Name:

Student ID:



This document will be referred to in your taught sessions and whilst on placement. You will share this with your PDT, UT and school mentors over your three placements.

**Sessions:** practise learning at the end of session/during your session and how you have applied your learning.

**Placement**: before planning for a particular subject review what you have done in sessions with ***your mentor.*** Plan with this in mind and apply in your teaching.

This will be used in line with Placement Progress Journal.

Assessment

You are assessed through; your assignments; the BCU Key themes; Subject Specific Learning Development Journal; Teaching Of Reading Booklet; Safeguarding Booklet; RIT process; lesson observations and targets feedback; critical incidents to include key reading; SBT Tasks; Subject-based observation feedback forms.

PGCE Primary & Early Years

Subject Specific Development Journal

**Art & Design**

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| **INITIAL ART & DESIGN REFLECTION:** |  |
| * *What is your own experience of Art & Design education prior to the PGCE course?* |  |
| * *Do you engage in any Art & Design learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Art & Design, of supporting teaching or leading on the teaching of Art & Design?* |  |
| * *Which aspects of Art & Design teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Statutory frameworks support the teaching of Art and Design in Key Stages 1 and 2 * The Programme of Study for Art and Design has 4 overarching aims (ideas, make, evaluate, knowledge) Subject content includes: materials, processes, visual elements and contextual understanding * Statutory and non-statutory frameworks support the teaching of Art and Design in EYFS. The most relevant statements are taken from: Expressive Arts and Design (ELGs Creating with Materials, Being Imaginative and Expressive) & Physical Development (ELG Fine Motor Skills) * Mark making can be applied on different surfaces with different tools. It supports children’s early drawing and drawing outcomes. * It supports the communication of their emotions and thinking, the development of their ideas and individuality. It develops their fine and gross motor skills and hand/eye coordination. It can be gestural, purposeful and experimental. * Drawing supports children’s capacities for perception, communication, invention, action * The seven elements of art (space, shape, colour, form, line, tone, texture) are the building blocks of art. Meanings, ideas and intentions can be communicated through visual and tactile language using the formal elements of art * The principles of art (movement, rhythm, pattern, emphasis, balance, unity, harmony, variety, contrast) are how children can apply the elements of art in their art making. * That the learning environment will have an impact on the progress and behaviour of all pupils when they are developing ideas and making art. It is the role of the teacher to plan what the children will learn and how, and to organise and adapt resources and the learning space (including spaces outside of the classroom) for the needs of the children in their class * In Early Years’ art children learn by leading their own play and exploration, and by taking part in play based or guided activity with adults. | **Learn how:**   * Use the aims/ content of the KS1 and KS2 POS to support planning and teaching of Art and Design * 3-7: Use the Areas of Learning and Early Learning Goals most relevant to Art and Design to support planning and teaching. * Plan/Teach activities that support and develop:   Mark making in response to different stimuli  Use of thoughtful and gestural mark making  Expressing and communicating emotion through mark making/ drawing  Develop fine motor control   * Plan/Teach activities that support the development of drawing:   Drawing warm-ups  Exploration of tone  Exploration of line  Drawing from observation   * Plan/Teach activities that support the development of children’s knowledge of:   Colour theory  Using art processes of collage, paint and mark making to respond to an artist’s work (focusing upon the elements of shape and colour, principles of movement and rhythm)   * Use examples of abstract art to develop children’s understanding of the application of colour and shape, and as an inspiration for their own artwork. * Plan/ teach activities that support and develop children’s knowledge of:   Printing techniques, tools and materials  The properties of clay, techniques and tools for building and creating art and craft works with clay   * Carefully consider the organisation of resources and structure of Art and Design lessons based on what the children will be learning, where they will be learning and how (e.g. working experimentally, teacher modelling, guided teaching, gathering ideas) * 3- 7: Plan activities to support mark making, free expression, imagination, control of tools and exploration of media and materials | 1 | 1 |
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| **Learn that:**   * That children learn in Art and Design through a combination of process led learning (experimenting/ exploring) and teacher modelling approach.   This helps develop their disciplinary knowledge (understanding of how artist’s work)   * Art and Design supports and develops children’s cognitive, social, emotional, physical, creative development * Teacher modelling in Art and Design supports and extends children’s knowledge and understanding. It can be used to learn/revisit/ extend technical artistic skills and knowledge. * Through the modelling process the children can understand the thought process of making art, the teacher can remind children of skills, techniques, elements of art to consider in their work, provide feedback, ask questions. * Asking questions encourages children to think imaginatively, articulate their ideas, consolidate understanding and use artistic vocabulary. | **Learn how:**   * That in a sequence of Art and Design lessons children need time to experiment and explore with tools, material and media * The value and purpose of Art and Design   How to develop children’s subject knowledge (substantive, disciplinary, procedural, tacit)   * Consider when modelling needs to be used and why, and how that supports children’s learning and progression. When to remove scaffolds. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * When planning a sequence of Art and Design lesson teachers need to consider:   Children’s prior learning.  What will they need to know about or more about?  What will they need to be able to do/ do better?  What will they need to be able to understand or understand more about?  Different models of progression can be used to plan and teach Art and Design.  The dimensions of progression in Art and Design include proficiency of artistic/ technical skills, understanding of art and its application, creativity and personal development   * Developing an inclusive art curriculum entails selecting appropriately challenging skills, knowledge and understanding to enable all pupils to participate fully, and to progress and demonstrate achievement. * Learning and development goals in Art and Design need to accessible and inclusive for all learners. Potential barriers to learning for individuals should be anticipated alongside a pathway to ensure these children can actively participate in the best possible way. * Progress in art and design is assessed through a variety of means and uses different kinds of evidence. Consideration needs to be given to the quality of the products that children make, the ideas they develop, the skills/ knowledge they exhibit as they use tools, media and processes, and developing knowledge of the world of art, craft and design. | **Learn how:**   * Plan for a sequence of Art and Design lessons.   Identify potential misconceptions and plan to avoid these/identify and address misconceptions which may arise  Assess pupils’ knowledge and understanding and identify next steps in learning  Adapt teaching to ensure all children are able to access learning and make progress   * Consider the needs of SEND and EAL children and how to address the potential barriers to their learning in Art and Design. * Adapt teaching according to need using different types of scaffolded support, adaptation of tools and mediums, consideration of physical space. * Plan in opportunities for formative assessment of children’s learning and progress in Art and Design/ early Art. | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Summative judgements can be used to measure children’s progress over time in Art and Design.   3-7: Evidence of progression art and design may be seen across different ELGS as well as within those which are most relevant for art and design   * Using the work of artists, craftspeople and designers can provide children with inspiration for their own making; can develop their critical thinking and can deepen their knowledge and understanding of art. * Cultural capital can both nurture inclusive communities and provide the curiosity and confidence to make connections from school to the wider world. It offers a way to create a sense of belonging dependent on the context and need. | **Learn how:**   * Draw upon a range of evidence to make summative judgements about progression in Art and Design over time * Plan for activities which support, develop and deepen children’s knowledge of art, craft and design. * Plan for activities which enable children to critically evaluate a diverse range of art and craft works * Explore what cultural capital might look like in different school contexts and how Art and Design contributes to cultural capital. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER ART & DESIGN REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**Computing**

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| **INITIAL COMPUTING REFLECTION:** |  |
| * *What is your own experience of Computing education prior to the PGCE course?* |  |
| * *Do you engage in any Computing learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Computing, of supporting teaching or leading on the teaching of Computing?* |  |
| * *Which aspects of Computing teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * secure subject knowledge is based on a knowledge of the frameworks for Computing. Computer Science, ICT and Digital Literacy compose the 3 strands of the Computing Curriculum   **•** Algorithms are systematic step-by-step approaches given to complete a task or solve a problem (via Beebots) KS1: Beebots are useful in engaging pupils in their learning and work well within cross-curricular work  **•** Programs refer to the language specific code used by programmers – contain algorithms in sequence (via Scratch Jr. & Scratch) KS1/KS2 – coding for more of a purpose as we move into KS2   * when programming, approaches such as Paired programming & tinkering helps reduce the cognitive load on children * there are subject specific Computing pedagogies that employ the Computational Thinker approach when coding – i.e. Tinkering, creating, persevering, collaborating and debugging | **Learn how:**   * Skim the NC (A4 x2) for computing and highlight any terms they are not familiar with (on screen) – find definitions for these terms – annotate   • Program Beebots within Context mats to gain deeper understanding of what algorithms are – ask and answer questions in Beebot code  • Code within Scratch Junior on iPad in pairs:  • Link to learning in another subject - animation  -Movement  -Speech (bubbles and recorded)  -Background Transition  -Add own face to sprite | 1 | 1 |
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| **Learn that:**   * Computational Thinking concepts can be taught through unplugged activities (logic, algorithms, evaluation etc.) * Computing works well in making Cross-Curricular links with other subjects and can be done through projects (Barnes 2015) * Scratch can be used for animations and drawings to support a wide variety of Cross curricular work * We can use age appropriate programmable kits (e.g. Lego Wedo 2.0) to cover certain elements of the curriculum: i.e. work with …. various forms of input and output’ * QR codes are useful tools to help classroom activities become more active, safe and engaging through use of technologies which the teacher needs to master | **Learn how:**   * Code the drawing of regular 2D polygons to gain understanding of loops and nested loops – sequence selection and repetition) – from these beginnings create ‘crystal flowers’ – links to S Papert – Constructionism & links to Computational Thinker (e.g. tinkering, debugging, creating, persevering etc.) * use different forms of input and output when working with programmable resources such as Lego WeDo2 * make CC links e.g. D&T Science , literacy and maths - project potential (ICT) * Make good use of QR codes to create active and engaging lessons when researching or participating in learning | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * There are recognised ‘SMART’ rules to help children be safe online * There are advanced search tools that can help narrow down searches and make these more tailored and relevant to my online enquiries | **Learn how:**   * Use the SMART rules to help children become safer users in an increasingly digital age * Use advanced search tools more effectively, both for my own research and classroom ideas etc. | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Children should be discerning users of the content and digital tools at their disposal in an increasingly digital age. Through sites such as ThinkuKnow and Project Evolve teachers can help children navigate online content more safely. | **Learn how:**   * Construct lessons based on developing children’s digital literacy skills which I can employ in class or whole school assemblies etc. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER COMPUTING REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**Design & Technology**

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| **INITIAL DEISGN & TECHNOLOGY REFLECTION:** |  |
| * *What is your own experience of Design & Technology education prior to the PGCE course?* |  |
| * *Do you engage in any Design & Technology learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Design & Technology, of supporting teaching or leading on the teaching of Design & Technology?* |  |
| * *Which aspects of Design & Technology teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * secure subject knowledge is based on a knowledge of the frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for D&T. * D&T is an important element of the NC and part of the entitlement of children – the importance of the creative process within D&T * D&T is taught through design, make and evaluate projects * recapping children’s prior knowledge enables them to use more working memory to acquire new learning. * children must consider the user and purpose of the products that they design and make**.** * there is a subject specific D&T pedagogy/approach that employs the use of: **IEAs, FTs** and **DMEAs** to meet the **Design/Make/Evaluate** requirements of the curriculum * activating prior knowledge and independent practice followed by structured reflection helps children to develop metacognitive strategies * structures can be made more stable and rigid through including triangles within their form * some materials can be shaped and joined to build useful products using a range of hand tools. * there are specific tools in most primary schools which are recommended by the Design and Technology Association. * all pupils will have different strengths and needs, and some will require adaptive teaching and provision | **Learn how:**   * + use the D&T Curriculum frameworks to plan and teach a D&T lesson to a group of children   + support children to discover the strength of triangles in rigid structures.   + teach children how to make levers and sliding mechanisms through modelling and **FTs**   + inspire children to engage with learning by providing opportunities for them to apply taught skills   + assess children’s progress through observation of their practical skills, their self-evaluation of products and their understanding of user and purpose.   + plan a lesson within the guidelines of 3-stage process.   + help children discover the strength of triangles in frame structures.   + model and guide safe use of primary school hand-tools.   + adapt teaching and learning to meet needs of all children.   + teach children relevant skills to enable them to design and make products with moving parts | 1 | 1 |
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| **Learn that:**   * Textiles: how to join fabric pieces with basic hand stitches * there are two basic solutions to create wheels and axles for moving vehicles. * Food: food technology focuses on food origins and healthy eating within design and make projects | **Learn how:**   * to use the D&T Curriculum frameworks to plan and teach a lesson * to model correct use of hand tools to shape and join resistant materials. * to write a risk assessment to ensure that risks associated with using tools are minimised * teach children to join pieces of fabric using the basic stitches * plan and organise a D&T practical session involving food – take into consideration hygiene, safe chopping, user purpose, healthy eating and risk assessments * write a considered risk assessment * manage and plan for own professional development. * teach children to build simple moving vehicles with different solutions for wheels and axles * write focused and succinct curriculum-based intentions and success criteria. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * some materials can be shaped and joined to build useful products using a range of hand tools**.** * there are specific tools in most primary schools which are recommended by the Design and Technology Association. Textiles: fabric pieces can be joined with basic hand stitches * Mechanisms: there are two basic solutions to create wheels and axles for moving vehicles. * Food: food technology focuses on food origins and healthy eating within design and make projects | **Learn how:**   * teach children to use hand tools to shape and join resistant materials * teach children basic hand-stitching techniques to make simple products with a user and purpose in mind * teach children basic hygiene and culinary skills to design and create healthy dishes * teach children how to construct moving vehicles with different solutions for wheels and axles. * Plan and teach a design and technology lesson within the 3-stage D&T process | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * the iterative learning process can be threaded through the 3 stage D&T model. * the 3-stage process is underpinned by established learning theories * there are minimum requirements for provision of learning in design and technology which are recommended by the D&T Association. * there are 6 principles that children’s D&T projects should adhere to. * technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose. | **Learn how:**   * plan a series of lessons to enable children to make progress in design and technology * develop children’s technical creativity | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER DEISGN & TECHNOLOGY REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**English**

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| **INITIAL ENGLISH REFLECTION:** |  |
| * *What is your own experience of English education prior to the PGCE course?* |  |
| * *Do you engage in any English learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach English, of supporting teaching or leading on the teaching of English?* |  |
| * *Which aspects of English teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Introduction and Grammar  **Learn that:**   * Key research, government policy and theory underpin current practice. * Secure subject knowledge including English grammar and punctuation, supports children’s learning. * Children need to be taught grammar and punctuation and then be able to apply this in context | **Learn how:**   * To use statutory and non-statutory frameworks to support planning and teaching across the key stages including Early Years. * Teach grammar (word classes, prepositions adjectives, direct speech, adverbial phrases, relative clauses, passive voice) support children’s learning | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Speaking and Listening**  **Learn that:**   * Oracy is integral to children’s learning. * Research underpins oracy in the primary classroom * Talking Partners and Group work are powerful tools to support children’s learning but these need to be structured and purposeful. | **Learn how:**   * Use talking partners to support children’s learning * Use group work to support children's learning * Use effective questioning to support children’s learning | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Reading**  **Learn that:**   * Reading for Pleasure is a key component of the teaching of reading. * There are different strategies to develop children’s reading. * Guided reading and focused questioning can be a powerful tool to teach children reading | **Learn how:**   * promote reading for pleasure in the classroom, for example selecting an appropriate text to share with children. * use questioning in a whole class or guided reading session to support children’s comprehension. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| Phonics  **Learn that:**   * SSP is a statutory requirement in the teaching of early reading. * Progression and the use of specific terminology and definitions are important in the teaching of SSP * a 4 part format is used when planning for SSP | **Learn how:**   * apply SSP through use of correct terminology and enunciation to develops children’s word recognition. * use a 4-part lesson structure to teach SSP | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Writing**  **Learn that:**   * Writing requires a range of skills including transcription and composition * Shared and guided writing can be effective took in supporting children writing development. * assessing writing needs to manageable and provide effective feedback | **Learn how:**   * plan for the development of transcriptional and compositional skills in children’s writing. * Use shared writing to support children to write effectively. * Use guided writing to support children to write effectively. * Assess children’s writing / mark making to ensure children’s writing is progressed. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Poetry**  **Learn that:**   * poetry is integral to children’s growing appreciation and enjoyment of literature. * Performance poetry can support children’s talk and learning. | **Learn how:**   * To apply my increasing knowledge and appreciation of poets and poetry in the primary classroom to support children’s learning. * To use performance poetry to support children’s learning. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **EAL**  **Learn that:**   * EAL learners have a broad range of specific needs. * EAL learners can be supported with a range of specific strategies and resources | **Learn how:**   * Assess EAL learners and address individual needs. * identify and implement appropriate strategies to support EAL learners | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Reading**  **Learn that:**   * Continued engagement with professional development and secure subject knowledge is integral to teaching. | **Learn how:**   * reflect upon own knowledge and development needs, for example to act upon identified targets | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Phonics 2**  **Learn that:**   * Formative and summative assessment supports the planning next steps in the teaching of SSP to ensure progress. * It is imperative to use strategies that will engage children with their learning | **Learn how:**   * ensure progression for learning in SSP including formative and summative assessment over the medium and long term. * use creative and engaging strategies to support learning in SSP * Utilise decodable books in the teaching of reading. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER ENGLISH REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**Foreign Languages**

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| **INITIAL FOREIGN LANGUAGES REFLECTION:** |  |
| * *What is your own experience of Foreign Languages education prior to the PGCE course?* |  |
| * *Do you engage in any Foreign Languages learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Foreign Languages, of supporting teaching or leading on the teaching of Foreign Languages?* |  |
| * *Which aspects of Foreign Languages teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Foreign languages is compulsory for KS2 pupils but that children can learn earlier and that FL approaches can be used to support new to English EAL pupils. * Language learning has 3 pillars for progression phonics, vocabulary and grammar and 4 skills -speaking, listening, reading and writing. * Language needs to be modelled and practised before it can be produced independently. * Explicit teaching of metacognitive strategies linked to language learning supports retention and recall | **Learn how:**   * Draw on policy, guidance and resources to support subject knowledge development. * Model new vocabulary using my turn, your turn/visual prompts using audio and written scaffolds. * Provide opportunities for children to practise the vocabulary/phrases being taught. * Observe FL teaching for good examples of pedagogy. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * Knowledge of other languages and cultures supports pupils’ development of cultural capital. * Creative approaches can support cognitive and sociocultural dimensions of learning as well as affective dimensions- motivation and engagement for learners, when managed well (Jones & Richards 2016). * Use of ‘authentic’ texts (songs/poetry) need to be carefully selected & scaffolded to support the current language knowledge & needs of the pupils. * Adaptive approaches must be considered to support all learners in FL. | **Learn how:**   * Use current research within classroom practice. * Consider how lesson planning fits into a bigger picture Plan/ deliver a well-structured lesson (with support/ resources) that builds on prior learning and supports progression. * Plan engaging lessons using key vocabulary, grammar and knowledge about the TL language (e.g. noun adjective agreement e.g. masculine/ feminine). * Plan for progression by building on prior learning, ensuring vocabulary & phrases are revisited in different activities, to support long term memory. * Be able to support children to address errors/ misconceptions. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * There are a range of considerations to be made when planning a sequence of lessons. * Strategies, activities and resources need to be carefully selected to ensure good progress. * Assessment is used to monitor progress in lessons and track progress over time. | **Learn how:**   * Use schemes effectively to support subject knowledge development. * Plan adaptive strategies to support all learners. * Use effective AfL in my teaching of FL * Understand systems used by schools to support progression and transition in FL. | 1 | 1 |
| 2 | 2 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Carefully sequenced teaching supports the building of schemata. * Adaptive teaching should support the process of language learning, not hinder progress. * Applying the key principles of instruction will aid progress in learning. | **Learn how:**   * Plan and deliver an effective sequence of learning for FL teaching. Including, for example, small steps of learning, modelling, adaptive teaching and the use of key questions in TL or English. * Consider effective resourcing to scaffold learning. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER FOREIGN LANGUAGES REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**Geography**

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| **INITIAL GEOGRAPHY REFLECTION:** |  |
| * *What is your own experience of Geography education prior to the PGCE course?* |  |
| * *Do you engage in any Geography learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Geography, of supporting teaching or leading on the teaching of Geography?* |  |
| * *Which aspects of Geography teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * ***secure subject knowledge is based* on** an understanding of what geography is and how it fits into the EYFS and NC * place and personal geography is important in developing geographical understanding * maps have arole in developing key geographical skills. * The use of the local area is supportive for children’s geographical understanding fieldwork skills can support knowledge of the local area | **Learn how:**   * use fieldwork to support children’s understanding of their local area * support children’s understanding of the world through using their own location * develop children’s understanding of geography through use of their local area * identify areas of the NC and Development Matters and demonstrate subject knowledge | 1 | 1 |
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| **Learn that:**   * weather and hot and cold places can be linked and impact on lives in the location * enquiry can support learning in geography * progress in geography can be supported by a range of approaches * data can be used to recognise areas needing development | **Learn how:**   * identify barriers to learning in geography, and make suggestions as to how these can be tackled * use adaptive teaching to support different needs * supportprogress in geography through a range of teaching approaches * usedata to recognise areas needing development | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * critical thinking can support Geographical teaching and learning * images can be useful tools to teach geographical concepts | **Learn how:**   * usecritical thinking skills, including empathy and images, to support Geographical teaching and learning * useimages to teach a range of geographical concepts | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**  there are different ways to make use of maps in geography, and that this can support a range of learning opportunities   * the school locality can be used to develop geographical understanding and that a range of approaches can be used to support this | **Learn how:**   * usedifferent maps to support a range of learning opportunities * usethe school locality to develop geographical understanding | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER GEOGRAPHY REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**History**

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| **INITIAL HISTORY REFLECTION:** |  |
| * *What is your own experience of History education prior to the PGCE course?* |  |
| * *Do you engage in any History learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach History, of supporting teaching or leading on the teaching of History?* |  |
| * *Which aspects of History teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * History has defining features. * Substantive knowledge is knowledge about the past whereas disciplinary knowledge is knowing how historians work * Effective history teaching contains both the substantive and disciplinary aspects of the subject. * History is an enquiry- based discipline (this differs from an enquiry-based pedagogical approach). * Chronology underpins effective history teaching * Progression in history and assessment of history has to be focused upon the key components of the subject. * Historians employ methods of enquiry to investigate and construct knowledge and understanding of the past * Sources and artefacts become evidence when historians use them to answer questions about the past. | **Learn how:**   * Make effective use of historical enquiry in the primary classroom to secure children’s progress. * Adapt teaching to ensure all children are able to acquire key history subject knowledge and understanding and therefore make progress. * Use targeted questions to check for children’s historical knowledge and understanding *(task linked to constructing assessment questions)* * Develop own subject knowledge *(post session task linked to session: Walter Tull)* | 1 | 1 |
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| **Learn that:**   * Effective use of retrieval practice supports children’s learning and remembering in history. * Chronology is a key concept which underpins our understanding of history, and developing secure chronological understanding is an essential aspect of effective history learning. * Secure subject knowledge is an important aspect of developing chronological understanding and supports children in building history schemas. * Children begin to develop their understanding of time and chronology before they begin to engage in discrete history learning, and that developing early chronological understanding is crucial for younger children in order that they can make sense of their day to day lives. * It is important to actively teach for the development of chronological understanding to support children in making sense of the abstract nature of time. * Narrative is a fundamental part of history. * Effective teaching of chronological understanding can help avoid promoting misconceptions when teaching and identify and address any which might arise. * Effective and consistent use of timelines play a crucial role in developing all aspects of chronological understanding with children. * Children build their knowledge of substantive concepts more securely when learnt through meaningful examples and through repeated encounters in different contexts. * That historical enquiry is underpinned by a conceptual framework and that when historians examine different events, they do so through the conceptual lens of one of the disciplinary concepts. * That people may hold different views about who, or what is significant and why. * Assessment of history learning should: * focus on important content and concepts * provide useful information about gaps and misconceptions * be used to inform teaching and curriculum planning | **Learn how:**   * Implement retrieval practice as part of effective history teaching and learning. * Plan for the development of children’s chronological understanding in the EYFS/KS1 or KS1/KS2 * Identify and address common misconceptions in relation to chronological understanding. * Make effective use of timelines within their history lessons. * Plan a sequence of learning in history. * Plan a well-structured history lesson within an identified sequence of learning *(task – planning an overview of a sequence of learning)* * Identify potential misconceptions and plan to avoid these/identify and address misconceptions which may arise. * Assess children’s knowledge and understanding and identify next steps in learning. * Adapt teaching to ensure all children are able to access historical content and learning and make progress. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * DfE policy supports a knowledge-rich curriculum that views subjects like history as having **cultural capital** that all children should have access to regardless of background. * The power of knowledge has also been linked to cognitive psychology and the development of long-term memory. * Different approaches can be taken in the history classroom to secure children’s subject knowledge. | **Learn how:**   * Support the development of children’s cultural capital through history teaching and learning. * Identify key vocabulary for aspect/period of history being taught and teach effective understanding and use of this. * Make effective use of knowledge organisers in the primary history classroom. * Implement retrieval practice effectively and assess the impact of this on children’s learning and progress. * Plan a sequence of learning for history which secures children’s substantive knowledge and allows for progression of disciplinary processes and understanding too. | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * The quality of the primary history curriculum is important. * The quality of (history) teaching is the most important factor in improving outcomes for children – particularly children from disadvantaged backgrounds and those with additional needs. * **All** children must be able to access the history curriculum offer. | **Learn how:**   * Plan a sequence of learning for history – understanding the curriculum aims and how receiving a high quality history education can support children in overcoming disadvantage. * Adapt teaching so that all children are supported and challenged to make progress. * Assess children’s knowledge and understanding and identify next steps in learning. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER HISTORY REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**MATHEMATICS**

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| **INITIAL MATHEMATICS REFLECTION:** |  |
| * *What is your own experience of Maths education prior to the PGCE course?* |  |
| * *Do you engage in any Maths learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Maths, of supporting teaching or leading on the teaching of Maths?* |  |
| * *Which aspects of Maths teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **What is Mathematics?**  **Learn that**:   * Our own attitude to mathematics is shaped by our experiences. * There are statutory programmes of study for mathematics that must be taught (EYFS, KS1, KS2) * There are three aims of the mathematics curriculum * The mathematical curriculum content can be classified into declarative, procedural and conditional knowledge. * Teaching for Mastery is one approach for teaching for understanding | **Learn how:**   * Identify own subject knowledge needs as a teacher of mathematics and address these. * Meet the aims of the curriculum frameworks in their teaching. * Identify key aspects of Teaching for Mastery | 1 | 1 |
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| **Number sense: Counting and Place value**  **Learn that**:   * A secure knowledge of place underpins the ability to calculate * There are 5 counting principles * Subitising is the ability to instantly recognise the number of objects in a small group without the need to count them. * 5 and 10 are key structures * Numbers can be represented in different ways * Counting comparison, composition are key aspect | **Learn how:**   * Plan, teach and assess a sequence of lessons developing understanding of number and place value. * Promote the use of specific mathematical vocabulary | 1 | 1 |
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| **Addition and Subtraction**  **Learn that**:   * Composition is learning to ‘see’ a whole number and its parts * Quick and efficient recall of number facts (declarative knowledge) frees working memory. * Fluency includes the accurate efficient and flexible use of calculation strategies (procedural knowledge) * Progression in informal and formal calculations strategies need to be understood to teach effectively. | **Learn how:**   * Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of addition and subtraction. * Provide opportunities for embedding and retrieval/ recall of addition and subtraction number facts        * Promote the use of specific mathematical vocabulary * Model and scaffold the learning | 1 | 1 |
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| **Multiplication and Division**  **Learn that**:   * There is specific subject knowledge required to plan, teach and assess multiplication and division * They are key multiplication and division number fact that need to be recalled at each stage * The Multiplication Tables Check (MTC) is to determine whether pupils can recall their times tables fluently (declarative knowledge) * Fluency includes the accurate efficient and flexible use of calculation strategies (procedural knowledge) * Progression in informal and formal calculations strategies need to be understood to teach effectively. | **Learn how:**   * Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of multiplication and division * Provide opportunities for embedding and retrieval/ recall of multiplication and division facts * Promote the use of specific mathematical vocabulary * Model and scaffold the learning | 1 | 1 |
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| **Fractions, Decimals and Percentages**  **Learn that**:   * There is specific subject knowledge required to plan, teach and assess Fractions, decimals and percentages. * There is a progression sequence through fractions, decimals and percentages * There are key links between fractions, decimals and percentages as well as other areas of the curriculum. | **Learn how:**   * Plan, teach and assess a sequence of lessons developing conceptual and procedural understanding of fractions / decimals / percentages. * Promote the use of specific mathematical vocabulary. * Use appropriate models and scaffolds to support the learning. | 1 | 1 |
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| **Planning**  **Learn that:**   * Lesson sequences need to be broken down into small, connected steps that gradually unfold the concept **- coherence and small steps.** * There are key elements of a lesson which support effective learning and positive outcomes. * Rosenshine’s principles of learning are effective approaches to maths teaching | **Learn how:**   * Plan and deliver a sequence of lessons to develop both conceptual and procedural understanding for all learners * Incorporate effective evidence-based strategies in to learning sequences. | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Problem solving and reasoning**  **Learn that:**   * Problem solving and reasoning are aims of the maths curriculum. * Mathematical Thinking is central to deep and sustained learning in maths * There are different types of problem solving * There are a number of skills required to be an efficient problem solver. * Opportunities to develop reasoning across the maths curriculum need to be planned - collaborative learning, dialogue and questioning are appropriate approaches | **Learn how:**   * Implement a problem-solving culture into every mathematics lesson - including opportunities for collaboration where pupils are challenged. * Plan opportunities for reasoning across the mathematics curriculum * Promote curiosity, perseverance and resilience when problem solving | 1 | 1 |
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| **Review Mastery approach Reflection on planning**  **Learn that:**   * Critical reflection on the impact of approaches on pupil outcomes is a key aspect of teaching. | * Critically reflect on professional practice through the consideration of the impact of teaching approaches and strategies * Plan and deliver a carefully sequenced curriculum allowing for mathematical fluency, reasoning and problem-solving to be embedded into the learning journey | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **EAL**  **Learn that:**   * There are specific mathematical challenges for EAL learners   + Vocabulary and language structures   + Number notation   + calculations * There are key strategies that can support EAL Learners   **Maths journals**  **Learn that**:   * Journaling involves pupils record their thoughts, understandings, and explanations about mathematical ideas or concepts | **Learn how:**   * Adapt teaching to support the diverse needs of EAL learners support language acquisition in mathematics * Provide opportunities for pupils to articulate their mathematical thinking – using words and images * Assess mathematical thinking. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER MATHEMATICS REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**Music**

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| **INITIAL MUSIC REFLECTION:** |  |
| * *What is your own experience of Music education prior to the PGCE course?* |  |
| * *Do you engage in any Music learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Music, of supporting teaching or leading on the teaching of Music?* |  |
| * *Which aspects of Music teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Secure subject *knowledge is based* on a knowledge of the frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Music. * Listening and appraising are key to developing a musical understanding. * There are strong links between listening and musical practice. * Body percussion is a pedagogy to embed an understanding of tempo and duration. | **Learn how:**   * to use the National Curriculum, ISM musical curriculum and EYFSP as progression documents * to support children’s developing understanding of how a piece of music is created * to support children in choosing instruments based on their timbre * to keep a steady tempo through using a video/audio body percussion resource * to teach a simple body percussion activity * to lead a simple copy-cat rhythm using an untuned instrument | 1 | 1 |
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| **Learn that:**   * music is communicated through singing that includes careful control of pitch, dynamics and phrasing * music is created, produced and communicated through the inter-related dimensions of music * composition can be introduced through a non-musical stimulus * simple notation can be used to structure musical form * assessment in music is a process focussed activity and not a product focussed activity * Eurythmics and Rhythmic Solfege are used to develop a solid rhythmic foundation * sound is the basis of music and progresses from onomatopoeic to symbolic * melody is based on scales and use important notes (Tonic, subdominant, dominant ) | **Learn how:**   * to support pupils to develop good posture and breathing techniques. * to teach pupil to control their pitch, dynamics and phrasing within a limited vocal range * to support children’s developing understanding of the timbres of untuned instruments, and how to use them in composition * to teach children how to use a non-musical stimulus to improvise a musical response * tonotate a composition using graphic notation * to teach children the fundamentals of melody and harmony from the use of scales and important notes | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * sound musical subject knowledge is based on an understanding of statutory and non-statutory guidance * good posture, controlled breathing; including control of phrasing and structured vocal exercise are essential for singing development. * composition can be introduced through a non-musical stimulus- Introduction to the work of R Murray Schaffer. | **Learn how:**   * Learn how to support pupils to develop good posture and breathing techniques. * Learn how to teach pupil to control their pitch, dynamics and phrasing within a limited vocal range * Learn how tonotate a composition using standard notation | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * sound musical subject knowledge is based on an understanding of statutory and non-statutory guidance * good posture, controlled breathing; including control of phrasing and structured vocal exercises are essential for singing development. * musical technology can be used to support musical learning and to engage harder to reach groups. (Boys) | **Learn how:**   * Learn how to use all statutory documents to structure a MTP sequence of learning in music * Learn how to support pupils to develop good posture and breathing techniques. * Learn how to support children in singing in parts using rounds. * Learn how to develop timbre and texture through the use of musical technology (Sound plant) * Learn how to teach children to compose using musical technology (soundplant) * Learn how to manipulate sounds through the use of technology | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER MUSIC REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**PHYSICAL EDUCATION**

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| **INITIAL PHYSICAL EDUCATION REFLECTION:** |  |
| * *What is your own experience of Physical Education prior to the PGCE course?* |  |
| * *Do you engage in any Physical Education learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Physical Education, of supporting teaching or leading on the teaching of Physical Education?* |  |
| * *Which aspects of Physical Education teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Physical Education is inter-related with Physical Activity and School Sport, but they are not one and the same. * The National Curriculum for PE and EYFS Framework are statutory documents, and that PD is taught at EYFS and PE at KS1 and KS2. * The 3 Pillars of Progression in PE are: Motor Competence, Rules, Tactics and Strategies and Healthy Participation. * There must be high levels of sustained activity within all PE lessons. * Warm Up activities are learning opportunities for retrieval practice and connections to new learning. * Through adaptive practice the learning needs of all learners will be catered for. * The STTEP model can be used to adapt practice within PE for all learners including those with SEND and EAL. | **Learn how:**   * Organise learning in PE to ensure high levels of sustained activity. * Use a range of behaviour management strategies effectively within a physical environment. * Align PE activities with NC and EYFS expectations. * Plan for effective retrieval practice through relevant warm up activities. * Make adaptations for all learners including those with SEND and EAL using the STTEP model. | 1 | 1 |
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| **Learn that:**   * That children learn ‘in and through’ movement and can give examples of how to develop children cognitively, creatively, socially, emotionally and physically. * Children’s physical development follows developmental milestones but that these are not age specific. * PE activities must be developmentally appropriate to cater for a range of motor competency progressions. * Motor competency progressions need regular practice and need to build in complexity to enable children to execute skills fluently and apply within wider collaborate physical contexts. * Using varied approaches for Assessment for Learning in PE ensures progression through and beyond the physical domain. * Safe practice approaches are fundamental to effective PE learning and teaching. | **Learn how:**   * Plan an effective PE lesson that considers relevant warm ups for learning, fundamental movement skill progressions, the application of these skills to collaborative work or game play and the recognition of how this contributes to healthy outcomes over time. * Identify motor competency progressions for the fundamental movement skill of catching and use these to develop success criteria and teaching points. * Plan developmentally appropriate PE activities within games related fundamental movement skills – eg. throwing and catching. * Plan and deliver a sequence of lessons demonstrating understanding of movement skill competency progressions across lessons towards a clear intended outcome. * Use success criteria and teaching points for gymnastic specific fundamental movement skills to enable children to peer assess and set goals within their learning. * Ensure PE lessons are safe using P.I.E model (AfPE). | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Dance is a statutory part of the NC within PE, and within the EYFS within the area of Expressive Arts and Design. * Dance teaching should consider opportunities for choreography, performing and dance appreciation. * Dance lessons should consider Laban’s principles of movement – body, action, dynamics, space and relationships. * A stimulus and its relationship to language and ‘movement words’ are the starting point for dance development. * By exploring the language of dance (movement vocabulary) children will be able to choreograph motifs that can be developed into longer sequences of movement. * Dance making is progressed through the development of the actions, dynamics, space and relationships with their own bodies and in relation to others’. | **Learn how:**   * Develop a stimulus from a concept/idea to create a framework for dance development. * Plan an overview for a sequence of lessons for dance using Laban’s principles of movement – body, action, dynamics, space and relationships. * Develop dance making (choreography) by using choreographical devices such as dynamics, transitions, unison and connections/space. | 1 | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Gymnastics activities are taught within the National Curriculum through the development of strength, balance and flexibility and contribute to motor development. * Fundamental Movement Skills can be developed through a gymnastics lens. * Gymnastics progression is secured by giving children opportunities to develop key skills through adaptations of speed, direction of travel, levels, shape, pathways and use of the body (supporting concepts). * Gymnastics activities carry a higher risk, and safe practice awareness and application of specific gymnastics practice is important. | **Learn how:**   * Analyse observed gymnastics teaching and be able to identify the impact of sustained activity, effective activity organisation, AFL and adaptive teaching strategies (from Phase 1) on pupil progress. * Plan and deliver gymnastics lessons that progress skills using supporting concepts of speed, direction of travel, levels, shape, pathways and the use of different body parts. * Be able to identify next steps in learning for gymnastics fundamental movement skill progressions and use these to plan for progressive and developmentally appropriate activities across a sequence of lessons. * Plan and deliver gymnastics sequencing learning within the progressive cycle of action categories, use of supporting concepts, relationships and space. * Ensure that all gymnastics lessons are safe and that gymnastic specific safe practice expectations are adhered to. | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER PHYSICAL EDUCATION REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**RELIGIOUS EDUCATION**

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| **INITIAL RELIGIOUS EDUCATION REFLECTION:** |  |
| * *What is your own experience of Religious Education prior to the PGCE course?* |  |
| * *Do you engage in any Religious Education learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Religious Education, of supporting teaching or leading on the teaching of Religious Education?* |  |
| * *Which aspects of Religious Education teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * Secure subject knowledge is based on an understanding of what RE is, knowing the expectations of the syllabus, substantive knowledge, disciplinary knowledge and personal knowledge | **Learn how:**   * articulate the aims of RE * use the locally agreed syllabus * include the three types of knowledge in RE for teaching RE | 1 | 1 |
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| **Learn that:**   * Religions and belief traditions have vocabulary, sacred texts, places, festivals and people which is to be used for RE * A range of faith and non-faith stories are important for teaching in RE. * Artefacts can be used in the classroom for teaching RE. | **Learn how:**   * Pronounce RE related terms and recognise symbols and key features in RE phenomena * Organise learning – (sustained activity, scaffolding, group organisation, deliberate practice, modelling) * to select stories for teaching RE * to use the PARDES method * use stories in different ways * support pupils with SEND and EAL * use artefacts to explore beliefs, concepts, practices * encourage pupils to ask of artefacts * develop knowledge and skills through artefacts * explore the five layers of understanding artefacts | 1 | 1 |
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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence | |
| I have learned that: |
| **Learn that:**   * there are certain key concepts and knowledge required to deliver a high quality RE and worldviews curriculum * RE can be delivered through multiple disciplines such as theological, philosophical and social sciences * Learning content is organised in different ways for RE as reflected in locally agreed syllabi * there are different types of planning * assessment in RE is important to support pupil progress * progress in RE is mapped out by locally agreed syllabi as well * RE makes an important contribution to the spiritual, moral, social, cultural and personal development of pupils. | **Learn how:**   * use retrieval tasks and quiz * deliver high quality RE * present the key knowledge and conceptual areas in the six principal religions and humanism * plan RE based on a multidisciplinary approach in EYFS/KS1/KS2 * plan and teach a series of lessons in RE * make adaptations for all learners including those with SEND and EAL * plan a sequence of lessons using a locally agreed syllabus focussing on:   -skills to develop  -how is the content organised  -EYFS  -inclusion  -assessment and planning  -progression.   * use formative and summative assessment in RE * to measure progress in RE | 1 | | 1 |
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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * the adoption of a wider variety of pedagogies and use of a varied range of teaching and learning strategies promotes quality and in-depth learning in RE using questions to question in RE is important for a multidisciplinary approach and for creating a culture of powerful questioning and engagement in RE | **Learn how:**   * design a debate for RE using De Bono’s thinking hats * make adaptations for all learners including those with SEND and EAL * apply hermeneutics in RE using * use a multi-sensory sensory approach to RE * use poetry in RE * develop questions of origin, meaning, purpose, truth, identity, belonging, value, commitment and destiny | 1 | 1 |
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| **PRE- EARLY CAREER TEACHER RELIGIOUS EDUCATION REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |

**SCIENCE**

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| **INITIAL SCIENCE REFLECTION:** |  |
| * *What is your own experience of Science education prior to the PGCE course?* |  |
| * *Do you engage in any Science learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Science, of supporting teaching or leading on the teaching of Science?* |  |
| * *Which aspects of Science teaching do you feel you need to develop further across the PGCE course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * the science national curriculum provides a programme of study for the knowledge (physics, chemistry and biology) and skills (working scientifically) * science is taught in the Early Years Foundation Stage (EYFS) curriculum: Specific Area of Learning: ‘Understanding the World’. * secure substantive knowledge is a key requirement allowing for connections within and between both topics and year groups * That disciplinary knowledge needs to be taught explicitly rather than absorbed through practice and needs to be revisited. * that secure teacher subject knowledge is essential to high quality teaching and learning in science | **Learn how:**   * Select appropriate disciplinary knowledge to be taught through substantive content. * To identify important components of learning required within a lesson and sequence these effectively to support pupils to make progress towards composite outcomes in science * Use subject knowledge required to teach science concepts with confidence | 1 | 1 |
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| **Learn that:**   * pupils come to science lessons with pre-existing ideas and that misconceptions are ideas based on prior experience * constructivist learning theory is applied to practice, influencing and underpinning approaches to teaching science * connections between existing and new knowledge need to be made explicit and schema, working memory and cognitive load further inform approaches to teaching * elicitation strategies support pupils to make connections between schema in science and need to be planned for effective learning to take place * knowing common misconceptions and anticipating these in science is an important part of curriculum knowledge, | **Learn how:**   * Plan for elicitation of prior learning - eliciting children’s ideas * Be able to use a range of elicitation techniques and evaluate their effectiveness / appropriateness to age group. * Understand the constructivist model and where elicitation fits | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * There are a range of types of investigations and to review research in terms of the types of practical work available to the primary teacher. * The 5 types of enquiry - observation over time; pattern seeking; identifying, sorting and classifying; comparative and fair testing and research using secondary sources. * To appreciate the need for adaptive teaching when developing skills in primary children. | **Learn how:**   * Use a range of types of enquiry when developing process skills / working scientifically. * plan practical activity to support learning that uses appropriate modelling and scaffolding and the manipulation of variables/equipment to adapt the challenge | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * The key elements of an effective science lesson plan and how to plan a science lesson for effective learning to take place. * Understand that knowledge in science should be connected with what children have previously learned and pupils should be supported to make connections between different concepts that will support retrieval and application to problem solving. * That in high quality science curriculums knowledge is carefully sequenced to build on prior learning and reveal the interplay between substantive and disciplinary knowledge. | **Learn how:**   * To identify important components of learning required within a lesson and sequence these effectively to support pupils to make progress towards composite outcomes in science. * Plan a series of effective science lessons using a range of teaching approaches which encourage children’s curiosity. * Plan opportunities for children to talk in science in order to share ideas and build conceptual knowledge | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * There are different types of classroom organisation in science * Learn that there are a range of organisational approaches to managing practical activities in the classroom each with strengths and weaknesses. * Learn that a shared understanding of the age related expectations for progress are part of effective whole school assessment and progression in the subject * Learn that there are a range of methods of assessing pupil performance in science | **Learn how:**   * Organise practical science activities to maximise pupil engagement through effective classroom management. * Evaluate and choose the most appropriate approach for organisation of Science activities * Be aware of and plan for the implications for practical science lessons. Behaviour for learning, Health and safety, Classroom management * Use exemplar materials and shared understanding of pupil expectation in science to moderate and monitor pupil progress as part of a whole school framework. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * Retrieval activities and repeated practice can be used to develop deeper understandings of associated concepts in science, and embed learning in long term memory * Science planning for effective learning and progress will need adapting to ensure the needs of all pupils including those with SEN/D, EAL, and those who require stretch and challenge, are met. * guides, scaffolds and worked examples, can help pupils to learn and apply new science concepts and these can be gradually removed as pupil expertise increases | **Learn how:**   * In school plan a sequence of science lessons adapted to meet the needs of all learners including SEND and EAL * demonstrate secure subject and pedagogical understanding. * consider how to sequence the learning into component steps towards a composite outcome. * Plan and teach an effective sequence of science lessons in school which demonstrate a secure application of science specific pedagogies and the integration of substantive and disciplinary knowledge | 1 | 1 |
| 2 | 2 |
| 3 | 3 |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * To understand approaches to assessment Primary Science * Develop understanding of how to use new and emerging practices in assessment of Primary Science * Be aware of how assessment will impact upon future practice in the classroom * a range of formative and summative assessment strategies exist to assess learning in science and secure progress * TAPS materials can be used and applied to ensure practical science activity is assessed effectively | **Learn how:**   * know the key findings of Maintaining Curiosity: Ofsted 2013 * Understand key factors in the teaching of science – Ofsted / Welcome reports. * Know a range of strategies for assessment in science (Formative and summative) * Associate Teachers can use the key principles of TAPS * Be able to Use Focused assessment tasks to Plan, Do, Review * Associate Teachers will learn to plan and carry out a focused assessment plan. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |
| **Learn that:**   * Critical reflection on the impact of approaches on pupil outcomes is a key aspect of teaching. | **Learn how:**   * Critically reflect on professional practice through the consideration of the impact of teaching approaches and strategies * Plan and deliver a carefully sequenced curriculum. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |

|  |  |  |  |
| --- | --- | --- | --- |
| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Learn that:**   * there are a range of contexts for science investigative activity, including cross curricular learning which supports intrinsic motivation, and develops intellectual curiosity * adaptive teaching can support children in alternatives to report writing to communicate findings. * curiosity and pupil choice can drive intrinsic motivation and develop intellectual curiosity in scientific enquiry * teachers have responsibilities to safeguard children by following up to date guidance on safety in scientific activity and managing risk. | **Learn how:**   * to plan for cross curricular links within school planning to provide meaningful contexts for scientific enquiry. * Overcome barriers to creativity in science. * Use creative approaches and plan cross curricular links. | 1 | 1 |
| 2 | 2 |
| 3 | 3 |

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| **PRE- EARLY CAREER TEACHER SCIENCE REFLECTION:** | |
| ***What have you learnt? How will it apply to your practice? Are there any key academic sources to support your knowledge?*** |  |