Learning, including: <ul style="list-style-type: none"> a) <i>clearly linked learning objective/success criteria</i> b) <i>purposeful and relevant interactions that support the L.O/S.C</i> c) <i>regular active learning</i> d) <i>use of modelling and clear explanations</i> e) <i>regular opportunities to apply new knowledge/skills</i> f) <i>quality questions to provoke thinking/reasoning</i> g) <i>differentiation to support all</i> h) <i>regular AfL opportunities throughout the lesson</i> i) <i>summative assessment of learning to inform next steps</i> 🟡 observe how expert colleagues make effective use of teaching assistants and other adults in the classroom to aid teaching and assessment and begin to work out how to do this in practice <p>Strand C deliver a carefully sequenced and coherent curriculum</p> <ul style="list-style-type: none"> 🟡 sequence lessons so that pupils secure foundational knowledge before encountering more complex content. 	<ul style="list-style-type: none"> 🟡 Can you identify in your lesson plan passive / active learning? 🟡 How will you plan for active learning in this lesson? 🟡 How will you find out what children already know? 🟡 How are you building on children’s prior knowledge? 🟡 What activities have you planned to consolidate learning? 🟡 What are you going to model? 🟡 How have you broken down the content for this lesson into smaller steps? What sequence will you teach these in? Why? 🟡 What opportunities have you planned for children to apply/practise their new knowledge? 🟡 How will you know that children understand? 🟡 How will you know the children have firm foundations of knowledge/understanding before you move on? 🟡 At what points in the lesson will you use AfL? 🟡 What AfL strategies have you built into this lesson? How are you using peer/self- assessment? Verbal feedback? Written feedback? 🟡 What evidence will demonstrate learning has taken place? 🟡 What are you looking for in terms of attainment/ progress? 🟡 What feedback will you give? 🟡 How will the TA contribute to this lesson? What have you planned for the other adults? How will you communicate this to them?
	continued overleaf...		

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Teaching, learning and assessment (continued...)	<ul style="list-style-type: none"> effective assessment is critical to teaching because it provides teachers with understanding about pupils’ understanding and learning needs Good assessment provides teachers with information that supports next steps in learning there are different ways to assess learning and progress including verbal feedback, written feedback, mini plenaries, plenaries, questioning, presentations, videos, photos etc written marking is only one form of feedback. the principles of the Universal Design for Learning should be used to plan effective lessons. 	<p>Strand D Avoid common assessment pitfalls; check prior knowledge and understanding during lessons;</p> <ul style="list-style-type: none"> plan for and use a variety of efficient assessment strategies to check for prior knowledge, pre-existing misconceptions monitor pupil work during lessons, including identifying and checking for misconceptions arising in that lesson <p>Strand D provide high-quality feedback</p> <ul style="list-style-type: none"> ensure verbal and written feedback is specific and helpful focus feedback on specific actions for pupils to improve and provide time for pupils to respond to feedback 	<ul style="list-style-type: none"> Talk me through your lesson sequence? Why have you sequenced the lesson in this way? What are your strategies to enable children to respond to your feedback? Have you checked your lesson plan against the principles from the Universal Design for Learning? (refer to the lesson planning bookmark)

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EDUC unit 66900 Assignment A	<ul style="list-style-type: none"> this assignment draws on all the work from the autumn term connecting the university teaching course with the professional placement school experience 1. the aim of this assignment is to make explicit links between the evidence in educational literature for effective teaching/ learning, and the application of educational theory to core curriculum classroom practice. 	<p>All strands</p> <ul style="list-style-type: none"> analyse contemporary issues in education identify how to design and implement a small-scale practitioner enquiry develop as competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge. analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice. become responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world. develop as epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice. conduct an ethical, small-scale practitioner enquiry and to share the approaches and outcomes. develop their subject-specific and/or phase knowledge, skills and understanding 	<ul style="list-style-type: none"> How has your learning/reading from assignment A contributed to your practice / philosophy of education? What did you learn from assignment A? What impact has assignment A had on your understanding of research informed practice? How will you change your practice as a result?

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Professional studies curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Professional placement: school experience 1 (SE1)	<ul style="list-style-type: none"> by rehearsing, practising, evaluating, analysing, adapting, refining and reflecting on their practice regularly, with the help and guidance of an expert mentor, they are able to make improvements to their planning, teaching and assessment and understanding across all strands. they will develop skills as a professional and improve their teaching by discussing practices and observing expert colleagues teach. 	<p>All strands</p> <ul style="list-style-type: none"> work and collaborate with an expert mentor and designated class in either KS1 or KS2 contribute to and maintain the positive ethos of the classroom establish their teacher presence support and teach groups during lessons that are led by another teacher/staff member. gain confidence to plan, teach and assess individual lessons, gradually increasing to sequences of lessons by the end of the placement plan, teach, assess and review lessons in all national curriculum subjects analyse, evaluate and reflect on the effectiveness and impact of lessons with the support and help of the expert mentor identify and use efficient approaches of assessment and consider how evidence of learning and progress will be achieved reflect upon and develop understanding of assessment approaches to reduce potentially misleading factors use different approaches to marking and feedback and placements in accordance with school assessment policies as the placement progresses, move towards greater independence apply the principles from TL&A curriculum teaching sessions (including use of the Universal Design for Learning; Hattie’s use of feedback principles; The Great Teaching Toolkit) 	<ul style="list-style-type: none"> See all question examples for the professional studies themes and curriculum subjects. <p>Impact: by the end of semester 1, trainees will be able to demonstrate attainment of the professional studies and placement curriculum through evidence, such as:</p> <ul style="list-style-type: none"> Records of attainment and progress in the Trainee Portfolio form semester 1, observations of teaching and professional practice recorded by expert teachers, mentors and university tutors, completion of professional placement learning tasks and activities in SE1, Evidence of learning in all professional studies sessions through application in practice, completion of external online learning units for safeguarding, completion of 1x EDUC unit Master’s assignment with a pass grade.

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

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Professional studies curriculum themes SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
How children learn	<ul style="list-style-type: none"> knowing the neuromyths associated with education helps us to analyse and critique practice neuromyths are an incorrect assertion about how the brain is implicated in learning some teaching aides often claimed to be effective are not supported by scientific or research evidence the teacher and their relationship with pupils has the most positive impact there is a common misconception that pupils have distinct and identifiable learning styles. Evidence does not support this so tailoring lessons to learning styles is unlikely to be beneficial. adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for pupils or to set lower expectations for pupils 	<p>Strand B avoid overloading working memory; build on pupils’ prior knowledge; increase likelihood of material being retained; make use of good expositions</p> <ul style="list-style-type: none"> develop their understanding further by learning how to re-construct and integrate materials previously broken down present their ideas in small chunks, regularly checking for understanding scaffold the task support pupils to understand and succeed with the task give focused feedback to correct and guide pupils develop agency and deepen understanding by questioning which approaches are effective and why? interrogate research evidence for a variety of different teaching and learning strategies evaluate in the context of their practice what works, what doesn’t work and why? 	<ul style="list-style-type: none"> Tell me what you know already about how children learn Talk me through the steps in this lesson. Explain the sequence of this lesson and why you have planned it in this way. Tell me how you intend to break down the concept of...into manageable steps? What questions have you planned to ask? What activities have you planned to recap prior learning? What are you going to model in this lesson? How will you check for prior learning? What do the children know already? How are you extending their knowledge/ thinking to build on what they already know? How does this lesson build on what they learnt in the last lesson? How will you teach the children apply their knowledge in this lesson? In different contexts? How will you know if the children have learnt what you intended? What AfL techniques will you use in this lesson? When will you check for understanding? How will you identify and address misconceptions? How will you apply the marking policy to make marking manageable?

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Equality, diversity and inclusion	<ul style="list-style-type: none"> meet the needs of children with a range of SEND conditions and needs through sessions addressing: <ul style="list-style-type: none"> a) <i>deaf education, autistic spectrum condition, dyspraxia, dyslexia</i> establish an inclusive and respectful environment which nurtures all aspects of inclusion and human rights (EAL, LGBTQ+, sex and relationship education) pupils with SEND are likely to require additional or adapted support working closely with families, pupils, agencies, colleagues to understand strengths, barriers and needs is essential the SEND Code of Practice sets out the requirements for supporting SEND pupils and teachers are responsible for writing and monitoring individual support plans according to need. to support SEND, all schools have a SENDCo and will work with multiple agencies to address specific needs and conditions 	<p>Strand B embed an understanding of different pupil needs; provide opportunity for all pupils to experience success;</p> <ul style="list-style-type: none"> identify and address pupils’ strengths, needs and barriers use the guidance in the Code of Practice to write SEND support plans balance input of new concepts so that pupils learn to master new concepts <p>Strand B make good use of expositions, model effectively; stimulate pupil thinking and check for understanding</p> <ul style="list-style-type: none"> identify when and how to break down content of lessons to support pupils with SEND make effective use of formative assessment observe how expert colleagues adapt lessons deconstruct this approach to identify what works, what doesn’t work and why <p>Strand A communicate a belief in the academic potential of all pupils; demonstrate consistently high behavioural expectations; motivate pupils</p> <ul style="list-style-type: none"> observe how expert colleagues maintain high expectations so that all pupils have the opportunity to meet expectations. <p>Strand E become a professional</p> <ul style="list-style-type: none"> work with the professionals in a school (such as a SENDCo) for specific, expert support and intervention 	<ul style="list-style-type: none"> How have you differentiated this lesson in terms of...language, modelling, explanations, scaffolds, resources, activities, success criteria, assessment etc Which pupils will require support? Which pupils will require further challenge? How will you know when to intervene with an individual / group? What additional support / scaffolds will you put in place for ...? How will you know when to start taking these scaffolds away? Have you identified any potential barriers for learning for specific pupils and how do you plan overcome these? How will you assess/ record progress and learning for individual children with support plans? (SEND) How will you adapt the lesson for... (SEND conditions) Who will need more of your support in this lesson? How will you stretch and challenge pupils who attain highly in this lesson? Have you sought out advice and support from expert colleagues (e.g. SEND / EAL coordinator) How will you involve the pupils’ parent/carers in their education plan? How will you report progress and attainment to parents? How are you incorporating pupils’ home funds of knowledge/ cultural capital into the curriculum? E.g. localising the curriculum to include community capital

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Professional placement: Short block A	<ul style="list-style-type: none"> equality, diversity and inclusion should be embedded into the curriculum and promoted throughout school life to uphold part of the Teachers’ Standards Part 2, teachers must show tolerance and respect for the rights of others, not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs mainstream settings and special schools organise teaching and learning in a variety of different ways for children with SEND. 	<div>All strands</div> <ul style="list-style-type: none"> receive support from expert colleagues to help make links between theory and practice and build on prior learning and experiences. make use of opportunities to observe, support and work with a range of staff and year groups relevant to the focus of that experience so they can practise and improve their knowledge and skills as developing teachers adapt their teaching in a range of contexts with a specific focus on promoting equality, diversity and inclusion in education 	<ul style="list-style-type: none"> See all question examples for the professional studies themes and curriculum subjects.

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EDUC Unit 66800 Inclusive educational practice	<ul style="list-style-type: none"> 🟡 for this assignment, trainees demonstrate their understanding of inclusion and diversity in the classroom by showing how they might scaffold equity of access to the curriculum for each child. 🟡 ‘inclusive educational practice’ refers to the way that a teacher provides a range of learning opportunities to support the individual characteristics and the prior learning experience that each individual child brings to the classroom. 🟡 this assignment reflects all curriculum learning so far, in particular learning from the EDI sessions and short block A (inclusion focused placement). 🟡 this assignment relates to and draws from: <ul style="list-style-type: none"> a) <i>safeguarding</i> b) <i>behaviour management</i> c) <i>SEND</i> d) <i>equality, diversity and inclusion</i> e) <i>disadvantage and poverty</i> f) <i>LGBT, BLM agendas</i> 	<div style="background-color: #fff9c4; padding: 5px; border: 1px solid black; margin-bottom: 10px;">All strands</div> <ul style="list-style-type: none"> 🟡 analyse contemporary issues in education 🟡 recognise the professional and wider role of the teacher 🟡 recognise how pupils learn and the different needs of learners 🟡 identify strategies to support effective behaviour management 🟡 demonstrate conceptual understanding that enables them to evaluate current educational research and scholarship 🟡 locate appropriate knowledge and understanding from research literature and practice-based evidence to inform their actions 🟡 demonstrate their ability to improve their teaching by using analysis and evaluation information 🟡 adapt practice to meet the needs of all learners 🟡 operate in ways which treat all young people with respect, sensitivity and consideration and have high expectations for their academic progress and behaviour manifested in successful relationships centred on learning 🟡 select and use various sources of information to inform educational practice 🟡 demonstrate their ability to improve and adapt their teaching by evaluating it and learning from the effective practice of others, including peers. 	<ul style="list-style-type: none"> 🟡 How has your learning/reading from assignment B (inclusive educational practice) contributed to your practice/ philosophy of education? 🟡 What did you learn from assignment B? 🟡 What impact has assignment B had on your understanding of research informed practice? 🟡 How will you change your practice as a result?

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Professional placement: Short block B	<ul style="list-style-type: none"> the key aims and objectives for teaching in the EYFS are outlined in the EYFS framework the EYFS setting is planned and organised in such a way that all pupils’ needs are met, including those with SEND EYFS teachers assess and monitor the pupils in relation to the EYFS framework in terms of daily, termly and overall achievements. 	<div style="background-color: #fff9c4; padding: 5px; border: 1px solid black; margin-bottom: 10px;">All strands</div> <ul style="list-style-type: none"> plan indoor and outdoor environments during a typical day. deploy adults in the setting understand how they enable learning, encourage independence, aid assessment and progress? teach early reading in an EYFS setting by observing expert practitioners in YR and N support small groups of children to help them access specific areas or tasks, practising the skills and approaches used by expert colleagues plan and deliver activities and/or short sessions to small groups or whole class (e.g. story time, topic session, outdoor game) following expert input, plan and deliver a series of at least 2, ideally 3, consecutive early reading/phonics sessions to a group create an effective learning environment by planning for one of the learning areas/ areas of continuous provision assess and record progress and attainment understand how this information is shared with parents plan for transition between YR and Y1 how teachers support learners who have not met expectations in the EYFS framework 	<ul style="list-style-type: none"> See all question examples for the professional studies themes and curriculum subjects.

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Behaviour management; high expectations	<ul style="list-style-type: none"> It is a requirement for school to make available their behaviour and anti-bullying policies bullying is unacceptable and that teachers need to be able to recognise and address different forms of bullying (e.g. homophobic, racist, anti-Semitic, sexist, cyber) teachers have the ability to affect and improve the well-being, motivation and behaviour of their pupils teacher expectations can affect pupil outcomes therefore setting goals that stretch and challenge pupils is essential high quality teaching has a long term positive effect on pupils’ life chances, particularly for children from disadvantaged backgrounds the ability to self-regulate emotions affects pupils’ ability to learn, success in school and future lives teachers’ can influence pupils’ resilience and beliefs about their ability to succeed by ensuring all pupils have the opportunity to experience meaningful success 	<p>Strand A demonstrate consistently high behavioural expectations; embed a positive, predictable and safe environment for pupils; establish effective routines and expectations; build trusting relationships; motivate pupils</p> <ul style="list-style-type: none"> extend their understanding further by: knowing how and when to use early, least intrusive interventions as an initial response to low level disruption consistently use language and non-verbal signals for common classroom instructions deepen understanding of how routines are established at the beginning of the year in classrooms and throughout the wider school develop agency in their approach to implementing different behaviour management strategies evaluate what works, what doesn’t work and analyse why. liaise with parents and carers to better understand a pupil’s individual circumstances and know how to support them to meet high behavioural and academic expectations recognise and address different forms of bullying (including homophobic, racist, sexist and cyber bullying). know how to use the framework of a 4 stage approach to tackle bullying e.g. <ol style="list-style-type: none"> question explain link to school values place in context 	<ul style="list-style-type: none"> In the context of a different school placement and different key stage in semester 2: How will you incorporate the policy into your teaching? How will you create a positive ethos in the classroom? What effect does room organisation have on behaviour? How does the organisation of different domains of learning impact on behaviour? E.g. routines, grouping/seating, rewards, positives, sanctions, class rules, relationships, What routines will you establish? How will you ensure you are implementing the class rules/ behaviour policy consistently What reward system are you planning to use? How will you make the reward system your own? How will you ensure a consistent approach to behaviour management? How will you promote positive behaviour in your teaching (in all subjects)? Show me on your lesson plan how you have planned your behaviour management techniques? How will you address low level disruption, for example....? How will you identify bullying? What are the signs? How will you involve parents/carers to help you understand an individual pupil’s behaviour better? How can you work with the home? What will you say to pupils when you are addressing a bullying incident – e.g. how will you use the 4 step framework?: <ol style="list-style-type: none"> question explain link to school values place in context

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Teaching, learning and assessment	<ul style="list-style-type: none"> effective teachers introduce new material in steps, explicitly linking new ideas to what has previously been learnt modelling helps pupils understand new processes and ideas, good models make abstract ideas concrete scaffolds and worked examples can help pupils learn and apply new ideas, but should be gradually removed as pupil expertise increases. overtime, feedback should support pupils to regulate and monitor their own learning questioning is an essential tool for checking prior knowledge and assessing understanding avoid common assessment pitfalls e.g. how busy children are, peer/self assessment can be misleading in terms of assessing pupil attainment and progress accurately understand the purpose and use of ‘big picture’ assessment for a class 	<p>Strand B plan effective lessons; make good use of expositions; model effectively</p> <ul style="list-style-type: none"> working with expert mentors and colleagues, plan, apply and develop knowledge from school experience 1 placement to placement 2. embed use of modelling, explanations and scaffolds, acknowledging that novice learners need more structure enable critical thinking and problem solving after first teaching foundational content knowledge make effective use of teaching assistants and other adults in the classroom under the supervision of expert colleagues <p>Strand C support pupils to help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> provide opportunities for pupils to consolidate and practise the application of new skills and knowledge <p>Strand D Provide high-quality feedback</p> <ul style="list-style-type: none"> know how to plan feedback, build in time for pupils to respond to feedback, know when to use verbal/written feedback for maximum impact on learning <p>Strand D Avoid common assessment pitfalls:</p> <ul style="list-style-type: none"> e.g. know when and how to use peer/self assessment for impact; be aware of potentially misleading factors such as how busy children appear 	<ul style="list-style-type: none"> Have you checked your lesson plan against the principles from the Universal Design for Learning? (refer to the lesson planning bookmark) Explain how the success criteria link to the learning objective for the lesson? Explain why you have sequenced the lesson in this way? What are the potential misconceptions? What subject knowledge will you draw from? What subject specific vocabulary will you use? Expect the pupils to use / apply? How are you building on children’s prior knowledge? What activities have you planned to consolidate learning from the previous lesson? What are you going to model/demonstrate? How have you broken down the content for this lesson into smaller steps? What sequence will you teach these in? Why? What opportunities have you planned for children to apply/practise their new knowledge? What will you need to be mindful of in terms of misleading factors for assessment (e.g. pupils appearing busy, accuracy of peer/self- assessment)? What AfL strategies have you built into this lesson? How are you using peer/self- assessment? Verbal feedback? Written feedback? At what points in the lesson will you use AfL? How will the TA contribute to this lesson? What have you planned for the other adults in the lesson? How will you communicate this to them? How will you share feedback about attainment/progress?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Teaching, learning and assessment continued...	<ul style="list-style-type: none"> understand the use and purpose of statutory assessments planned assessment tasks, including marking, should be manageable and not have an onerous impact on workload 	<div> Strand D Check prior knowledge and understanding during lessons <ul style="list-style-type: none"> plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding draw conclusions about what pupils have learnt by analysing patterns of performance carry out summative assessments making use of a variety of approved and validated materials (including statutory assessments). </div> <div> Strand D make marking manageable and effective <ul style="list-style-type: none"> know when and how to record pupil data to improve pupil outcomes (e.g. for big picture assessment, whole class record keeping, attainment tracking and monitoring). use different approaches to marking and feedback in accordance with school assessment policies </div>	<ul style="list-style-type: none"> What are your strategies to enable children to respond to your feedback? What will you mark specifically after this lesson? Why have you made that decision? Does your marking strategy link directly to the success criteria for the lesson? How will you ensure your marking load is manageable and purposeful? (refer to school assessment policy) How will you record /use whole class and pupil data to inform next steps for all pupils? ('big picture' assessment)

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Professional studies curriculum themes SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
EDUC Unit 66700 Teaching and learning in the curriculum	<ul style="list-style-type: none"> for this assignment, trainees identify a sequence of lessons (3-4) consecutive lessons and explicitly evaluate the stages of their planning-teaching-assessment cycle using a reflective model to frame their analysis. the directed school placement tasks will be undertaken in the first few weeks of the school experience 2 placement in discussion with the placement mentor. Where possible, trainees will focus on cross-curriculum lessons in order to bring together core and foundation curriculum competence. 	<div style="background-color: #fff9c4; padding: 5px; border: 1px solid black; margin-bottom: 10px;">All strands</div> <ul style="list-style-type: none"> identify key principles and processes of lesson/curriculum planning recognise how theories of teaching and learning influence planning design and pedagogy identify knowledge and understanding of the specialist subject and/or phase curriculum recognise the importance of critical reflection in the stepwise development of their practice as teachers identify and use appropriate assessments identify appropriate knowledge and understanding from research literature and practice-based evidence to inform their planning demonstrate secure subject knowledge demonstrate critical analysis and evaluation of their own teaching and their pupils’ learning act autonomously in planning for learning demonstrate their ability to improve their teaching by learning from the effective practice of others evaluate their own academic and professional performance demonstrate pedagogic skills including presentation, instruction, explanation, demonstration, formative assessment and behaviour management; select and use various sources of information to inform educational practice demonstrate their ability to improve their teaching by evaluating it and learning from the effective practice of others, including peers 	<ul style="list-style-type: none"> How has your learning/reading from assignment B (inclusive educational practice) contributed to your practice/ philosophy of education? What did you learn from assignment B? What impact has assignment B had on your understanding of research informed practice? How will you change your practice as a result?

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Professional studies curriculum themes SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Professional placement: school experience 2 (SE2)	<ul style="list-style-type: none"> by rehearsing, practising, evaluating, analysing, adapting, refining and reflecting on their practice regularly, with the help and guidance of an expert mentor, they are able to make improvements to their teaching in all curriculum strands. on this placement, they will enhance and refine their skills as a professional and further improve their teaching and assessment by discussing practices and observing expert colleagues teach. by the end of the placement, they will demonstrate the extent to which they have learnt and applied the curriculum strands, and achieved the Teachers’ Standards. the ECF is a continuation and development of the CCF 	<div style="background-color: #fff9c4; padding: 5px; border: 1px solid black; margin-bottom: 10px;">All strands</div> <ul style="list-style-type: none"> establish and organise an effective learning environment with more autonomy following and enhance the school behaviour policy, developing agency when implementing their own positive behaviour management strategies plan and teach regular units and/or sequences of at least 3 lessons in English and Maths - assess and adapt future lesson content as a result of this. plan and teach a unit or sequence of lessons in Science. plan and teach sequences of lessons in a range of foundation subjects develop increased autonomy and agency when planning key assessment focuses to evidence and assess progress. identify and use efficient assessment approaches and consider how to track and evidence progress over time reflect upon and develop understanding of assessment approaches to reduce potentially misleading factors use assessment information to impact on curriculum design for pupil progress plan for and deploy additional adults use different approaches to marking and feedback in accordance with school assessment policies build relationships and communicate effectively with parents and carers demonstrate achievement of the professional Teachers’ Standards by the end of the placement transition from the CCF to the ECF. 	<ul style="list-style-type: none"> See all question examples for the professional studies themes above and subjects below. <p>End of placement:</p> <ul style="list-style-type: none"> What are the links between the CCF and the ECF? What are your ECT targets? How will you manage the transition from trainee to ECT? What are your main priorities for learning when you become an ECT? Have you completed your ECT transition document? How will the three assignments inform your ECT educational philosophy/ practice? <p>Impact: by the end of the SE2 (and the programme), trainees will be able to demonstrate attainment of the professional studies and placement curriculum, and the Teachers’ Standards, through evidence, such as:</p> <ul style="list-style-type: none"> Records of attainment and progress in the Trainee Portfolio, observations of teaching and professional practice recorded by expert teachers, mentors and university tutors, completion of professional placement learning tasks and activities in SE1 and SE2, evidence of learning in all professional studies sessions through application in practice, completion of external online learning units for safeguarding and FGM, completion of 3x EDUC unit Masters’ level academic assignments with a pass grade.

English

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Using talk for learning	<ul style="list-style-type: none"> teacher questions have a key role in active learning, using clear prompts extends learning and conceptual understanding collaborative thinking develops through oral language activities introducing new vocabulary and extending awareness of vocabulary in context contributes to all lessons scaffolding new language learning through dialogic teaching enhances learning 	<p>Strand C Deliver a carefully sequenced and coherent curriculum:</p> <ul style="list-style-type: none"> plan question and talk prompts to engage all pupils in active learning scaffold talk activities that give each pupil the opportunity to articulate and extend their understanding give more time for pupil talk than for teacher talk build talk on pupils’ prior experience model new vocabulary and new sentence structures in context scaffold talk activities that challenge each pupil to contribute and to make progress in learning 	<ul style="list-style-type: none"> How have you planned for children to share their ideas? What talk activities will you give the pupils to help extend their learning through talking to peers? Which questions will give opportunities for pupils to articulate their understanding, explanation and interpretation of the concepts. What prompts have you planned to guide meaningful talk? How have you planned for children to practise language features in your lesson? What will you need to model for ideas and for language? <p>Impact: during semester 1 and SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> create an environment for extending ideas & language <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> in prompting learning through talk. Specifically, they will demonstrate their professional skills in prompting higher level talk which leads to pupils making progress in their ability to apply, analyse, evaluate and create learning through understanding.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Scaffolding talk to lead in to writing	<ul style="list-style-type: none"> 🟡 all children bring ideas and prior experience of language & of learning to any lesson 🟡 effective teaching builds on individuals’ prior learning 🟡 structured and focused modelling, group games, directed talk activities and active feedback are essential links between new learning (input), thinking (building on prior experience) and outcome in a lesson 🟡 input material should be carefully chosen to be appropriate, have purpose and be engaging 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Strand B Develop pupils’ literacy: </div> <ul style="list-style-type: none"> 🟡 use a varied range of source material to inspire and engage 🟡 develop independence of creativity of thinking and of language in pupils. 🟡 use language in directing thinking and learning <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Strand C Deliver a carefully sequenced and coherent curriculum: </div> <ul style="list-style-type: none"> 🟡 plan for purposeful & active pupil collaboration to impact on thinking and learning 🟡 use good literature and talk to lead into writing across the curriculum 🟡 embed directed and purposeful talk before writing tasks in all lessons 	<ul style="list-style-type: none"> 🟡 Why have you chosen this text/ image/ input to use in your lesson? 🟡 How have you planned for all children to build on prior experience? 🟡 How will you model new vocabulary and language patterns? Why? 🟡 What talk activities have you planned for children to practise new ideas, new vocabulary and new language patterns? 🟡 How have you planned for children to record new ideas, new vocabulary and new language patterns in this lesson in order to capture their oral learning and lead into writing for purpose? <p>Impact: during SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> 🟡 plan sequences of language learning activities that build on pupils’ prior learning and draw on engaging resources that stimulate interest and discussion <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> 🟡 in planning and delivering sequences of language learning activities. The taught course will provide further on-campus opportunities for group work and discussion leading to planning a sequence of lessons around a book. SE2 experience will require a focused analysis of a sequence of lessons taught by the trainee as part of an academic assignment.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Embedding grammar for purpose in lessons	<ul style="list-style-type: none"> grammar skills are more effectively understood and retained when taught in context of text and meaning good literature is the basis for purposeful grammar teaching/learning 	<p>Strand B Develop pupils’ literacy:</p> <ul style="list-style-type: none"> use good quality texts to model grammar in context & to support grammar talk encourage ‘language detective skills’ in all children by providing regular opportunities to highlight text and to identify and explain patterns <p>Strand C Deliver a carefully sequenced and coherent curriculum:</p> <ul style="list-style-type: none"> scaffold tasks so that children can share ideas as to why authors use certain language forms and vocabulary choices. 	<ul style="list-style-type: none"> Why have you chosen this text/ image/ input to use in your lesson? How have you planned for pupils to talk together to discover the patterns of grammar and vocabulary in the context of this example? How will you model new vocabulary and language patterns? Why have you chosen this strategy for this specific learning focus? <p>Impact: during SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> use their own strong subject knowledge to teach phonics, grammar, vocabulary and syntax in context with meaning and purpose <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> in using standard English accurately in context. Additional support sessions will be offered to trainees on the basis of needs identified during SE1 and assignment marking. On-campus sessions will extend the understanding and practice of embedding grammar and punctuation in writing for purpose. The impact of this will be demonstrated in SE2 teaching.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Teaching reading through SSP in KS1 & guided reading KS1/2	<ul style="list-style-type: none"> early reading consists of stages that include listening to stories, phonological awareness, decoding and concepts about print and comprehension certain principles underlie SSP as a strategy for teaching early reading. Understanding theoretical principles will help application to classroom practice. children learn how individual sounds are synthesised together to read words and how to segment the individual sounds to spell/decode texts and that this is a reversible process discrete phonics lessons should be linked to decodable reading books used as home-school reading books and in guided reading guided reading allows the teacher to explicitly teach reading strategies to support comprehension and response throughout all classes guided reading activities link decoding with sentence structure, purpose and understanding of words and meanings in context in guided reading lessons the texts used match the reading ability of the group but also provide challenge. 	<p>Strand C Deliver a carefully sequenced and coherent curriculum:</p> <ul style="list-style-type: none"> structure a phonics lesson plan, deliver and assess a phonics lesson using revisit; teach; practise; apply sequence select appropriate practical activities for teaching SSP <p>Strand B Develop pupils’ literacy:</p> <ul style="list-style-type: none"> articulate the sounds clearly and precisely, being sensitive to regional accents plan for opportunities for children to apply their phonic knowledge in reading and writing beyond the phonics lesson <p>Strand B Plan effective lessons:</p> <ul style="list-style-type: none"> scaffold the teaching of grapho-phonically irregular words use strategies for leading guided reading groups, including directed talk and prompts for pupils to link to their prior experience plan for guided reading sessions to have focused learning objectives developing and consolidate reading skills challenge children through careful questioning and assessments of reading behaviours and analysis of oral responses provide opportunities for discussion, thinking aloud and reading so that children can learn from one another as well as the teacher support use of quality children’s literature in school 	<ul style="list-style-type: none"> How are you going to introduce a new sound in the lesson? How will you ensure your pronunciation will be correct? How are you going to make the session interactive so that the pupils are required to articulate phonemes themselves, not just listen to the adult doing so? How will you ensure pupils apply phonic knowledge to reading and writing? How will you encourage application of phonic knowledge to spell words correctly and have a plausible attempt at others? In guided reading how will you ensure there is evidence of new learning, not just consolidation? How will you facilitate talk about key features of the text type being studied e.g. tense; key vocabulary, as well as author’s intent? How will you ensure pupils read independently rather than taking turns around the group? Is there an opportunity to then return to the text as a group to develop comprehension? <p>Impact: during SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> share enthusiasm for reading and know the impact of children reading broadly and widely on learning across the curriculum Use their own strong subject knowledge to teach phonics, in context with meaning and purpose <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> in using SSP to teach early reading. The impact of theory on practice will be evidenced during the EYFS placement where all trainees will teach and observe phonics to extend their professional confidence.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Teaching poetry	<ul style="list-style-type: none"> poetry can extend pupils’ skills in expressing their ideas, emotions and their experiences. there is a wide range of creative, poetry forms that can be explored in the primary classroom. poetry is more than simple rhyme. poetry offers different writing conventions to traditional writing forms. It does not have to follow punctuation and grammar rules knowing and using a range of children’s poets supports discussion, promotes inclusion and empowers the children as writers modelling through intonation, volume, tone, facial expressions and video clips can enhance children’s understanding of poetry and their vocal performance. 	<p>Strand B Plan effective lessons:</p> <ul style="list-style-type: none"> use their understanding of poetry & poetic devices to develop and scaffold oral and written poetry in pupils integrate poetry activities into classroom learning develop their understanding of how to integrate poetry activities into classroom learning, based on a topic or theme. <p>Strand B Develop pupils’ literacy: provide opportunities for children to capture their ideas in response to the poems being shared</p> <ul style="list-style-type: none"> provide opportunities for children to express their own ideas and feelings related to the theme of the poems being shared <p>Strand C Deliver a carefully sequenced and coherent curriculum:</p> <ul style="list-style-type: none"> develop a sequence of lessons that enables children to compose their own poems, giving them the opportunity to experiment with language, form and imagery 	<ul style="list-style-type: none"> What active strategies will you use to deepen understanding of the poems, e.g. performance, drawing responses, role play, drama? How will you draw attention to certain aspects of sight, sound, structure or sense? How will you support children’s understanding of specific poetic devices, such as metaphor or simile? How will you use shared writing to scaffold children’s writing of poetry? How will you share and note the children’s responses to the poem? <p>Impact: during SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> build confidence and self-respect through poetry in each child as an individual with different experiences, different perspectives and different opinions <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> in planning and delivering for lessons which develop a broad range of writing forms. The impact of trainees’ growing confidence will be seen in the inclusion of a variety of poetry skills in their planning and teaching of language learning sequences.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Using drama	<ul style="list-style-type: none"> 🟡 building awareness of your teacher persona and your teacher classroom presence is part of your PGCE training 🟡 drama develops empathy and new perspectives and promotes awareness of self 🟡 drama creates direct links across the curriculum into other areas of study 🟡 there are a range of drama techniques to support all learners in the classroom and can raise the self-esteem of pupils 🟡 drama provides opportunities for children to practise and develop their language skills 🟡 taking on various roles in character allows students to use all senses and characteristics in order to understand the character or text. 🟡 drama increases concentration and comprehension through engagement. 	<div> Strand B Plan effective lessons: <ul style="list-style-type: none"> 🟡 use basic drama strategies for scaffolding thinking and talking in their lessons 🟡 build an inclusive approach to pupil learning through drama 🟡 provide opportunities for exploration of characters through drama techniques such as role play and mantle of the expert, so that pupils can expand their problem-solving skills both verbally and non-verbally. 🟡 use a range of drama strategies to promote thinking and learning across the foundation and core subjects in the curriculum </div> <div> Strand A High expectations and managing behaviour <ul style="list-style-type: none"> 🟡 plan and deliver drama lessons with clear learning aims, objectives and expectations of acceptable and unacceptable behaviour during drama activities </div>	<ul style="list-style-type: none"> 🟡 How will you plan a range of drama strategies to maximise pupils’ understanding of the learning focus? 🟡 How will you systematically and effectively check children’s understanding and progression during independent drama activities? 🟡 Can you anticipate where you may need to intervene? 🟡 How will you ensure a productive and rewarding drama session where pupils can learn to express themselves emotionally, verbally and physically, develop teamwork skills and remain on-target? <p>Impact: during SE1 trainees will begin to show they can</p> <ul style="list-style-type: none"> 🟡 create a supportive classroom learning environment. 🟡 Implement focused learning through drama & talk activities that extend pupils’ conceptual understanding of the world and awareness of appropriate language in a range of contexts. <p>Impact: during semester 2 and SE2, trainees will show they how have extended their competence</p> <ul style="list-style-type: none"> 🟡 in planning and delivering for lessons which develop a broad range of oral, drama and holistic learning activities. . The impact of trainees’ growing confidence will be seen in the inclusion of a variety of drama skills in their planning and teaching of cross-curriculum learning sequences.

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Reading and teaching visual, digital, film and graphic novel literature	<ul style="list-style-type: none"> children need to develop skills of reading and understanding alternative media sources different media can bring different perspectives to pupil thinking, and to their language use using a range of media sources contributes to building on the prior experience and prior understanding of children as individuals there are certain devices that are using in film and image to create specific effects individual interpretations of image, film and text are respected, valued and come from pupils’ prior learning and prior experience 	<p>Strand B Plan effective lessons:</p> <ul style="list-style-type: none"> select appropriate resources from a range of media plan and teach using a range of media course to develop pupil understanding and interpretation skills provide opportunities for articulation and development of individual ideas and opinions through activities based on different media use creative strategies from a range of media 	<ul style="list-style-type: none"> What is the learning purpose in choosing that image/ film input? How will you plan a range of learning opportunities which develop pupils’ skills in interpreting and evaluating information across a range of media? How will you give clear input so that pupils can understand the devices and common strategies that are used to present meaning in a range of media? How will you extend the confidence of each individual pupil to present, develop and justify their own interpretation of media, and to engage in a meaningful way with the interpretation of their peers? How will you systematically and effectively check children’s understanding and progression during visual literacy activities? As visual input can trigger a range of response across your classroom, can you anticipate where you may need to intervene, explain, and extend understanding? How will you ensure a productive and rewarding learning activity where pupils can learn to express themselves emotionally, verbally and physically, develop teamwork skills and remain on-target? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in planning and teaching learning activities which allow for different perspectives and a range of interpretations. Impact will be seen in the growing range of visual resources that trainees draw on to stimulate talking, thinking and pupil understanding of information presented through different media.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2 , “ how to ... ”:	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Supporting children with EAL learning profiles	<ul style="list-style-type: none"> all children bring experience and understanding of language in context to the classroom. children with other language backgrounds have as much language experience as monolingual English users. activity strategies that develop links between oral, visual and written skills are good language learning strategies for all children children with EAL learning needs in the classroom need support to link the new language to their prior learning and prior understanding children with EAL learning needs benefit from input that links oral language to visual and written forms of language children with EAL learning needs benefit from clear modelling of the specific language and vocabulary for the lesson outcome practising appropriate forms of the language for the purpose of the activity 	<div> Strand B Plan effective lessons; develop pupils’ literacy: <ul style="list-style-type: none"> plan input that links oral/ visual and written forms of standard English model clearly the specific language and vocabulary for the lesson outcome scaffold activities for pupils to practise appropriate forms of the language for the purpose of the activity </div> <div> Strand B Develop an understanding of different pupil needs: <ul style="list-style-type: none"> pair pupils with EAL /SEND learning needs with good language role models to encourage discussion and collaboration </div>	<ul style="list-style-type: none"> How is this lesson going to link to the prior learning and language experience of this individual child? How have you planned to scaffold the concept/knowledge content of this lesson for children with EAL? How have you planned to scaffold the language content of this lesson for children with EAL? How do the activities provide opportunities for each child to practise their ideas and the language required for the task with their peers? How is the peer grouping for your child with EAL helping them to engage with appropriate and stimulating English language speakers? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in planning for both language and concept/knowledge content in each lesson sequence. They will demonstrate increased competence during SE2 of teaching for progress with children with EAL using an increasing range of appropriate strategies..

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Writing for purpose: fiction	<ul style="list-style-type: none"> all writing has a purpose and that the language used has meaning in context for that purpose scaffolding pupils to use purposeful talk helps structure the way they write there are specific forms of language used for writing narrative, imaginative and creative texts all lessons need to introduce and model appropriate language structures, forms and vocabulary suitable for the purpose of the writing. 	<div> Strand B Plan effective lessons; develop pupils’ literacy: </div> <ul style="list-style-type: none"> use good literature to model and exemplify styles of writing in context plan language input to identify, model and practise appropriate forms of language for the context of the writing introduce and use new vocabulary in context to extend the thinking and articulation of pupils’ own ideas in writing 	<ul style="list-style-type: none"> Why have you chosen the specific input for that writing purpose? How can children practise the knowledge content for this writing task? How can children practise the vocabulary and language structures for this writing task? How does this lesson engage all children with a meaningful writing task? How have you scaffolded the creative thinking of pupils from the input, through learning through talk, purposeful modelled language structures to writing with purpose? What opportunities are there for each pupil to develop their own creative ideas for this task? How have you introduced new vocabulary and new sentence structures to extend the language skills of the pupils? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in scaffolding the lesson structure of input-talk-modelled language structures-writing task. During SE2, trainees will demonstrate an increased competence in teaching that extends pupils’ skills in using varied vocabulary and languages structures in writing for purpose.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Writing for purpose: non-fiction	<ul style="list-style-type: none"> all writing has a purpose and that the language used has meaning in context for that purpose scaffolding pupils to use purposeful talk helps structure the way they write there are specific forms of language used for writing journal, factual account & report texts all lessons need to introduce and model appropriate language structures, forms and vocabulary suitable for the purpose of the writing. 	<div> Strand B Plan effective lessons;; develop pupils’ literacy <ul style="list-style-type: none"> use good literature to model and exemplify styles of writing in context </div> <div> Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> plan language input to identify, model and practise appropriate forms of language for the context of the writing introduce and use new vocabulary in context to extend the thinking and articulation of pupils’ own ideas in writing </div>	<ul style="list-style-type: none"> Why have you chosen the specific input for that writing purpose? How can children practise the knowledge content for this writing task? How can children practise the vocabulary and language structures for this writing task? How does this lesson engage all children with a meaningful writing task? How have you scaffolded the thinking of pupils from the input, through learning through talk, purposeful modelled language structures to writing with purpose? What opportunities are there for each pupil to develop their understanding of appropriate vocabulary and language structures for this specific writing task? How have you introduced new vocabulary and new sentence structures to extend the language skills of the pupils? How does this writing task extend each pupil’s range of communication across different writing contexts? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in scaffolding the lesson structure of input-talk-modelled language structures-writing task. During SE2, trainees will demonstrate an increased competence in teaching that extends pupils’ skills in using varied vocabulary and languages structures in writing for purpose.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
English curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2 , “ how to ... ”:	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Reading for pleasure	<ul style="list-style-type: none"> reading for pleasure is a national priority reading for pleasure is different from reading activities based on learning to read; allocated book levels; skills and comprehension levels etc balancing the requirement for Reading for pleasure with the individual pupil freedom to read what and when they like in the classroom is a challenge reading for pleasure includes teacher reading to the class (at any age) alongside individuals having choice and autonomy in their free reading 	<div> Strand A Motivate pupils <ul style="list-style-type: none"> establish a culture of reading in the classroom </div> <div> Strand B Develop an understanding of different pupil needs; <ul style="list-style-type: none"> value all the reading and the interests of children as individuals extend their own awareness and knowledge of children’s literature across a range of topics, genres and interests </div>	<ul style="list-style-type: none"> How does your classroom environment demonstrate respect and value for all the reading that your pupils engage with? How are you incorporating opportunities for reading for pleasure in your classroom timetable? Do all children get equal opportunities to read for pleasure? How does your enthusiasm for reading encourage your pupils to engage with reading for pleasure? How can you extend the range of reading resources in your classroom? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> and their confidence in providing an environment for each child to read for pleasure. They will share enthusiasm for reading and know the impact of children reading broadly and widely on learning across the curriculum. During SE2, they will demonstrate a growing understanding of how a pupil’s engagement with reading for pleasure contributes to their motivation for learning across the curriculum and beyond the classroom.
Assessment and teaching for next steps progress	<ul style="list-style-type: none"> the NC 2014 framework outlines appropriate learning for age/ stage appropriate the progress of individual children may be seen in different ways and at a different pace to other children effective teaching for progress builds on teachers’ understanding of children’s learning 	<div> Strand D Check prior knowledge and understanding during lessons; provide high-quality feedback; provide specific guidance on how to improve <ul style="list-style-type: none"> use CLPE and Bell foundation grids for next step teaching for progress identify language skills in individual children and use this assessment to set appropriate next steps learning activities. </div>	<ul style="list-style-type: none"> How does this activity build on prior learning and prior experience of each pupil? How have you used the CLPE and/or Bell assessment grids to plan for appropriate progress in learning in this lesson? How are you using formative assessment to direct your planning for next step progress in language skills? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in using appropriate language assessment frameworks to plan and teach for progress for all children in their class. During SE2, trainees will demonstrate growing flexibility in their teaching and planning to meet the language learning needs of all children. They will demonstrate growing awareness of individual pupils who may have a continuum of language skills for the age-expectations in the NC.

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English curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Pair/group presentation of planning a sequence of lessons around a book	<ul style="list-style-type: none"> literature can be used as a stimulus for oral and written language development. linking children’s literature to cross-curriculum topic work supports children’s thinking discussion with a fellow trainee brings different perspectives to using literature / theme focus for primary English teaching 	<div> Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> apply knowledge and skills from all previous university sessions to discuss and plan integrated learning with peers to support use of quality children’s literature in school </div> <div> Strand B Plan effective lessons: <ul style="list-style-type: none"> to apply knowledge of talk for learning & guided reading approaches to integrated planning </div>	<ul style="list-style-type: none"> How does this sequence of lessons draw on the university PGCE course? How are you planning for the language and the content knowledge input in this lesson sequence? How does this lesson sequence link to learning across the curriculum? How are you using good language examples from literature to support children’s understanding of language for purpose in any given lesson context? <p>Impact: during semester 2 and SE2, trainees will show how they have extended their competence:</p> <ul style="list-style-type: none"> in planning for a sequence of lessons based on children’s literature and a cross-curriculum awareness of the role of language in all lessons. During SE2, they will focus on a specific example from their own practice of the teaching cycle (planning, delivery, evaluation, assessment, planning) and present this in an academic course assignment.

Maths

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Aims of the national curriculum	<ul style="list-style-type: none"> all children have an entitlement to the three aims of the NC – fluency, reasoning and problem solving planning should aim to provide a balance of the three aims over the course of a unit 	<p>Strand C: Deliver a carefully sequenced and coherent curriculum</p> <ul style="list-style-type: none"> develop their skill in planning opportunities for fluency, reasoning and problem solving for all children <p>Strand C: Develop fluency</p> <ul style="list-style-type: none"> establish the foundations in planning for a balance of fluency, reason and problem solving over time e.g. over a whole unit of work <p>Strand B: Stimulate pupil thinking and check for understanding</p> <ul style="list-style-type: none"> use reasoning structures such as: odd one out, spot the error, what’s the same, what’s different etc. <p>Strand B; Avoid overloading working memory</p> <ul style="list-style-type: none"> plan for regular, built-in opportunities to solve problems <p>Strand B: Plan effective lessons</p> <ul style="list-style-type: none"> develop an awareness of scaffolding approaches to differentiation to allow all children to move on together. Provide opportunity for children to justify and prove by explaining their reasoning <p>Strand B: Build on pupils’ prior knowledge</p> <ul style="list-style-type: none"> develop their skills in adapting lesson plans from unit plans/commercial schemes to meet pupil needs <p>Strand D: Check prior knowledge and understanding during lessons and provide high-quality feedback</p> <ul style="list-style-type: none"> develop their skills in using targeted and differentiated questions and make positive/constructive responses to pupils’ contributions 	<ul style="list-style-type: none"> explain which aspects of this lesson/unit promote fluency? Which aspects of the lesson/unit promote reasoning and/or problem solving? What support will you provide and why? What challenge will you provide and why? How can you differentiate the support and challenge to help all children move on together? <p>Impact</p> <ul style="list-style-type: none"> Begin to understand and apply sound knowledge of the Mathematics National Curriculum for England Develop a secure subject and pedagogic knowledge and understanding of the key ideas that underpin primary mathematics;

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Maths curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Concrete, Pictorial and Abstract approaches	<ul style="list-style-type: none"> concrete, pictorial and abstract approaches can be effective in teaching and learning primary mathematics concrete, pictorial and abstract approaches can be effective in teaching and learning for all children regardless of ability 	<p>Strand B: Make good use of expositions</p> <ul style="list-style-type: none"> begin to foster mental imagery using manipulatives and or diagrammatic approaches appropriate to the year group being taught <p>Strand B: Model effectively</p> <ul style="list-style-type: none"> develop their accurate use of mathematical language and notation (e.g. use of =) uses targeted and differentiated questions at times utilising apparatus and pictorial representations establish the foundations of clear explanations through modelling, showing understanding of mathematical ideas with manipulatives and diagrams e.g. bar models <p>Strand B: Help pupils apply knowledge and skills to other contexts</p> <ul style="list-style-type: none"> develop their skills in the clear demonstration of mathematics using appropriate models: e.g. digit cards, base ten materials, tracks, lines, number squares, PV charts etc. <p>Strand B: Increase likelihood of material being retained</p> <ul style="list-style-type: none"> begin to make use of mathematics displays and/or working walls in teaching <p>Strand D: Check prior knowledge and understanding during lessons and provide high-quality feedback</p> <ul style="list-style-type: none"> develop their skills in offering constructive responses to pupils’ questions and can include concrete and/or diagrammatic to help children to ‘see’: e.g. 100 squares and number lines, Numicon, base 10, arrow cards, abacus 	<ul style="list-style-type: none"> Which concrete apparatus are appropriate for which children? How will you encourage children to ‘see’ what they are doing with pictorial representation? What are your closed targeted questions and who is being targeted? What are your open, probing questions and who is being targeted? Will you link your questions to a C, P or A approach? How can you incorporate working walls and encourage their use? <p>Impact</p> <ul style="list-style-type: none"> Develop a secure subject and pedagogic knowledge and understanding of the key ideas that underpin primary mathematics; Start to be confident in the use of appropriate classroom strategies and resources, including ICT, and understand the contribution that support staff make to the teaching and learning of primary mathematics;

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Maths curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Counting and mental calculation	<ul style="list-style-type: none"> counting is a complex process and needs to be modelled consistently and accurately mental calculation builds on counting skills a range of mental calculation strategies need to be taught children should be encouraged to choose and use appropriate mental methods 	<div> Strand A: motivate pupils <ul style="list-style-type: none"> use songs & rhymes with younger pupils use games where appropriate, use methods that allow all pupils to respond e.g. wipe-boards, different pupils to contribute answers, keep up appropriate pace & develops quick mental recall </div> <div> Strand C: Develop fluency <ul style="list-style-type: none"> develop the use appropriate counting activities- use a range of counting techniques and approaches begin to model counting consistently and accurately, link counting to mental methods develop an understanding of the main mental strategies e.g. partitioning, rounding, doubling use their developing skills to discuss methods and strategies, including checking strategies </div> <div> Strand C: Help pupils apply knowledge/skills to other contexts <ul style="list-style-type: none"> offer opportunities to apply mental maths to measures / shape </div> <div> Strand B: model effectively <ul style="list-style-type: none"> use their developing skills to discuss mental methods/strategies appropriate to the year group </div> <div> Strand B: Stimulate pupil thinking and check for understanding <ul style="list-style-type: none"> develop and foster mental maths as a first resort, encourage estimation and approximation </div> <div> Strand B: Avoid overloading working memory <ul style="list-style-type: none"> begin to take opportunities to reinforce maths concepts & previous teaching/learning. </div> <div> Strand D: Avoid common assessment pitfalls <ul style="list-style-type: none"> show recognition of errors & misunderstandings in their developing practice </div>	<ul style="list-style-type: none"> What consistent counting approach do you model? How will you build in an element of choice for children e.g., which mental method? What CPA approach will you use to encourage mental ‘imagery’? <p>Impact</p> <ul style="list-style-type: none"> Establish the foundations of effective teaching, planning, monitoring, assessment and classroom management skills in order to secure the mathematical progress of all pupils throughout Key Stages 1 and 2; interpret, understand, implement and assess mental calculation progression according to a school calculation policy

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Calculation methods and policy	<ul style="list-style-type: none"> schools publish and use a calculation policy calculation policies set out the main route for progression in each operation linked to NC outcomes different schools interpret the NC in different ways 	<div> Strand C: Develop fluency <ul style="list-style-type: none"> develop their professionalism through adherence to school calculation policies develop their skills and understanding in order to use appropriate written methods from a school policy such as grid method, bus stop method etc. encourages estimation and approximation review, use and promote correct mathematical language of calculation such as ‘product’ and ‘partition’ in their developing practice. show recognition of errors & misunderstandings </div> <div> Strand B: Avoid overloading working memory <ul style="list-style-type: none"> begin to build on pupils’ prior knowledge, increase likelihood of material being retained - offer opportunities for problem solving and reasoning within calculation lessons e.g. spot the mistake, sorting activities and here is the answer, what’s the question (inverses) </div> <div> Strand E: develop as a professional <ul style="list-style-type: none"> show a developing level of subject knowledge and confidence in maths </div>	<ul style="list-style-type: none"> How are you using the school calculation policy in this lesson? What opportunities are there to practise and rehearse calculation? What opportunities are there to reason and/or use a ‘reasoning structure’? Have you planned to use children’s errors in your teaching e.g. min plenaries? <p>Impact</p> <ul style="list-style-type: none"> Establish the foundations for effective teaching, planning, monitoring, assessment and classroom management skills in order to secure the mathematical progress of all pupils in Key Stages 1 and 2; interpret, understand, implement and assess written calculation progression according to a school calculation policy

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
Problem solving	<ul style="list-style-type: none"> 🟡 there are key skills that need to be developed 🟡 there are different problem types that can be taught 🟡 ‘word’ or ‘real life’ problems are the most common type 🟡 children should focus on understanding what the question is asking 	<div> Strand C: Develop pupils’ literacy routinely plan to develop problem-solving skills within and outside ‘word-problems’ <ul style="list-style-type: none"> 🟡 use a focusing structure or framework to encourage children to engage carefully with the problem e.g. RUCSAC 🟡 ensure that children pay particular attention to UNDERSTANDING what a question is asking (Language Structures) </div> <div> Strand B: Help pupils apply knowledge and skills to other contexts plan regular opportunities to problem-solve, including a range of problem types <ul style="list-style-type: none"> 🟡 establish the links to real life problems within a unit of work; for example use real-life data and materials, where appropriate </div> <div> Strand D: Avoid common assessment pitfalls <ul style="list-style-type: none"> 🟡 implement appropriate assessment techniques, such as observation in their developing practice. </div>	<ul style="list-style-type: none"> 🟡 Why have you selected the framework/structure you are employing e.g. RUCSAC? 🟡 How will you focus children on understanding the context? 🟡 How is this lesson focused on extracting the correct calculation from the problem? 🟡 How are children being encouraged to justify choices? <p>Impact By the end of semester 1 trainees should be able to:</p> <ul style="list-style-type: none"> 🟡 understand a range of problem-solving activities, linked to relevant contexts and curriculum strands 🟡 develop their skills in selecting and using a problem to meet the needs of all learners 🟡 begin to understand different types of question and how to use questioning to challenge learners 🟡 develop the use observation to support assessment judgements 🟡 begin to implement a plan based on an individual pupil’s prior skills 🟡 promote high expectations for all learners

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Maths curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Proportional reasoning	<ul style="list-style-type: none"> fractions, decimals and percentages are all ways of expressing proportion ratio is an alternative concept and related to FDP as a way of expressing proportion children should be taught to convert and use equivalences to make questions manageable 	<div> Strand B: develop an understanding of different pupil needs <ul style="list-style-type: none"> establish the foundations of the use of a variety of representations to model fractions as part of a whole </div> <div> Strand B: model effectively <ul style="list-style-type: none"> develop the use of ‘non-examples’ to reinforce conceptual understanding and address misconceptions use CPA process to build robust understanding, use accurate terminology including denominator, numerator, unit fraction and non-unit fraction (e.g. language focus throughout fraction strand.), give clear explanations through modelling, showing understanding of mathematical ideas with manipulatives and diagrams e.g. bar models for reasoning & problem solving </div> <div> Strand C: develop fluency <ul style="list-style-type: none"> recognise the need to develop an understanding of fractions as numbers (e.g. use of number lines and counting) </div> <div> Strand C: help pupils apply knowledge and skills to other contexts <ul style="list-style-type: none"> build fluidity of thinking to explore equivalence (FDP) </div>	<ul style="list-style-type: none"> Which representations are you using? (bar model, fraction wall, fraction wheel) Why? What are your key mathematical terms? What are your key questions to assess learning? What are your key questions to build challenge? Which scaffolds will you provide for which difficult concept/idea? Why? How can you include opportunities to convert between representations i.e., from F to D? <p>Impact By the end of semester 1 trainees should be able to:</p> <ul style="list-style-type: none"> identify gaps in own subject knowledge for key UKS2 maths strands and begun to address them in their developing practice develop their skill in understanding the use of representations to support learning and be able to model using a range of representations know and begin to use precise mathematical language with increasing consistency understand how to support pupils to make links in their learning.

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Shape, space & measures	<ul style="list-style-type: none"> key units of learning within the maths curriculum are often ‘blocked’ and taught as discrete units pupils’ ability to apply and link their learning is key to developing as a mathematician misconceptions should be addressed, and planning should directly tackle common misconceptions so as to prevent them from being embedded. 	<div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> review a full year’s learning to incorporate all strands of the NC ensure that all learning is regularly revisited in order to build recall and fluency; make links between number and other strands of the NC </div> <div> Strand B: model effectively & increase likelihood of material being retained <ul style="list-style-type: none"> use non-examples and non-concepts to develop robust mental models for concepts; use visualisation as a tool in building understanding and see an impact on learning </div> <div> Strand B stimulate pupil thinking and check for understanding <ul style="list-style-type: none"> deepen their understanding and predict and address common misconceptions </div>	<ul style="list-style-type: none"> What are your key concepts for this session? What are your examples to exemplify your teaching? Could you use a ‘non-example’ to clarify the concept? Can you use comparison (examples and non-examples) to encourage reasoning and discussion in your session? How can this learning be revisited and embedded? Can links be made to other strands of the curriculum? <p>Impact <i>By the end of the second placement trainees should be able to</i></p> <ul style="list-style-type: none"> Effectively plan a unit of learning, other than number, that includes a balance of fluency, reasoning and problem-solving Be able to use aspects of measures when calculating through other strands of the maths curriculum (e.g. fractions) in order to enhance and enrich learning

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Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Problem solving	<ul style="list-style-type: none"> problem solving can fall into key categories, and children should experience all as part of a broad and balanced curriculum problem solving experiences can move beyond ‘word problems’ challenge and scaffolding should be built into problem solving, allowing all children to access the same investigation effective questioning is a key tool in challenging learners 	<div> Strand B: develop an understanding of different pupil needs <ul style="list-style-type: none"> structure problem solving contexts for a variety of learners so that learning is enhanced </div> <div> Strand B: stimulate pupil thinking and check for understanding <ul style="list-style-type: none"> challenge through effective questioning, showing an impact on learning effectively use a range of questioning types to support learning and assessment of learning </div> <div> Strand B: provide opportunity for all pupils to experience success <ul style="list-style-type: none"> scaffold through concrete resources to support learning </div> <div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> recognise and plan for progression in key skills deepen their practice when planning for meaningful problem-solving opportunities using a range of problem-solving structures </div>	<ul style="list-style-type: none"> Was the learning accessible for pupils? How could you scaffold the learning? Where did you plan opportunities for challenge? What could you have changed to give greater challenge? Which key questions did you consider to inform your assessments of individual's learning? What questions could you have asked to challenge/make clearer judgements of learning? <p>Impact <i>By the end of the second placement trainees should be able to enhance and enrich learning by:</i></p> <ul style="list-style-type: none"> Planning a range of problem-solving activities, linked to relevant contexts and curriculum strands Using a problem to meet the needs of all learners Using questioning to challenge learners Using questioning to support assessment judgements Being able to plan and implement learning based on an individual pupil's prior skills Delivering high expectations for all learners

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Fractions, decimals & percentages	<ul style="list-style-type: none"> representations can support children to make links in their learning converting between FDP supports fluency and mental calculation reasoning and problem solving as key components to building a firm understanding of these strands of the NC 	<div> Strand B: develop an understanding of different pupil needs <ul style="list-style-type: none"> deepen understanding of how to select representations to support children’s learning; explore links between fractions, decimals and percentages to support understanding and impact on learning </div> <div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> use the links between areas of maths to strengthen understanding </div> <div> Strand C: develop fluency <ul style="list-style-type: none"> use knowledge and understanding to build fluency </div> <div> Strand C: help pupils apply knowledge and skills to other contexts <ul style="list-style-type: none"> plan for reasoning and problem-solving across the curriculum </div>	<ul style="list-style-type: none"> Which images did you chose and why? Was the technical/topic specific language consistent and accurate? How did the images selected support the children’s learning? Did you explicitly make a link to prior learning/previous sessions? Why? How does your session link to prior learning? Was this made explicit to the class? How did you challenge the learning in this session? Did you plan for opportunities for reasoning/problem-solving? If not, how could this have been incorporated? <p>Impact <i>By the end of the second placement trainees should be able to:</i></p> <ul style="list-style-type: none"> Be secure in own subject knowledge for key UKS2 maths strands Be able to use representations to support learning Use precise mathematical language Support pupils to make links in their learning

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Developing a ‘mastery’ approach	<ul style="list-style-type: none"> whole school pedagogy will inform classroom practice models of ‘best practice’ are developed based on changing research and evidence, and so our practice may need to evolve commercial materials should be thoroughly reviewed to ensure they match the needs of a class 	<div> Strand B: classroom practice <ul style="list-style-type: none"> explain and demonstrate current ‘best practice’ in the teaching of maths reflect on current pedagogy and make selections for their classroom through their developing agency recognise the key elements of ‘best practice’ in the teaching of maths critically review commercially available materials (including textbooks) to make appropriate planning decisions for their class review a series of lessons to ensure that there is a balance of activities </div> <div> Strand B: provide opportunity for all pupils to experience success <ul style="list-style-type: none"> review a given scheme to consider elements of scaffolding and challenge </div>	<ul style="list-style-type: none"> What do you understand by the term ‘mastery maths’? Which elements of ‘mastery’ did you include in your session? What do you think are the key elements of effective maths teaching? Which elements of your practice would you like to develop? Why did you choose XXX for this session? How did you ensure that the resources met the needs of the learners? <p>Impact <i>By the end of the second placement trainees should be able to:</i></p> <ul style="list-style-type: none"> Know where to find and how to use commercial schemes and resources, such as NCETM, to plan learning Plan a series of lessons that include key subject knowledge and a ‘mastery’ approach Promote high expectations for all learners

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Planning & assessment	<ul style="list-style-type: none"> challenge and scaffolding are key components of planning consideration should be given to assessment when planning (including use of success criteria, questioning and other AfL strategies) a model scheme of learning will include a balance between fluency, reasoning & problem solving and will be underpinned by robust pedagogy (including CPA process) 	<div> Strand B: develop an understanding of different pupil needs <ul style="list-style-type: none"> embed their use of questioning to encourage reasoning and high order thinking skills; confidently adapt planning to add elements of challenge and elements of scaffolding </div> <div> Strand B: build on pupils’ prior knowledge <ul style="list-style-type: none"> make planning decisions based on pupils’ prior learning </div> <div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> plan for a balance of activities and learning </div> <div> Strand D Use information from assessments to inform decisions <ul style="list-style-type: none"> use assessment as part of the planning cycle </div> <div> Strand D: Check prior knowledge and understanding during lessons <ul style="list-style-type: none"> plan for AfL opportunities; use assessment information to inform planning </div>	<ul style="list-style-type: none"> What was the start point for this session? What did you use to inform your planning? Which AfL strategies have you included in your planning? How will these inform your judgements? How have you adapted the session (through scaffolding/challenge)? Have you taken all learners’ needs into consideration in your planning? What possible misconceptions might there be in this session? How will you prevent/respond/address these? <p>Impact <i>By the end of the second placement trainees should be able to:</i></p> <ul style="list-style-type: none"> Be confident teaching via a CPA approach Build an effective sequence of lessons which aim to support fluency, reasoning and problem-solving in equal measure Be able to assess pupil progress against relevant expectations and use the information to enhance learning Be able to plan learning based on an individual pupil's prior skills Develop the use of support staff to contribute to learning

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Maths curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Teaching Early Maths	<ul style="list-style-type: none"> the curriculum for primary schools begins with the youngest learners within a school setting, and this must be a consideration for school policies and subject leads all strands of the NC begin within EYFS teaching children need a range of practical experiences in order to build their number sense and understanding of the number system. development of number sense is a key element of the EYFS curriculum 	<div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> recognise opportunities for learning in an EYFS setting </div> <div> Strand C: deliver a carefully sequenced and coherent curriculum <ul style="list-style-type: none"> plan for a balance in fluency, reasoning and problem-solving within the EYFS curriculum </div> <div> Strand B: Plan effective lessons <ul style="list-style-type: none"> incorporate maths into an EYFS setting (both continuous provision and direct teaching); plan for an Early Years’ maths session </div> <div> Strand B: Plan effective lessons <ul style="list-style-type: none"> use the CPA approach for the teaching of Maths within an EYFS setting; plan to develop the early stages of number and calculation </div>	<ul style="list-style-type: none"> How can the environment be used to extend and support your teaching? How will you use support staff/additional adults to extend and support your teaching? Can you explain your resource choices? How did you consider the needs of all learners? How does your session link to the EYFS framework? <p>Impact <i>By the end of the second placement trainees should be able to:</i></p> <ul style="list-style-type: none"> Teach an early maths session, supporting the development of number sense Understand the contribution of support staff in the learning environment

Science

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Science curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts to help trainees apply what they have learnt to practise, reflect on and improve their practice and further “ learn how to... ”:
Purpose of study/aims	<ul style="list-style-type: none"> children should be excited and curious about science and see that it is relevant to themselves and their lives. 	Strand B Provide opportunity for all pupils to experience success: <ul style="list-style-type: none"> develop children’s curiosity and link science to children’s lives by using real-life examples and relevant role models 	<ul style="list-style-type: none"> Does this lesson engage children? Does it make links between the children’s lives and the science taught?
Scientific knowledge and conceptual understanding	<ul style="list-style-type: none"> a teacher’s subject knowledge in science is a key factor in their confidence in teaching. They must assess, improve and monitor their own subject knowledge. 	Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> monitor and develop their subject knowledge through independent learning 	<ul style="list-style-type: none"> What subject knowledge will you have to teach? How can you/do you need to improve your own subject knowledge in this area?
	<ul style="list-style-type: none"> children learn by constructing knowledge from their experiences and that this can result in misconceptions. 	Strand B Develop an understanding of different pupil needs: <ul style="list-style-type: none"> plan and teach activities and lessons that develop children’s subject knowledge and skills and engage their curiosity 	<ul style="list-style-type: none"> What previous understanding is required? /What is the next step in understanding? What activities would develop that understanding?
	<ul style="list-style-type: none"> there are many common misconceptions, that these can be discovered through elicitation and that they can be addressed effectively using practical activities. 	Strand B Stimulate pupil thinking and check for understanding: <ul style="list-style-type: none"> plan and teach activities that elicit children’s misconceptions. Strand B Provide opportunity for all pupils to experience success: <ul style="list-style-type: none"> plan activities to address common misconceptions 	<ul style="list-style-type: none"> What previous understanding do the children have? What common misconceptions might the children have? What activities could you use to address these misconceptions?

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Science curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts to help trainees apply what they have learnt to practise, reflect on and improve their practice and further “ learn how to... ”:
Nature, processes and methods of science	<ul style="list-style-type: none"> there are five types of scientific enquiry that can be used to answer investigation questions children need to develop a degree of control in planning and completing investigations. 	Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> teach different types of scientific enquiry Strand C Support pupils to build increasingly complex mental models: <ul style="list-style-type: none"> give children choices to develop curiosity and allow them a degree of control in investigational work 	<ul style="list-style-type: none"> Which type of scientific enquiry was being used to investigate the question? Fair testing, research, observing changes over time, pattern spotting or classification/identification. What choices did/do the children have in this activity? What would give them more control?
Spoken Language	<ul style="list-style-type: none"> children need opportunities to use scientific language orally including in discussion of concepts, procedures, investigation results and conclusions 	Strand B Develop pupils’ literacy: <ul style="list-style-type: none"> plan and teach activities that include peer/whole class discussion Strand B Develop an understanding of different pupil needs: <ul style="list-style-type: none"> create meaningful and focussed dialogue with and between children 	<ul style="list-style-type: none"> What scientific vocabulary do children need for this activity? When will they use it? (Whole class discussion) Do children answer each other’s questions and respond to each other’s comments? Do they say whether they agree/disagree/are ‘not sure’?
School Curriculum	<ul style="list-style-type: none"> the Science curriculum specifies both a subject knowledge strand and a working scientifically skills strand effective lessons use both a subject knowledge and a working scientifically learning objective to create opportunities to practice the skills in context. 	Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> differentiate between subject knowledge and working scientifically skills Strand B Plan effective lessons: <ul style="list-style-type: none"> plan activities that include both subject knowledge and working scientifically learning objectives 	<ul style="list-style-type: none"> What knowledge and understanding is being taught in this lesson? What skills are being developed in this lesson? How does this activity develop knowledge/understanding? How does this activity develop working scientifically skills?

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Science curriculum themes SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts to help trainees apply what they have learnt to practise, reflect on and improve their practice and further “ learn how to... ”:
			Impact: By the end of semester 1, trainees will have developed the skills and knowledge to: <ul style="list-style-type: none"> plan and teach science learning activities with small groups and understand how to use questions and elicitation activities to explore children’s understanding and misconceptions. be confident in their science subject knowledge in several curriculum areas and have explored a range of related pedagogy. be aware of the five types of scientific enquiry and how these can be included in classroom activities.

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Science curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2 , “ how to ... ”:	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Purpose of study/aims	<ul style="list-style-type: none"> children who are excited and curious about science and see that it is relevant to themselves and their lives, are more likely to learn more and remember more from science lessons and more likely to continue to study science in the future. 	Strand B Provide opportunity for all pupils to experience success: <ul style="list-style-type: none"> Plan lessons and lesson sequences that develop children’s curiosity and link science to children’s lives using real-life examples and relevant role models. 	<ul style="list-style-type: none"> How could you link the lesson to real life? Could you include a science role model in the lesson? What open questions would get the children thinking? Don’t answer questions immediately. Give children time to discuss. What do the children think? Do they agree/disagree with other children’s answers?
Scientific knowledge and conceptual understanding	<ul style="list-style-type: none"> ongoing monitoring and improvement of their subject knowledge will develop confidence and accuracy in their teaching. 	Strand C Deliver a carefully sequenced and coherent curriculum: <ul style="list-style-type: none"> teach science accurately and with confidence. 	<ul style="list-style-type: none"> How could you improve your knowledge of this subject? You could revise this topic on ReachoutCPD.com. Have a look at this topic in the core textbook, Essential Primary Science.
	<ul style="list-style-type: none"> lessons that elicit and address pupils’ misconceptions increase pupil retention and understanding. 	Strand B Stimulate pupil thinking and check for understanding; <ul style="list-style-type: none"> plan and teach lessons that elicit children’s misconceptions. Strand B Plan effective lessons: <ul style="list-style-type: none"> plan lessons that address common misconceptions. 	<ul style="list-style-type: none"> Could you use a concept cartoon to stimulate discussion? Try giving children some true/false statements to discuss in groups. Have a look at common misconceptions listed in the core textbook, Essential Primary Science. What practical activity/evidence could you use to prove that the misconception is wrong?
Assessment	<ul style="list-style-type: none"> effective teaching requires ongoing assessment coupled with structured feedback to pupils. 	Strand D Check prior knowledge and understanding during lessons; <ul style="list-style-type: none"> assess pupils’ attainment in science using a variety of techniques and activities. Strand D Provide high-quality feedback; provide specific guidance on how to improve <ul style="list-style-type: none"> work out pupils’ next steps to make progress. 	<ul style="list-style-type: none"> Which children are not meeting the expected standard? Which children are exceeding the expected standard? Have a look at the PLANassessment.com website for exemplification of the expected standard in this topic. Can you use the SOLO Taxonomy to work out how to help children make progress (Uni science assessment session).

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Science curriculum themes SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 2 , “ how to ... ”:	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
Nature, processes and methods of science	<ul style="list-style-type: none"> lessons can be planned to ensure that pupils investigate using the five types of scientific enquiry across the year. 	Strand C Deliver a carefully sequenced and coherent curriculum; <ul style="list-style-type: none"> plan sequences of lessons to include different types of scientific enquiry. 	<ul style="list-style-type: none"> What type of scientific enquiry was used; fair testing, research, observing changes over time, pattern spotting or classification/identification? Do your other lesson plans include some of the other types of enquiry?
	<ul style="list-style-type: none"> supporting pupils’ understanding of the process of science enquiry will develop a degree of autonomy in planning and completing investigations. 	Strand C Support pupils to build increasingly complex mental models; <ul style="list-style-type: none"> develop agency by using supporting structures to allow pupils a degree of control in investigational work. 	<ul style="list-style-type: none"> For a fair test, teach children to ‘Change one thing, measure one thing, keep the rest the same’. (Thing = variable) Try writing each variable on a sticky note and using an investigation planner to move them around to plan different investigations (E.G. Fair Test Fatima - Uni session Working Scientifically)
Spoken Language	<ul style="list-style-type: none"> effective lessons provide opportunities to use scientific language orally including in discussion of concepts, procedures, investigation results and conclusions. 	Strand B Plan effective lessons: <ul style="list-style-type: none"> plan and teach lessons that use meaningful and focussed peer/whole class discussion to maximise the impact on learning. 	<ul style="list-style-type: none"> Have you identified key vocabulary for the lesson in your planning? Put the key words for the lesson on display. Go through the words with the children. Plan meaningful discussion activities into lessons wherever possible.
School Curriculum	<ul style="list-style-type: none"> the effective development of subject knowledge learning objectives will build on pupils’ prior knowledge. the effective development of working scientifically learning objectives will be linked to a science concept. 	Strand B Help pupils apply knowledge and skills to other contexts; <ul style="list-style-type: none"> plan lessons and lesson sequences that deepen pupils’ subject knowledge and their working scientifically skills in context. 	<ul style="list-style-type: none"> Don’t try to develop science skills out of context. Which types of working scientifically could this science topic be used to develop? Fair testing, research, observing changes over time, pattern spotting or classification/identification? Eg. The topic of space is good for practicing research skills and pattern spotting but not so good for fair testing.
			Impact: By the end of the course, trainees will have developed the skills and knowledge to: <ul style="list-style-type: none"> be able to plan and teach sequences of lessons that include both subject knowledge and scientific enquiry learning objectives. be able to assess pupil progress against relevant expectations. have a degree of enthusiasm for science that they can share with children to stimulate interest and motivation in the subject.

Foundation subjects

RE

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Religious education (RE) SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> ✦ In the first semester trainees are introduced to the profession and learn to establish the foundations of being an RE teacher. They start to develop skills in behaviour for learning RE, and the principles for planning, teaching and assessing in RE. ✦ The RE curriculum is locally determined by each Standing Advisory Council on RE (SACRE), which is responsible for producing its local Agreed Syllabus for RE. ✦ Maintained schools and many voluntary controlled schools are required to follow their locally Agreed Syllabus. ✦ In 2013, a new non-statutory Curriculum Framework for RE in England was developed by the RE Council for England and Wales (REC) and was designed to guide Local Authority SACREs, academies, free schools, providers of RE in schools with a religious character and governing bodies. ✦ the key aims and objectives for RE are outlined in the locally Agreed Syllabus for RE which the school is linked to 	<p>Strand B build on pupils’ prior knowledge and plan effective lessons by</p> <ul style="list-style-type: none"> ✦ selecting the appropriate level of RE knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of non-statutory framework or curriculum. <p>Strand C help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> ✦ include links to other curriculum subjects where appropriate <p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency:</p> <ul style="list-style-type: none"> ✦ use accurate subject knowledge of the religion that they are teaching 	<ul style="list-style-type: none"> ✦ Have you read the school’s RE Scheme of work and seen the learning objectives for the class that you are teaching? Have you any questions about this? ✦ Can you identify any cross curricular inks between the RE you are teaching this placement and the school’s PSHE curriculum? ✦ Have you researched the relevant subject knowledge to teach the RE planned for your placement e.g. Hinduism? If you need more information please check the links and resources that the school has as well as the resources on your university’s Blackboard site for RE. ✦ Can you use any of the Kagan structure and ideas from RE session 1 in your RE planning and teaching this placement?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Religious education (RE) SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> ✦ essential knowledge in RE includes learning religions and worldviews in local, national and global contexts, to discover, explore and consider different questions about meaning and purpose in life, beliefs about God. ✦ Teaching of RE should enable pupils to develop their ideas, values and identities. ✦ Teaching of RE should develop in pupils an aptitude for dialogue to participate positively in our society with its diverse religions and world views. ✦ Teaching of RE should develop skills in pupils to understand, interpret and evaluate texts, artefacts, sources of wisdom and authority. ✦ Teaching of RE should enable pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. ✦ Essential knowledge includes children being taught about different places of worship for the following faiths: <ol style="list-style-type: none"> a) Islam b) Christianity c) Judaism d) Hinduism e) Sikhism ✦ RE can be taught in a variety of different ways, including the use of speaking and listening activities, peer-discussion and Kagan structures. ✦ cross curricular links can be made between RE and PSHE 	<p>Strand B plan effective lessons, making good use of expositions, and modelling to stimulate pupil thinking:</p> <ul style="list-style-type: none"> ✦ use a range of appropriate strategies and resources to teach about the particular religion for the unit <p>Strand D Provide high quality feedback</p> <ul style="list-style-type: none"> ✦ during and after lessons <p>Strand D Check prior knowledge and understanding during lessons</p> <ul style="list-style-type: none"> ✦ by using a variety of AfL techniques and activities 	<p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> ✦ plan, teach and assess an effective lesson or series of effective lessons in RE ✦ pupils make progress in PE in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Religious education (RE) SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> 🟡 In the second semester trainees deepen their understanding of their teaching of RE and start to develop agency so that they can have an impact on pupils' learning. In this way they are enriching and enhancing their development as RE teachers. 🟡 there are key features of the main faiths 🟡 there are 3 key aspects for the teaching of RE <ul style="list-style-type: none"> a) thinking about religion and belief b) enquiring, investigating and interpreting religious beliefs and faiths c) reflecting evaluating and communicating an understanding of these beliefs and faiths 🟡 the 3 aspects of teaching RE can be used as assessment criteria 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency;</p> <ul style="list-style-type: none"> 🟡 to teach the key features of the main faiths e.g. <ul style="list-style-type: none"> a) <i>places of worship</i> b) <i>faith leaders</i> c) <i>holy books</i> d) <i>main festivals</i> e) <i>key religious symbols</i> f) <i>prayer rituals</i> <p>Strand B Stimulate pupil thinking and check for understanding;</p> <ul style="list-style-type: none"> 🟡 to ask questions to interrogate the 6 key features of the main faiths. <p>Strand D Check prior knowledge and understanding during lessons and provide high-quality feedback;</p> <ul style="list-style-type: none"> 🟡 to use an assessment proforma to plan an assessment activity; check and respond to prior knowledge and understanding during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> 🟡 Do you know how to access the school's RE scheme of work and use it to plan your RE lessons for this placement 🟡 Are you able to write appropriate learning objectives and success criteria for RE so that you can assess pupil progress? 🟡 Have you researched the main faith that you are teaching this term drawing on resources from both your placement school and the university blackboard site? 🟡 Have you included the key features of teaching that faith including; <ul style="list-style-type: none"> a) <i>places of worship</i> b) <i>faith leaders</i> c) <i>holy books</i> d) <i>main festivals</i> e) <i>key religious symbols</i> f) <i>prayer rituals</i> 🟡 Talk me through the assessment opportunities you have planned for this lesson /this sequence of lessons and what you are looking for in terms of progress and learning. <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.</p>

PE

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Physical education (PE) SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1, “how to ...” :	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
	<ul style="list-style-type: none"> In the first semester trainees are introduced to the profession and learn to establish the foundations of being a PE teacher. They start to develop skills in behaviour for learning PE, and the principles for planning, teaching and assessing in PE. the key aims and objectives for PE are outlined in the national curriculum for KS1 and KS2. the essential knowledge for trainees to teach pupils at KS1 and KS2 start with the development of fundamental movement skills individually and with others, engaging in competitive and co-operative physical activities. At KS2 trainees learn to teach pupils apply a broader range of skills linking them to make sequences. They should communicate, collaborate and compete with each other. They should learn how to evaluate their own success and how to improve. 	<p>Strand C Deliver a carefully sequenced and coherent curriculum</p> <ul style="list-style-type: none"> by selecting the appropriate level of specific PE knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the PE NC. <p>Strand A establish effective routines and expectations by</p> <ul style="list-style-type: none"> using appropriate behaviour management strategies; eg stop techniques, limitations of space, effective organisation for the distribution and collection of equipment, clarity over the use of space and expectations of pupil interaction. <p>Strand B plan effective lessons by</p> <ul style="list-style-type: none"> using the recommended lesson structure to plan and deliver their PE lessons; during on-placement experiences, observe expert colleagues break tasks down into constituent components in a PE lesson; practise, rehearse and receive feedback. 	<ul style="list-style-type: none"> Do you know where to find the learning objectives in the PE national curriculum for this PE unit? If not please read the school's scheme of work for this PE unit and the national curriculum which is on the PE blackboard site. Have you decided what your stop technique is going to be in PE? Do you know where the PE equipment is stored and have you considered how you are going to set the equipment up and put it away? Are you including the pupils in this safely? Have you read associated risk assessments for PE from the school policy? Have you decided which behaviour management strategies, rewards and sanctions you are going to use in PE? If not perhaps you can adapt some of the classroom strategies that you have been using to the outside/hall/gym. You could always observe me or another teacher, teaching PE and use some of those strategies. Have you considered your use of space eg in the playground for your PE lesson? Where are the boundaries of the pupils? Have you extended challenge in the lesson from simple movement to more complex sequences of action?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Physical education (PE) SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> 🟡 specific behaviour management techniques and organisation should be applied to PE lessons 🟡 the key points which should be considered when planning a PE lesson: 🟡 Use the following behaviour management strategies: <ul style="list-style-type: none"> a) <i>Ensuring that there is a clear lesson structure (warm up, main activity, cool down)</i> b) <i>Establishing what equipment is needed and knowing where it will be placed for safe, effective transitions</i> 🟡 Use the STEP model for planning differentiation and progression eg S – space, T – task, E – equipment, P-people 	<div> Strand B Avoid overloading working memory and use retrieval practice by <ul style="list-style-type: none"> 🟡 using the STEP model to plan for differentiation and progression; give clear instructions; use and repeat specialist PE vocabulary; model activities and skills; 🟡 offer opportunities to practice, rehearse actions and sequences so that they become embedded in the long term memory and muscle memory </div> <div> Strand B meet individual needs of pupils by <ul style="list-style-type: none"> 🟡 discussing and analysing with expert colleagues when to intervene within lessons (with individuals and groups) to develop PE skills eg creating a smooth sequence of the forward roll with a clear start and end point; using the STEP model to plan and deliver lessons </div> <div> Strand D Provide high quality feedback <ul style="list-style-type: none"> 🟡 during and after lessons, possibly using video for self and peer assessment </div> <div> Strand D Check prior knowledge and understanding <ul style="list-style-type: none"> 🟡 during lessons by using a variety of AfL techniques and activities for example elicitation exercises and peer and self-assessment </div>	<ul style="list-style-type: none"> 🟡 Have you modelled the activity to the pupils? 🟡 Can you plan your PE lessons during this teaching practice using the structure taught to you in your PE session 1. If not check the ppt, and video of the session is on Blackboard as well as 2 exemplar lesson plans. 🟡 Can you adapt your lesson plan to make the tasks easier and harder using the STEP model that was taught to you in your first PE session? If you are not sure the ppt, and video of the session is on Blackboard as well as 2 exemplar lesson plans. 🟡 Have you provided opportunities in the lesson for pupils to evaluate their progress and supported them in how to improve? <p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> 🟡 plan, teach and assess an effective lesson or series of effective lessons in PE. 🟡 Ensure that pupils make progress in PE in a lesson or across a series of lessons 🟡 Ensure that a P.E lesson can be adapted, when needed, using the STEP model. 🟡 Have an established and effective behaviour management strategy and stop/ start technique for P.E lessons.

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Physical education (PE)	In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in Semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...” :
SEMESTER 2	<ul style="list-style-type: none"> They will build on their prior knowledge about teaching PE from Semester 1 as well as their first long placement experience to deepen their knowledge and skills to teach PE. In this way they can have an impact on pupils' learning and are enriching and enhancing their development as PE teachers. They will draw on practical learning, experience and theory to inform their planning, teaching and assessing of PE. Trainees know the importance of dressing appropriately for PE as they are role models for pupils. Trainees know the importance of health and safety in their PE lessons. They will use key learning objectives, success criteria and assessment milestones to plan, deliver and assess a P.E activities delivered to small groups of children. 	<p>Strand C Deliver a carefully sequenced and coherent curriculum by</p> <ul style="list-style-type: none"> selecting the appropriate level of specific PE knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the PE NC building on the prior knowledge gained in their first teaching practice as well as subsequent training in a variety of contexts. using the national curriculum, school schemes of work to write appropriate learning objectives and success criteria for PE. <p>Strand A establish effective routines and expectations by</p> <ul style="list-style-type: none"> managing behaviour effectively in PE using a range of strategies and an appropriate stop technique ensuring pupils' safety in PE lessons, including use of space, equipment and appropriate PE kit. <p>Strand B model effectively & meet individual needs</p> <ul style="list-style-type: none"> by discussing and analysing with expert colleagues the application of the STEP model for differentiation to ensure pupils can recall the process in a learning episode eg steps involved in learning a forward roll. 	<ul style="list-style-type: none"> Do you know where to find the learning objectives in the PE national curriculum for this PE unit? If not please read the school's scheme of work for this PE unit and the national curriculum which is on the PE blackboard site. Are you able to write clear learning objectives and success criteria from this document and other school or purchased schemes of work? Did the stop technique which you used previously work? If so are you going to continue using it or would you like to experiment with something that you think might be more effective? What were the behaviour management strategies that you used on SE1 and were they effective? If not what other strategies might you try? To ensure that the pupils are healthy and safe in your PE lessons how are you going to <i>use the space that you have available safely? Plan for the safe distribution and collection of PE equipment? Ensure that clothing for PE is appropriate?</i> How effective did you find the STEP model for PE in your last placement. How might you use it in your PE lessons so that pupils are able to work at an appropriate level How might you use the milestone document to stretch and challenging pupils?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Physical education (PE) SEMESTER 2	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in Semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
continued...	<ul style="list-style-type: none"> They will reflect on the effectiveness of these PE activities. They will use develop their knowledge of the curriculum using differentiation, and behaviour management to develop their skills and knowledge to teach PE. They will use P.E assessment criteria to and actively assess children against 	Strand D assessment <ul style="list-style-type: none"> learn how to plan formative assessment tasks linked to lesson objectives and think ahead about what would indicate understanding eg using assessment milestones in gymnastics comparing against the national averages of working towards, at and above check and respond to prior knowledge and understanding during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> Can you plan appropriate assessment tasks linked to the learning objectives and success criteria so that you are clear about pupil progress? Talk me through the assessment opportunities/tasks you have planned for this lesson/this sequence of lessons and what you are looking for in terms of progress and learning. Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.

HISTORY

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
History SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1 , “ how to ... ”:	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
	<ul style="list-style-type: none"> In the first semester trainees are introduced to the profession and learn to establish the foundations of being a history teacher. They start to develop skills in behaviour for learning, and the principles for planning, teaching and assessing in history. the key aims and objectives for History are outlined in the national curriculum for KS1 and KS2. it is important to have a well-planned History subject curriculum with continuity and progression, and how to make sophisticated cross curricular links where appropriate. teaching primary History requires an understanding of essential knowledge, skills, language and concepts the essential knowledge at KS1 includes <ol style="list-style-type: none"> developing an awareness of the past, using words and phrases relating to the passing of time. know where the people and events they study fit chronologically identify similarities and differences between ways of life in different periods. use a wide vocabulary of everyday historical terms. ask and answer questions, choosing sources to show that they know and understand key features of events. understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<p>Strand B build on pupils’ prior knowledge and plan effective lessons by;</p> <ul style="list-style-type: none"> select the appropriate level of history knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 History NC. plan and teach History using appropriate resources, artefacts, sources and resources which allow pupils to access the learning about that period in history <p>Strand B avoid overloading working memory and increase likelihood of material being retained;</p> <ul style="list-style-type: none"> present their teaching in a variety of engaging and simulating ways and allow pupils to present their learning in a variety of ways. Ensure visual or written resources are not too detailed Information is shared and delivered in chunks and sequenced correctly Use a range of modes of delivery to teach eg artefacts, video, audio, texts, images, drama etc 	<ul style="list-style-type: none"> Do you know where to find the learning objectives in the History national curriculum for this History unit? If not, check the History national curriculum which is on your History blackboard site. Do you know what the essential knowledge is for this History unit? Have you researched this? If not please read the school scheme of work or medium term plans for the History unit, resources, websites and text books we use. Also, you can refer back to resources on the university Blackboard site. Do you know what skills you need to teach the pupils to access the knowledge that the need for this History unit? Eg interrogating an artefact, using a timeline, using a map, researching online etc? Have you included opportunities for pupils to share their findings, discuss, debate and defend their position? Have you included the following points in your History planning?: <ol style="list-style-type: none"> <i>chronology for the unit you are teaching</i> <i>the key historical events in this unit</i> <i>cause & effect and any notable people involved</i> <i>any impact locally, nationally or international as a result of these events? Eg if teaching the Peterloo massacre the subsequent changes in the laws</i> <i>skills pupils need to develop</i> <i>subject specific vocabulary</i> <i>any cross curricular links (if relevant) with other national curriculum subjects</i>

continued overleaf...

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
History SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> 🟡 The essential knowledge at KS2 includes <ul style="list-style-type: none"> a) developing a chronologically secure knowledge and understanding of British, local and world history b) noting connections, contrasts and trends over time and develop the appropriate use of historical terms c) addressing and sometimes devising historically valid questions about change, cause, similarity and difference, and significance d) constructing informed responses that involve thoughtful selection and organisation of relevant historical information. e) understanding how our knowledge of the past is constructed from a range of sources. 🟡 answering the following questions will help them to plan and teach history: <ul style="list-style-type: none"> a) <i>What subject knowledge do the pupils need to know?</i> b) <i>What skills do the pupils need to develop?</i> c) <i>What history specific language do the pupils need to learn?</i> d) <i>Are there any cross-curricular links between other national curriculum subjects?</i> 🟡 pupils should use information, sources and artefacts to interrogate the questions raised in their History unit. 🟡 pupils can present their outcomes in a variety of ways. 🟡 there should be high expectations for pupils e.g. the standard of writing in History should be the same as their standard of writing in English lessons. 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency;</p> <ul style="list-style-type: none"> 🟡 include accurate subject knowledge, skills, language and concepts in teaching History including the key concepts of: <ul style="list-style-type: none"> a) <i>understanding chronology</i> b) <i>knowledge and understanding of key events in history, their cause and effect and the notable people involved</i> c) <i>how events, decisions, new discoveries and new technologies affect people and places locally, nationally and globally.</i> <p>Strand C Help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> 🟡 Include links to other curriculum subjects where appropriate <p>Strand C develop pupils’ literacy:</p> <ul style="list-style-type: none"> 🟡 know that the standard of writing should be as high in History as it is in English <p>Strand D Provide high quality feedback</p> <ul style="list-style-type: none"> 🟡 during and after lessons <p>Strand D Check prior knowledge and understanding during lessons</p> <ul style="list-style-type: none"> 🟡 by using a variety of AfL techniques and activities 	<ul style="list-style-type: none"> 🟡 Have you selected appropriate and engaging resources, sources, artefacts, film, audio, documents and books for the pupils to interrogate? 🟡 Have you thought of a range of ways that the pupils can present their history learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc 🟡 Do you think that the standard of writing produced by the pupils in History is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in History. 🟡 Have you identified the specific history vocabulary that that you are using to teach history this term? <p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> 🟡 plan, teach and assess an effective lesson or series of effective lessons in History 🟡 pupils make progress in history in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
History SEMESTER 2	In the provider led taught curriculum, trainees have "learned that..." and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in Semester 2, "how to ..." :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further "learn how to..." :
	<ul style="list-style-type: none"> ● In the second semester trainees deepen their understanding of their teaching of history through the agency of a lead history teacher. They start to develop agency so that they can have an impact on pupils' learning. In this way they are enriching and enhancing their development as history teachers. ● Real and virtual historical artefact can be used to interrogate a period of history ● There are a range of pedagogical approaches to history which can be used to plan your lessons ● Questioning is a vital tool for teachers and pupils in interrogating historical artefacts 	<p>Strand B plan effective lessons, making good use of exposition and effective modelling to stimulate pupils' thinking;</p> <ul style="list-style-type: none"> ● To guide children to interrogate an historical artefact and generate descriptive language eg adjectives. ● use an historical artefact to encourage pupils to ask interesting and appropriate questions and use these questions to help identify the artefact ● plan teaching activities using a range of pedagogical approaches to ensure pupils learn accurate historical vocabulary to describe periods in time, places and objects ● use a range of drama techniques eg conscientious alley to teach history and enable pupils to understand historical concepts, issues from a range of perspectives from the key players ● use a range of artefacts over time and make a timeline eg using a washing line of football shirts from one club over the last 100 years and put the shorts in chronological order ● use an archaeological dig in the classroom by displaying a range of artefacts on the desk covered with a cloth and allowing the pupils to interrogate the artefacts and draw conclusions ● compare and contrast historical periods eg through the use of newspapers from different times, noting differences and similarities 	<ul style="list-style-type: none"> ● Do you know where to find the learning objectives in the History national curriculum for this History unit? If check the History national curriculum which is on your History blackboard site. ● Do you know what the essential knowledge is for this History unit? Have you researched this? If not please read the school scheme of work or medium term plans for the History unit, resources, websites and text books we use. Also, you can refer back to resources on the university Blackboard site. ● Do you know what skills you need to teach the pupils to access the knowledge that the need for this History unit? Eg interrogating an artefact, using a timeline, using a map, researching online etc? ● Have you considered using drama to teach some of the learning objectives? ● Have you considered how some of the drama activities that you have planned in your History teaching could be used to stimulate high quality writing? ● Have you included the following points in your History planning? <ul style="list-style-type: none"> a) <i>chronology for the unit you are teaching</i> b) <i>the key historical events in this unit</i> c) <i>cause and effect and any notable people involved</i> d) <i>any impact locally, nationally or international as a result of these events?</i> e) <i>skills pupils need to develop</i> f) <i>subject specific vocabulary</i> g) <i>any cross curricular links (if relevant) with other national curriculum subjects</i> ● Have you selected appropriate and engaging resources, sources, artefacts, film, audio, documents and books for the pupils to interrogate?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
History SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> ● To understand the importance of timelines in understanding chronology in history ● Drama is an effective tool in teaching history and can be used to stimulate high quality writing ● A range of resources can be used to compare and contrast different historical periods 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency;</p> <ul style="list-style-type: none"> ● teach pupils the historically accurate name for a historical artefact; use the concepts of form and function to interrogate a historical artefact <p>Strand C Help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> ● use cross curricular activities such as drawing in art to present information about the form and function of an artefact <p>Strand C develop pupils’ literacy:</p> <ul style="list-style-type: none"> ● To use the outcomes of the historical drama techniques to stimulate high quality writing <p>Strand D</p> <ul style="list-style-type: none"> ● check and respond to prior knowledge and understanding during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> ● Have you thought of a range of ways that the pupils can present their history learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc ● Do you think that the standard of writing produced by the pupils in History is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in History. ● Talk me through the assessment opportunities/tasks you have planned for this lesson/this sequence of lessons and what you are looking for in terms of progress and learning. <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.</p>

GEOGRAPHY

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Geography SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> 🟡 In the first semester trainees are introduced to the profession and learn to establish the foundations of being a teacher of geography. They start to develop skills in behaviour for learning, and the principles for planning, teaching and assessing in geography. 🟡 the key aims and objectives for Geography are outlined in the national curriculum for KS1 and 2. 🟡 It is important to have a well-planned Geography subject curriculum with continuity and progression, and make cross curricular links where appropriate. 🟡 Essential knowledge to teach geography includes: <ul style="list-style-type: none"> a) <i>Drawing out important geography concepts or identifying misconceptions.</i> b) <i>Remembering the names of places eg including the principal cities of the United Kingdom and major world oceans.</i> c) <i>Understanding scale.</i> 	<p>Strand B build on pupils’ prior knowledge:</p> <ul style="list-style-type: none"> 🟡 select the appropriate level of geography knowledge, skills, tasks and resources to meet the progressions between KS1 and KS2 of the Geography NC. <p>Strand B plan effective lessons, making good use of exposition and effective modelling to stimulate pupils’ thinking:</p> <ul style="list-style-type: none"> 🟡 explore the enquiry-based approach to teaching Geography, using local fieldwork as an example 🟡 use an enquiry-based approach to teaching Geography including the application of skills in observing, collecting, analysing, mapping and communicating geographical information. 🟡 plan to use a range of ways that pupils can present their learning eg video, art, photos, diagrams, presentations and writing 	<ul style="list-style-type: none"> 🟡 Do you know where to find the learning objectives in the Geography national curriculum for this Geography unit? If not please signpost them to the Geography national curriculum which is on the Geography blackboard site. There are also a range of other resources that trainee can use there. 🟡 Could you use the school grounds or the immediate locality to do some fieldwork? Think back to the fieldwork activity that we did in University in the first semester. 🟡 Have you included the following points in your geography planning? <ul style="list-style-type: none"> a) <i>subject knowledge</i> b) <i>skills pupils need to develop</i> c) <i>geography vocabulary</i> 🟡 Have you thought of a range of ways that the pupils can present their geography learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Geography SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<p>d) <i>Teaching important geographical skills like using maps, atlases, globes and digital mapping, using locational and directional language, using aerial photographs, devising maps, using Ordnance Survey maps and fieldwork.</i></p> <p>e) <i>When pupils are constructing their own plans or maps teach them to do this accurately using the conventions followed by geographers, such as the use of scale.</i></p> <p>f) <i>Using globes, atlases and maps available in their placement schools during teaching practice.</i></p> <p>g) <i>Doing some fieldwork at both KS1 and KS2.</i></p> <p>🟡 the following key questions should be considered when planning a geography unit:</p> <p>a) <i>What subject knowledge do the pupils need to know What skills do the pupils need to develop? (Eg map reading skills)</i></p> <p>b) <i>What geography specific language do the pupils need to learn?</i></p> <p>c) <i>Are there any cross-curricular links between other national curriculum subjects?</i></p> <p>🟡 pupils can present their outcomes in a variety of ways.</p> <p>🟡 there should be high expectations for pupils e.g. the standard of writing in Geography should be the same as their standard of writing in English lessons</p>	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency:</p> <p>🟡 Include accurate subject knowledge, skills, language and concepts for teaching primary Geography, including the key concepts of space, scale and place.</p> <p>🟡 include contextual world knowledge of locations, places and geographical features in their geography teaching where appropriate</p> <p>🟡 include the conditions, processes and interactions that explain features and distributions, patterns and changes over time and space in their geography teaching where appropriate</p> <p>🟡 include geography specific language in their teaching</p> <p>Strand C develop pupils’ literacy:</p> <p>🟡 have equally high expectations for the standard of English in Geography writing</p> <p>Strand D Provide high quality feedback</p> <p>🟡 during and after lessons</p> <p>Strand D Check prior knowledge and understanding during lessons</p> <p>🟡 by using a variety of AfL techniques and activities</p>	<p>🟡 Do you think that the standard of writing produced by the pupils in Geography is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in Geography.</p> <p>🟡 Have you identified the specific geography vocabulary that that you are using to teach geography this term?</p> <p>Impact: by the end of the first placement trainees should be able to:</p> <p>🟡 plan, teach and assess an effective lesson or series of effective lessons in Geography.</p> <p>🟡 pupils make progress in geography in a lesson or across a series of lessons</p>

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Geography SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> ● In the second semester trainees deepen their understanding of their teaching of geography using a particular focus on map reading skills. They start to develop agency so that they can have an impact on pupils' learning. In this way they are enriching and enhancing their development as geography teachers. ● Ofsted reports highlight the strengths and weakness of primary Geography teaching and are a useful tool ● Geography progression grids across key stages and year groups are a useful milestone to use in planning and assessment ● There 4 strands of geography knowledge from the National Curriculum <ol style="list-style-type: none"> a) Locational knowledge eg name and locate places; positioning systems b) Place knowledge eg the connection and location and/or physical and/or human geography processes with personal experience c) Environmental, physical and human geography eg migration, glaciation, climate change d) Geographical skills and fieldwork – eg using maps and globes; collecting first hand evidence ● There is progression across KS1 and KS2 in teaching map work skills 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency;</p> <ul style="list-style-type: none"> ● know how to use explore map reading activities and skills (paper based and online); know how to use of technological/digital resources in teaching primary geography <p>Strand C Help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> ● know how to use a cross curricular approach to teaching geography <p>Strand B avoid overloading working memory and increase likelihood of material being retained;</p> <ul style="list-style-type: none"> ● know how to use cognitive load to plan the structure, resources and pace used in teaching geography <p>Strand D Check and respond to prior knowledge and understanding</p> <ul style="list-style-type: none"> ● during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> ● Do you know where to find the learning objectives for Geography which you are teaching on this placement? E.g. school's scheme of work or national curriculum. ● Are you able to write clear learning objectives and success criteria from this document and other school or purchased schemes of work? ● Can you plan appropriate assessment tasks linked to the learning objectives and success criteria so that you are clear about pupil progress? ● Have you drawn on the progression grids and the national curriculum for Geography which are available on the university Blackboard site? ● Have you considered how you can plan for differentiation and progression in the teaching of mapwork eg start by map drawing on the desk, then the classroom and then extending to the school grounds? ● Have you considered using a variety of digital resources to help you teaching mapwork eg google aps, ipads, tablets, digi maps etc? What might you have to consider when planning for their use? ● Have you included the following points in your geography planning? <ol style="list-style-type: none"> a) <i>subject knowledge</i> b) <i>skills pupils need to develop</i> c) <i>geography vocabulary</i> ● Have you thought of a range of ways that the pupils can present their geography learning to you? If not, you could suggest, writing, photos, videos, presentations, artwork etc ● Have you thought how you can make cross curriculum links between Geography and other subjects? ● Do you think that the standard of writing produced by the pupils in Geography is as high as in their English lesson? If not ask the trainee to consider how they can raise the expectation for writing in Geography. <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.</p>

COMPUTING

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Computing SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> 🟡 In the first semester trainees are introduced to the profession and learn to establish the foundations of being a computing teacher. They start to develop an understanding of the computing curriculum and the principles for planning, teaching and assessing in computing. 🟡 the key aims and objectives for computing are outlined in the national curriculum for KS1 and KS2. 🟡 the essential knowledge you need to teach from the primary Computing curriculum includes 3 strands; <ul style="list-style-type: none"> a) computer science; b) information technology c) digital literacy 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency:</p> <ul style="list-style-type: none"> 🟡 apply their knowledge of the Computing curriculum by ensuring their planning and teaching relates to the 3 strands of the Computing curriculum. 🟡 select the appropriate level of programming, tasks and resources to meet the progressions between KS1 and KS2 of the Computing NC. 🟡 apply the knowledge about the 6 computational thinking skills into their planning and teaching 🟡 adhere to and teach key themes in E-safety and digital literacy <p>Strand B plan effective lessons, making good use of exposition and effective modelling to stimulate pupils’ thinking:</p> <ul style="list-style-type: none"> 🟡 use bee bots (or other programmes that their partnership school uses) to teach programming across the primary phases 🟡 plan, use and apply in their teaching unplugged teaching activities for developing pupils’ computational thinking skills 	<ul style="list-style-type: none"> 🟡 What are the 3 strands of computing and which one are you focusing on in this lesson? (see university Blackboard resources if you are not clear about this). 🟡 Where will you find the key learning objectives to teach in computing for your class? 🟡 Which strand/s are you going to teach on placement and how are you going to teach them? 🟡 How can you find out the pitch and level of your lessons so that they are appropriate to the pupils that you are teaching? 🟡 What are the 6 computational thinking skills? Which one/s are you teaching in this lesson? 🟡 What types of programming activities can you plan for the class using the resources from Barefoot Computing? 🟡 Can you plan some ‘unplugged’ programming activities from free barefoot resources which you saw in your computing lecture? 🟡 What are the key points regarding e-safety which you need to teach the pupils?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Computing SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<p>🟡 there are 7 computational thinking skills;</p> <ul style="list-style-type: none"> a) <i>logic</i> b) <i>evaluation</i> c) <i>algorithms</i> d) <i>patterns</i> e) <i>decomposition</i> f) <i>abstraction</i> g) <i>how computational thinking underpins programming</i> 	<p>Strand D Provide high quality feedback</p> <p>🟡 during and after lessons</p> <p>Strand D Check prior knowledge and understanding during lessons</p> <p>🟡 by using a variety of AfL techniques and activities</p>	<p>Strand E engage critically with research and use evidence to critique practice</p> <p>🟡 referring to the computing folder on Blackboard where you will find resources to help you plan the Computing curriculum e.g:</p> <ul style="list-style-type: none"> a) <i>PowerPoint slides from your computing sessions</i> b) <i>a recording of the computing lecture</i> c) <i>links to the Barefoot Computing website</i> d) <i>resources for planning computing</i> e) <i>the Primary National Curriculum</i> f) <i>using the statutory requirements for teaching this subject</i> g) <i>the national assessment standards</i> h) <i>model curricula</i> i) <i>DfE documents and Ofsted research reports, relevant literature (refer to folders on BB).</i> <p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> 🟡 plan, teach and assess an effective lesson or series of effective lessons in computing 🟡 pupils make progress in geography in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Computing Semester 2	In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in Semester 2, “how to ...” :	Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...” :
	<ul style="list-style-type: none"> In the second semester trainees deepen their understanding of their teaching of computing and start to develop agency so that they can have an impact on pupils' learning. In this way they are enriching and enhancing their development as teachers of computing. there are a range of key tools for teaching programming at KS2 eg Scratch there are a range of pedagogical approaches specific to computing digital literacy is a broad field it is important to keep children safe online it is important to develop pupils into confident, competent and discerning digital citizens 	<p>Strand C Deliver a carefully sequenced and coherent curriculum which delivers fluency</p> <ul style="list-style-type: none"> Read and write a scratch code through a variety of programming challenges using the DfE and BT the Barefoot Computing resources <p>Strand B plan effective lessons, making good use of exposition and effective modelling to stimulate pupils' thinking</p> <ul style="list-style-type: none"> Model the range of pedagogical resources specific to computing; use a range of digital literacies including how to keep children safe online and when using technology <p>Strand D Check and respond to prior knowledge and understanding</p> <ul style="list-style-type: none"> during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> What are the 3 strands of computing and which one are you focusing on in this lesson? (see university Blackboard resources if you are not clear about this). Where will you find the key learning objectives to teach in computing for your class? Which strand/s are you going to teach on placement and how are you going to teach them? How can you find out the pitch and level of your lessons so that they are appropriate to the pupils that you are teaching? What are the 6 computational thinking skills? Which one/s are you teaching in this lesson? What types of Scratch programming activities can you plan for the class using the resources from Barefoot computing? How can you differentiate your scratch programming activities to stretch pupils Can you plan an assessment activity for computing with clear learning objectives and success criteria? Can you plan into your computing sessions some digital literacy eg how to keep pupils safe online? <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.</p>

MUSIC

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Music SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> the key aims and subject content for music are outlined in the national curriculum for KS1 and KS2. the school Music curriculum should include skills and knowledge progression from key stage 1 to key stage 2 music resources in schools generally include classroom instruments, recorded music for listening, web resources and published teacher resources, i.e. lesson plans and activities. there are 7 inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure 	<p>Strand C: Deliver a carefully sequenced and coherent curriculum which delivers fluency</p> <ul style="list-style-type: none"> interpret, understand the requirements of the National Curriculum for Music Incorporate the three pillars of musical understanding into sequences of music lessons: technical, constructive, expressive <p>Strand B: plan effective lessons, making good use of exposition and effective modelling to stimulate pupils' thinking</p> <ul style="list-style-type: none"> plan and teach a sequence of music lessons according to the N.C requirements. develop singing in the primary classroom, including how to find and sing a variety of age/stage-appropriate songs <p>Strand B Model singing effectively</p> <ul style="list-style-type: none"> listen, appraise and evaluate music across a range of historical periods, genres, styles and traditions locate and use online resources to support the planning, teaching and assessment of music name and know how to play the full range of classroom percussion instruments and use them effectively to teach the 7 inter-related dimensions of music 	<ul style="list-style-type: none"> Do you know where to find the learning objectives in the Music national curriculum for this unit? If not please signpost to the Music national curriculum which is on the Music blackboard site. Have you included the following points in your music planning?: <ol style="list-style-type: none"> subject knowledge specific skills pupils need to develop (linked to the 7 elements of music) music vocabulary music for appraisal What criteria did you use to select the piece(s) of music for appraisal? How does the music for appraisal link to the 7 inter-related dimensions of music? What will you ask the children to notice/comment on when they listen to this piece of music? How does this link to the composition skills you are teaching in this lesson? How does each element of your music lesson link to your main objective? How will the pupils can present their music learning to you? (e.g. through the use of pictorial models, written notation, photos, sound recordings, video...etc
	continued overleaf...		

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Music SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> the structure of a music lesson includes elements of vocal work/singing, listening/responding to and appraising recorded music, composition, evaluation subject specific vocabulary should be used in context and taught in all music lessons Music can be linked to other curriculum subjects music activities should involve children in the three interlinked skills of performance, composition and appraisal. children will need to work alone, in pairs, in small groups and larger groups to make and respond to a wide range of music. they will need to be provided with opportunities to perform to a variety of different audiences. 	<ul style="list-style-type: none"> structure a music lesson to include the following components: <ol style="list-style-type: none"> vocal warm ups 2/3 songs related to the lesson objective listen to, respond to and appraise recorded music composition using instruments <p>Strand B provide opportunity for all pupils to experience success</p> <ul style="list-style-type: none"> through performing their compositions apply the principles from a demonstration lesson to plan and teach music focusing on any of the 7 inter-related dimensions of music integrate, use and apply subject specific vocabulary in a music lesson include links to other curriculum subjects where appropriate develop behaviour management techniques to support the delivery of a music lesson <p>Strand D Provide high quality feedback</p> <ul style="list-style-type: none"> during lessons by using a variety of AfL techniques and activities for example elicitation exercises and peer and self-assessment. after lessons to evaluate progress and attainment and determine to next steps <p>Strand D Check prior knowledge and understanding during lessons</p> <ul style="list-style-type: none"> by using a variety of AfL techniques and activities 	<ul style="list-style-type: none"> How can you raise your expectations of skill development and progression in music? How will you build in challenge to stretch those exceeding expectations in your music lessons? What opportunities have you provided in the lesson for pupils to evaluate their progress? How will you support them to improve? What criteria are you using for assessment of music? Remember to refer to the music folder on Blackboard where you will find these resources to help you plan the music curriculum: <ol style="list-style-type: none"> handout from your music session a recording of the music lecture the NC for Music the DfE model Music curriculum and scheme of work <p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> plan, teach and assess an effective lesson or series of effective lessons in music. pupils make progress in music in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Music SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> Music uses a wide range of ICT equipment from the real world: microphones, CD players, i-pads, synthesizers, electronic equipment, computer programs, apps, amplifiers etc. music for appraisal should be selected from different time periods (including present day) cultures, countries, genres, genders etc and move beyond a white, European-centric world view. music is an integral part of culture, past and present that helps pupils understand themselves and relate to others 	<p>Strand B Plan effective lessons by</p> <ul style="list-style-type: none"> developing music technology for music lessons in years 1-6 e.g. using i-pads in the primary classroom know how to use apps such as Garage Band for composing <p>Strand C Deliver a carefully sequenced and coherent curriculum by</p> <ul style="list-style-type: none"> developing, refining and improving knowledge and understanding of music gained from the taught course and teaching practice in semester 1 using and applying the musical elements in composing at Key Stage 1 and Key Stage 2 know how to use and teach musical notation to children of different ages understand and plan for the organizational factors involved in teaching a music lesson plan a sequence of music lessons to develop skills and knowledge over time know and use with confidence a range of music terminology understand age-related skills progression linked to the national curriculum and model curriculum for music Make good use of resources such as BBC ten pieces for variety in music <p>Strand C Help pupils apply knowledge and skills to other contexts</p> <ul style="list-style-type: none"> by learning how to how to enhance different topics/subject teaching through music <p>Strand D Check and respond to prior knowledge and understanding</p> <ul style="list-style-type: none"> during lessons, provide high quality feedback to enable children to progress their knowledge/skills use different assessment techniques during and after a music lesson, including self and peer assessment, teacher assessment of recorded work 	<ul style="list-style-type: none"> Which musical terminology do you plan to use in this lesson? What is the composing element of this lesson? What is the performing element of this lesson? How are you planning to use IT in this sequence of lessons? Which pieces of music will you use as a starting point? Which music will you use for appraisal? What are your key questions for music appraisal? Have you referred to the BBC ten pieces website for inspiration? How will children record their work? How are you going to assess the skills/ knowledge taught in this lesson? How will you develop skills / knowledge further in your next lesson? How will you know the children have made progress in this lesson? What are you going to look for in their work? <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in: planning and teaching a series of lessons; assessing pupil progress; promoting enthusiasm and stimulating interest and motivation for this subject.</p>

ART AND DESIGN

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Art and design SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> the key aims and subject content for art and design are outlined in the national curriculum for KS1 and KS2. the school art and design curriculum should include skills and knowledge progression from key stage 1 to key stage 2 art lessons should be scaffolded to include a hook, development and application of subject specific vocabulary; demonstration of skills and modelling thought processes; using and applying skills through a practical activity; appraisal, evaluation and assessment 	<p>Strand C Deliver a carefully sequenced and coherent curriculum</p> <ul style="list-style-type: none"> by planning, resourcing and teaching a structured art lesson/series of lessons to include a clear objective; a ‘hook’; speaking and listening opportunities to develop and apply key vocabulary and generate ideas; teaching and modelling art and design skills; using and applying the skills; self and peer assessment and evaluation. <p>Strand A Establish effective routines and expectations</p> <ul style="list-style-type: none"> by developing behaviour management techniques to support the delivery of an art lesson <p>Strand B Model effectively</p> <ul style="list-style-type: none"> by using key questions when demonstrating skills and modelling thought processes: e.g. <ol style="list-style-type: none"> <i>Where shall I start my drawing/ painting /sculpture/ design...etc?</i> <i>What shall I do next?</i> <i>What shall I do if I make a mistake or want to change something?</i> <p>Strand C Help pupils apply knowledge and skills to other contexts by</p> <ul style="list-style-type: none"> linking art and design to other subjects in the curriculum where appropriate 	<ul style="list-style-type: none"> What subject specific vocabulary will you and the pupils use and apply in this lesson? (e.g. in clay work, model how to use and apply the words rolling, squeezing, pressing, pinching, cutting, indenting, scratching and blobbing, embossing, using slip) What is your hook for this lesson? Which artists / pieces will you use in this lesson? What are your key questions? What do you want the children to discuss about the chosen artworks? What materials will you need to prepare? How will you manage the resources in this lesson? Have you thought about your behaviour management techniques in this lesson? Where will the children put their work at the end of the lesson? How will you store/record/display the children’s work? How will the children evaluate/appraise their work? How will you assess their art and design skills/knowledge against the curriculum? What criteria are you using for assessment? Against what criteria will you give feedback to children in this lesson? How does your lesson align with the school’s curriculum/medium term plan for art?
continued overleaf...			

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Art and design SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> the purpose of practical demonstration in art and design is to model thought processes and to give children confidence as artists/creators everyone has their own drawing style so their drawing is not going to look exactly the same as anyone else's the use of sketchbooks is statutory in KS2 recording assessment in art can be done through photo montages or using software such as 2Simple 	<ul style="list-style-type: none"> integrate, use and apply subject specific vocabulary in an art and design lesson use sketchbooks with children to record, plan and develop drawings, patterns, designs/...etc; create mind maps for their art works <p>Strand B Stimulate pupil thinking and check for understanding</p> <ul style="list-style-type: none"> as part of the modelling and demonstration process <p>Strand A Communicate a belief in the academic potential of all pupils by</p> <ul style="list-style-type: none"> valuing and appraising their development and progress as artists and designers <p>Strand D Provide high quality feedback</p> <ul style="list-style-type: none"> during lessons by using a variety of AfL techniques and activities for example elicitation exercises and peer and self-assessment. after lessons to evaluate progress and attainment and determine to next steps <p>Strand D Check prior knowledge and understanding during lessons</p> <ul style="list-style-type: none"> by using a variety of AfL techniques and activities 	<ul style="list-style-type: none"> How will you develop these skills/this knowledge in your next lesson? How are you stretching and challenging the high attainers in this lesson? Remember to refer to the art and design folder on Blackboard where you will find resources to help you plan the art and design curriculum: <ul style="list-style-type: none"> a) PowerPoint slides from your art and design session (including how to teach drawing and painting, working with clay and making cross curricular links) b) a recording of the art and design lecture What opportunities have you provided in the lesson for pupils to evaluate their progress? How will you support them to improve? <p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> plan, resource, teach and assess an effective lesson in art and design. pupils make progress in art and design in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Art and design SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> ● There are multiple benefits to teaching children how to use different media (e.g. willow, paper, textiles) and these include: <ol style="list-style-type: none"> a) development of speaking and listening skills b) improved self esteem c) therapeutic benefits (gripping) d) self-assessment opportunities e) opportunities for team work f) opportunities for problem solving involving shape, space, measuring and predicting g) linked learning opportunities with many different areas of the curriculum such as literacy, History and Science ● In the key stage 1 national curriculum for art, pupils should be taught: <ol style="list-style-type: none"> a) to use a range of materials creatively in order to design and make products b) to analyse drawings, paintings and sculpture in order to develop and share their ideas, experiences and imagination c) to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space d) about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Strand B Plan effective lessons by </div> <ul style="list-style-type: none"> ● scaffolding the art lesson according to the step approach and linking skills/knowledge to the National Curriculum <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Strand B Provide opportunity for all pupils to experience success </div> <ul style="list-style-type: none"> ● in the art work and sculptures they design and produce. <div style="border: 1px solid black; padding: 5px;"> Strand C Deliver a carefully sequenced and coherent curriculum </div> <ul style="list-style-type: none"> ● by developing, refining and improving knowledge and understanding of art and design gained from the taught course and teaching practice in semester 1 ● by using the step model for planning and teaching art e.g.: <ol style="list-style-type: none"> a) <i>starting with a question/idea</i> b) <i>establishing a hook for interest, engagement and motivation</i> c) <i>generating ideas and developing subject specific vocabulary</i> d) <i>demonstrating /teaching skills and processes</i> e) <i>enabling pupils to use and apply these skills and processes</i> f) <i>teach reflection, self evaluation and assessment</i> g) <i>build on assessment to plan subsequent lessons</i> 	<ul style="list-style-type: none"> ● How will you develop the pupils' skills in this lesson? ● How have you planned for skills progression within the lesson / or across a series of lessons? ● How will you use the sketchbooks to develop the children's thought processes / creative ideas? ● What questions will you ask to help develop skills? ● What is the key vocabulary you need to use in this lesson? Have you indicated this on your lesson plan? ● Which resources do you need to prepare? How will you organise these? ● How will you organise the classroom for this lesson? What behaviour strategies will you use in this lesson? ● What will you use as the hook for engagement? ● Which artists and pieces of art/sculpture will you use? ● What are your key questions to stimulate discussion and evaluation of different art works? ● Talk me through the step model and explain how your lesson follows this process. ● How will you assess this lesson?
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	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Art and design SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> 🟡 In the key stage 2 national curriculum for art, pupils should be taught: <ol style="list-style-type: none"> a) to develop their techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. b) to create sketch books to record their observations and use them to review and revisit ideas c) to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] d) about great artists, architects and designers in history. 🟡 Art/sculpture for appraisal should be selected from different time periods (including present day) cultures, countries, genres, genders etc and move beyond a white, European-centric world view. 	<ul style="list-style-type: none"> 🟡 Explore how cross curricular links and learning can be made with other subjects e.g) Geography, Science, RE 🟡 develop confidence and skills in planning and teaching lessons using different media: e.g. willow, paper modelling and textiles. 🟡 Teach age-appropriate skills for working with different media (from Y1 to 6) <div style="background-color: #fff9c4; padding: 5px; border: 1px solid #ccc;"> <p>Strand D Provide high-quality feedback</p> </div> <ul style="list-style-type: none"> 🟡 on children’s art work and the process they have used to produce it 🟡 Identify how peer and self-assessment can be used in every year group to as a tool for reflection, evaluation and to drive the learning forward in future lessons 🟡 check and respond to prior knowledge and understanding during lessons, provide high quality feedback to enable children to progress their knowledge/skills 	<ul style="list-style-type: none"> 🟡 What peer / self-evaluation and assessment strategies have you build in at different stages of the lesson? 🟡 How will you store/ make a record of what the children have learnt in this lesson? How will you use this evidence to plan your next lesson? 🟡 Talk me through the series of lessons to follow this lesson. How does this fit into the bigger picture of the art curriculum? 🟡 What evidence are you drawing from to plan, teach and assess this series of lessons in art and design? <p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:</p> <ul style="list-style-type: none"> 🟡 resourcing, planning and teaching a series of lessons in art and design using a step-by-step approach embedding self and peer assessment in the creative process promoting enthusiasm for art and design with all children of all abilities to stimulate interest, motivation and confidence.

LANGUAGES

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Languages SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> the key aims and subject content for languages teaching are outlined in the national curriculum for KS1 and KS2. the school languages curriculum should include skills and knowledge progression from key stage 1 to key stage 2 learning a modern or ancient foreign language is compulsory at KS2 and beyond. children are expected to make substantial progress in one language across 4 years of KS2. the recommended time for language learning in the timetable is 40 minutes per week, however increasing this to 1 hour per week will have significant impact on pupil progress (Nuffield Foundation, 2014). 	<p>Strand B plan effective lessons by</p> <ul style="list-style-type: none"> planning for an appropriate balance of written and spoken language in a lesson in a target language <p>Strand B model effectively by</p> <ul style="list-style-type: none"> teaching children to listen attentively to spoken language and show their understanding by joining in (e.g. through practical, multi-sensory activities) use a combination of choral and individual spoken language strategies to learn to speak a target language <p>Strand B avoid overloading working memory by</p> <ul style="list-style-type: none"> including repetition of a variety of games and activities in their lessons to improve memory of a target language (e.g. how to play Simón dit / Jaques à dit; Kommando pimperle) <p>Strand A motivate pupils by</p> <ul style="list-style-type: none"> rewarding and praising progress and engagement in order to motivate pupils to learn languages give basic classroom instructions in the target languages of German, Spanish and French emphasise the accurate pronunciation of words in a language lesson (e.g. by checking online/using crib cards) select games from a bank of resources say and teach numbers 1-6 in several different languages use puppets to teach languages effectively 	<ul style="list-style-type: none"> What key vocabulary have you planned to teach in this lesson? What games will you use to teach vocabulary? How do you know you have taught the correct pronunciation? How can you raise your expectations of skill and knowledge development in languages? How are you assessing pupil progress? What criteria are you using for the assessment of languages? How will you develop this lesson further? How are you stretching and challenging pupils who attain highly in languages? How are you supporting lower attaining pupils? What links can you make with phonics teaching / English grammar? What subject specific vocabulary can you teach and develop by linking English grammar lessons with language lessons? What links can you make with other subjects? Remember to refer to the modern languages folder on BB where you will find resources to help you plan the languages curriculum: <ol style="list-style-type: none"> PowerPoint slides and handouts from your languages session a recording of the languages lecture articles for further reading
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	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Languages SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> 🟡 their place in a global society 🟡 learning a language enriches and enhances children’s cognitive development and increases capacity for critical thinking and creativity 🟡 studying languages, and understanding different language systems, can help children better understand English grammatical concepts and rules 🟡 learning about languages, cultures and traditions from other countries encourages a broader world view, an understanding of diversity and an understanding of 	<div> Strand D Provide high quality feedback <ul style="list-style-type: none"> 🟡 during lessons by using a variety of AfL techniques and activities for example elicitation exercises and peer and self-assessment. 🟡 after lessons to evaluate progress and attainment and determine to next steps </div> <div> Strand D Check prior knowledge and understanding during lessons <ul style="list-style-type: none"> 🟡 by using a variety of AfL techniques and activities </div>	<p>Impact: by the end of the first placement trainees should be able to:</p> <ul style="list-style-type: none"> 🟡 plan, teach and assess an effective lesson or series of effective lessons in languages 🟡 pupils make progress in the target language in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Languages SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> there is a progression in language learning across KS2 language teaching progresses from word learning to sentence building phonic knowledge in English can be applied to help children learn other languages accuracy in grammar for all languages must be taught from the start learning a new language is fun. e.g. games and activities lend themselves naturally to language learning. it's best to start learning languages early e.g. <i>primary pupils are very receptive to learning a new language. They are willing and able to mimic pronunciation without the inhibitions and self-consciousness of older students.</i> language learning enriches and enhances children's mental development e.g. <i>international studies have shown repeatedly that foreign language learning increases critical thinking skills, creativity, and flexibility of mind in young children.</i> 	<p>Strand B plan effective lessons:</p> <ul style="list-style-type: none"> develop, refine and improve knowledge and understanding of languages gained from the taught course and teaching practice in semester 1 teach learners to co-operate, to collaborate and listen to other trainees and staff during their modern languages curriculum sessions ensure progression in language learning e.g. from word recognition to sentence building <p>Strand B Stimulate pupil thinking and check for understanding by</p> <ul style="list-style-type: none"> planning modern languages work at a suitably high level for age and ability and to external benchmarks (such as NC achievement descriptors) that stretch and challenge all pupils <p>Strand B build trusting relationships:</p> <ul style="list-style-type: none"> establish fair, respectful, trusting, supportive and constructive professional relationships with expert colleagues understand and demonstrate the values and attitudes that they expect from pupils, respect for others, positive attitude towards learning, care for the environment and social responsibility 	<ul style="list-style-type: none"> What behaviour management techniques will you use in this lesson? Which games have you planned and what is the learning objective for each? How will you teach numbers/ colours/ animals / days of the week...etc in the target language? How do you know you are pronouncing the words accurately? How will you link pronunciation of the target language to phonics in English? How will you introduce sentences / grammar? What aspects of grammar are you focusing on in this lesson? How can you make links between the target language and English grammar? How will you stretch and challenge the high attainers in this lesson? How will you support children who are struggling? Are you clear about the type of feedback you will give children during and after this lesson? What are your assessment strategies / activities? How will you use self/peer assessment? How will the children record their work? What are you looking for? How will the children know they have achieved success? How are you building on prior learning in this lesson? How does this lesson fit into a sequence of lessons? What will you plan next? What evidence will you use to determine the objectives and content of the next lesson?
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	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Languages SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
continued...	<ul style="list-style-type: none"> it improves children’s understanding of English e.g. through studying a foreign language, grammatical concepts and rules in English become clearer. it encourages positive attitudes to foreign languages e.g. by showing children that language learning can be fun, pupils will approach secondary school language lessons with greater enthusiasm and anticipation. it broadens children’s horizons e.g. learning about festivals and traditions from countries where the language is spoken helps children appreciate other cultures so that they can take a place in our global society. 	<p>Strand A motivate pupils to learn</p> <ul style="list-style-type: none"> by teaching reading and writing in foreign languages in a manner which is practical, active and engaging e.g. through the use of language games and quizzes apply children’s phonic knowledge in English to learning another language structure grammatically accurate sentences in another language and how to teach children to do this accurately, drawing from their existing grammatical knowledge and understanding <p>Strand A demonstrate consistently high behavioural expectations</p> <ul style="list-style-type: none"> by using different behaviour management techniques to ensure productive and calm language lessons. apply their subject knowledge for different languages to accurately assess children’s learning, knowledge and progress in all year groups <p>Strand D Provide specific guidance on how to improve:</p> <ul style="list-style-type: none"> during lessons, provide high quality feedback to enable children to progress their knowledge/skills checking and respond to prior knowledge and understanding during lessons, provide high quality feedback to enable children to progress their knowledge/skills. 	<p>Impact: by the end of the course, trainees are prepared for becoming an early career teacher by being confident and competent in:</p> <ul style="list-style-type: none"> planning, teaching and assessing a series of active, and where appropriate, games-based lessons in a foreign language promoting enthusiasm for foreign languages and an understanding of the wider world with children continuing to develop their own subject knowledge, as well as their confidence and ability to teach in a target language.

DESIGN AND TECHNOLOGY

SEMESTER 1: introduction to the profession; establishing the foundations; developing skills

- ① In the first semester trainees are introduced to the profession and learn to establish the foundations of each subject. They start to develop skills in behaviour for learning pertinent for each foundation subject and learn the principles for planning, teaching and assessing.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Design and technology SEMESTER 1	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in semester 1, “how to ...”:</p>	<p>Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice.</p> <p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> the key aims and subject content for Design and Technology are outlined in the national curriculum for KS1 and KS2 the design technology school curriculum should include skills and knowledge progression from KS1 to KS2 Design and Technology aligns with other STEM curriculum subjects: (Science, technology, engineering and maths) the NC for Design and Technology includes elements of design, make, evaluate, technical knowledge, and cooking and nutrition 	<p>Strand C Deliver a carefully sequenced and coherent curriculum;</p> <ul style="list-style-type: none"> link Science with D&T e.g.: <ol style="list-style-type: none"> <i>making a roly-poly toy in DT links moving toys with forces in Science</i> <i>making electrical buggies in D&T links with teaching circuits in Science</i> <p>Strand C Develop fluency;</p> <ul style="list-style-type: none"> teach simple cardboard cylinder attachment techniques <p>Strand C Support pupils to build increasingly complex mental models;</p> <ul style="list-style-type: none"> introduce comparisons (e.g between toys with different designs) <p>Strand B Provide opportunity for all pupils to experience success:</p> <ul style="list-style-type: none"> plan a design, make, evaluate project for Y2 (e.g. roly poly toys) <p>Strand B Plan effective lessons:</p> <ul style="list-style-type: none"> structure a D&T lesson to include the elements of design, make, evaluate <p>Strand B Develop pupils’ literacy;</p> <ul style="list-style-type: none"> to use subject specific language in planning and teaching 	<ul style="list-style-type: none"> What is the hook for this lesson? What links can you make with other subjects? What resources do you need to prepare? Have you considered safety measures for the use of resources? What does this mean for you / the children? What specific behaviour management techniques will you need to employ for this lesson? How can you raise your expectations of skill and knowledge development in D&T lessons? How are you assessing the learning from this lesson? What criteria are you using for assessment? How are you recording/storing/displaying the children’s work? How will the children record their work from this lesson? Against what criteria will you give feedback to children in this lesson? Remember to refer to the design technology folder on Blackboard where you will find resources to help you plan the D&T curriculum: <ol style="list-style-type: none"> <i>PowerPoint slides from your design technology session.</i> <i>Weblinks and resources to help you plan and teach D&T.</i>
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	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Design and technology SEMESTER 1	In the provider led taught curriculum, trainees have “ learned that... ” and will develop this in a range of contexts.	Trainees have learnt , and should begin to demonstrate in a range of contexts in semester 1, “how to ...” :	Trainees will receive opportunities to practise, receive feedback, discuss and critique their teaching with expert colleagues. Trainees will draw on this to improve their subsequent practice. Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “ learn how to... ”:
continued...	<ul style="list-style-type: none"> 🟡 ‘design’ can include both large and small scale focused practical tasks 🟡 ‘make’ will include a range of outcomes depending on skill 🟡 ‘evaluate’ allows children to appraise their work in terms of: <ol style="list-style-type: none"> a) <i>what went well?</i> b) <i>what could be improved?</i> c) <i>what if you had more time?</i> 🟡 what would you do differently next time? 	<div> Strand D Check prior knowledge and understanding during lessons; <ul style="list-style-type: none"> 🟡 plan key questions into their lesson (e.g. to introduce prediction/ hypotheses, to design and plan, to assess, to evaluate); 🟡 by using a variety of AfL techniques and activities </div> <div> Strand D Provide high quality feedback <ul style="list-style-type: none"> 🟡 during lessons by using a variety of AfL techniques and activities for example elicitation exercises and peer and self-assessment. 🟡 after lessons to evaluate progress and attainment and determine to next steps </div>	<ul style="list-style-type: none"> 🟡 What opportunities have you provided in the lesson for pupils to evaluate their progress? 🟡 How will you support them to improve? Impact: by the end of the first placement trainees should be able to: <ul style="list-style-type: none"> 🟡 plan, teach and assess an effective lesson or series of effective lessons in Design Technology 🟡 pupils make progress in Design Technology in a lesson or across a series of lessons

SEMESTER 2: deepening understanding; developing agency; ensuring impact on learning; enrichment and enhancement

- ① In semester 2, trainees will build on their prior knowledge about teaching the foundation subjects from Semester 1 (gained from taught sessions and teaching on placement). They will deepen their knowledge and skills and have an impact on pupils' learning. In semester 2 they will enrich and enhance their development as teachers of foundation subjects during taught sessions and put their skills and knowledge into practice in the final long placement.

	Curriculum intent	Curriculum intent and implementation	Curriculum intent, implementation and impact
Design and technology SEMESTER 2	<p>In the provider led taught curriculum, trainees have “learned that...” and will develop this in a range of contexts.</p>	<p>Trainees have learnt, and should begin to demonstrate in a range of contexts in Semester 2, “how to ...”:</p>	<p>Examples of key questions/prompts for expert colleagues to ask trainees to help them reflect on and improve their practice and further “learn how to...”:</p>
	<ul style="list-style-type: none"> the NC for design technology and the progression framework from the Design Technology association show progressions from KS1 to KS2 in designing, making, evaluating, technical knowledge, and cooking and nutrition. As a STEM subject (Science, Technology, Engineering and Maths), Design and Technology is particularly effective when relevant and meaningful cross-curricular links are made. the cooking and nutrition strand of the national curriculum includes both knowledge and specific skills. assessment and specific feedback are essential to help pupils make progress. 	<p>Strand C Deliver a carefully sequenced and coherent curriculum;</p> <ul style="list-style-type: none"> develop, refine and improve knowledge and understanding of design technology gained from the taught course and teaching practice in semester 1 plan lessons based on the national curriculum that develop pupils' skills in designing, making, evaluating, technical knowledge, and cooking and nutrition <p>Strand C Help pupils apply knowledge and skills to other contexts;</p> <ul style="list-style-type: none"> make relevant and meaningful links between DT and other curriculum subjects. <p>Strand B Provide opportunity for all pupils to experience success:</p> <ul style="list-style-type: none"> find and evaluate resources and schemes of work and adapt these as required to match the needs of their pupils. <p>Strand B Plan effective lessons:</p> <ul style="list-style-type: none"> structure a D&T lesson to include the elements of cooking and nutrition. <p>Strand B Model effectively;</p> <ul style="list-style-type: none"> Modelling techniques to demonstrate how to work safely with tools and equipment. <p>Strand D Provide high-quality feedback;</p> <ul style="list-style-type: none"> assess pupils' progress throughout DT lessons and provide specific relevant feedback to enhance progression. 	<ul style="list-style-type: none"> How does this lesson fit in the sequence? How does it develop skills and knowledge from previous lessons? The progression framework from the Design Technology association is available in the design technology folder on Blackboard How have you adapted this resource to match your pupils' needs? Have your pupils got the skills needed to complete this activity? Does this lesson have links to other STEM subjects? Are those links relevant and meaningful? How have you/can you make those links explicit to pupils? How will you ensure pupils stay safe using this equipment? Have you included a teacher demonstration of this technique? How will you make sure all pupils can see the demonstration clearly? Seating arrangement/visualiser/small groups. How will you monitor pupils using these tools to ensure they stay safe? Have you included assessment opportunities, key questions and observation time in your lesson plans? Encourage pupils to support each other where appropriate. Ask pupils to look for peer support before asking for adult support. Remember to refer to the design technology folder on Blackboard where you will find resources to help you plan the D&T curriculum: e.g. <i>PowerPoint slides from your design technology sessions; weblinks and resources to help you plan and teach D&T.</i> <p>Impact: by the end of the course trainees will be confident and competent in:</p> <ul style="list-style-type: none"> planning, teaching and assessing a series of effective lessons in design technology. promoting enthusiasm for design technology and an understanding of its relevance in the world. continuing to develop their own subject knowledge and their confidence and ability to teach design technology.