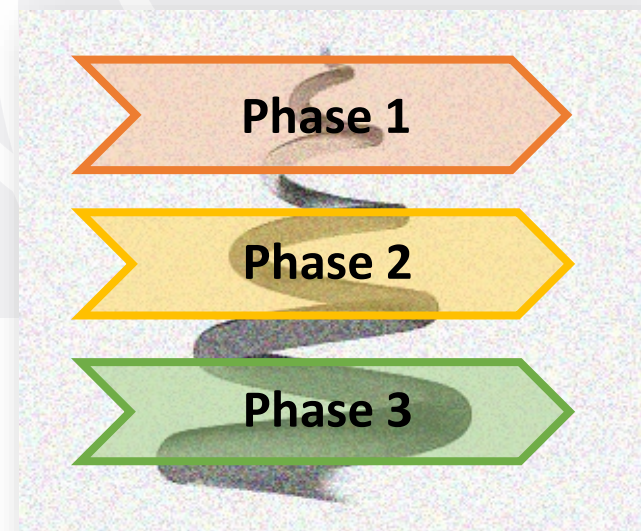


PGCE Primary & Early Years Curriculum 2024-2025

Links to pages	
Art and Design	Mathematics
Computing	Music
Design and Technology	Physical Education
English	Religious Education
Geography	Science
History	
Languages	Professional Studies



Art and Design	
<p>Learn that:</p> <ul style="list-style-type: none"> • Statutory (and non-statutory) frameworks provide guidance on planning for progression in Early Art/ (EYFS) Art and Design (Key Stages 1 and 2) <p><i>Art and Design supports and develops children’s cognitive, social, emotional, physical, creative development.</i></p> <ul style="list-style-type: none"> • Mark making supports the communication of children’s emotions and thinking, their knowledge of media and materials, their fine motor skills and development of their ideas and individuality. <p><i>Mark making can be gestural, purposeful, and experimental, and supports children’s early drawing and drawing outcomes.</i></p> <ul style="list-style-type: none"> • Drawing supports children’s capacities for perception, communication, invention, and action. • The domains of knowledge in Art and Design are developed and evidenced through different approaches to teaching and learning. <p><i>Domains of knowledge: substantive, procedural, disciplinary, tacit and affective. Children should be provided with regular opportunity to develop, apply, and revisit the different domains of knowledge.</i></p> <ul style="list-style-type: none"> • Considered management of the learning environment is required for creative and purposeful learning to take place during Art & Design/Early Art activities. • 	<p>Learn how:</p> <ul style="list-style-type: none"> • (3-7 & 5-11) Identify the components of the National Curriculum Programme of Study for Art and Design KS1 and KS2. <p>National Curriculum - Art and design key stages 1 to 2 (publishing.service.gov.uk)</p> <ul style="list-style-type: none"> • (3-7) Identify the components of the statutory and non-statutory frameworks that are most relevant to Art & Design including statements taken from the Areas of Learning/Early Learning Goals. <p>Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)</p> <p>Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)</p> <p>Teach activities that support and develop:</p> <ul style="list-style-type: none"> • Mark making in response to different stimuli. • Mark making with different media and tools. • Use of thoughtful and gestural mark making. • Expressing and communicating emotion and ideas through mark making/ drawing. • Fine motor control. • <p>Teach activities that support the development of drawing.</p> <ul style="list-style-type: none"> • Drawing techniques • Exploration of line • Exploration of tone • Drawing from observation

	<p>Teach activities that support children’s knowledge of printing as an artmaking process. Exploring print making techniques</p> <p>3-7 monoprint, relief print, printing with objects.</p> <p>5-11 monoprint, relief print, collagraphy</p> <p>Develop own knowledge of abstract artists, printmakers</p> <ul style="list-style-type: none"> • Consider the learning environment according to the planned activity and how the children will learn. Consider the use of physical space, resources and accessibility, group or independent work and time available. • Provide time and space for children to learn by exploring, risk taking, developing ideas, discussion, evaluating and creating. •
<p>Learn that:</p> <ul style="list-style-type: none"> • The choices made about teaching and learning approaches can best promote the highest standards in Art and Design education. <i>Studio Habits, Creative Habits of Mind, The Creative Process</i> • Progression in children’s knowledge, skills and understanding is: built on from prior learning/ experiences, the development of skills and techniques, experimenting with media and materials, generating own ideas, creating, editing and refining, evaluating and responding, developing and applying their knowledge and understanding of art • Children learn and develop their art practice through a combination of pedagogical approaches <p><i>(play, explore, experiment, teacher modelling, critical analysis, reflection and evaluation, use of sketchbooks; head, heart, hands)</i></p>	<p>Learn how:</p> <p>Use concepts about learning and behaviours to support teaching of Art and Design:</p> <ul style="list-style-type: none"> • Behavioural Models • Conceptual Models <p>Use progression models to support planning and teaching of Art and Design lessons. Teach activities to support:</p> <ul style="list-style-type: none"> • 3-7 Exploration of colour theory with paint (primary/ secondary, tints/tones) • 3-7 Application of paint • 5-11 Exploration of colour theory with paint (warm/cold, tints/tones)

	<ul style="list-style-type: none"> • Use of abstract art as a stimulus for paintings that reflect mood/ emotions. <p>Teach activities that support and develop children’s technical and artistic knowledge.</p> <ul style="list-style-type: none"> • Learn about and use techniques and tools for creating 3D artworks with clay. • Clay play • Explore techniques using clay <p>Develop own knowledge of ceramic artists and craft makers/ sculptors; abstract artists.</p>
<p>Learn that:</p> <ul style="list-style-type: none"> • Developing an inclusive Art and Design 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 be 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. • It is important that children should develop their knowledge and use of vocabulary related to all aspects of Art and Design learning. • Effective assessment in Art and Design enables teacher and children to identify progress and areas that require further development. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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, and to be increasingly independent. • When to use and remove scaffolds. • 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 media, consideration of physical space. • Use formative assessment strategies to assess children’s learning and progress in Art and Design/ Early Art.

	<ul style="list-style-type: none"> • Identify key vocabulary for conceptual and technical development and teach effective understanding and use of this. • Embed progress in artistic vocabulary teaching and learning. • Draw upon a range of evidence to make summative judgements about progression in Art and Design over time. • 3-7: Evidence of progression may be seen across different Early Learning Goals as well as within those which are most relevant to Art & Design.
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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. • Develop their understanding of periods, movements, styles, genres and cultures from past and present. Explore historic, contemporary, whole world examples. Select to contextualise, to inform ideas and making. • Explore what cultural capital might look like in different school contexts and how Art and Design contributes to cultural capital.

Computing	
<p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> -Movement -Speech (bubbles and recorded) -Background Transition -Add own face to sprite
<p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> 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
<p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> Use the SMART rules to help children become safer users in an increasingly digital age

	<ul style="list-style-type: none"> Use advanced search tools more effectively, both for my own research and classroom ideas etc.
Learn that: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Design and Technology	
Learn that: <ul style="list-style-type: none"> D&T is taught with a subject specific pedagogy through design and make projects which is underpinned by established learning theories technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose Structures: the inclusion of triangles in frame structures maximises their rigidity and stability Mechanisms: mechanisms are systems with moving parts Textiles: how to join fabric pieces with basic hand stitches 	Learn how: <ul style="list-style-type: none"> teach children how to make simple moving pictures with a range of simple mechanisms enable children to discover the strength of triangles in frame structures
Learn that: <ul style="list-style-type: none"> 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 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. Mechanisms: there are two basic solutions to create wheels and axles for moving vehicles. 	Learn how: <ul style="list-style-type: none"> 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 to use hand tools to shape and join resistant materials 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.

<p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> Create a medium-term plan to address a specific aspect of range design and technology curriculum
<p>Learn that:</p> <ul style="list-style-type: none"> technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose. Adapting teaching to provide targeted support to pupils who are struggling is likely to increase success. Assessments with clear foci and strategies should be included in planning to monitor children's progress against curriculum requirements and inform next steps. 	<p>Learn how:</p> <ul style="list-style-type: none"> plan a series of lessons to enable children to make progress in design and technology develop children's technical creativity Adapt provision for all children by breaking down tasks, scaffolding and levels of adult / peer support. Apply high expectations to all pupils ensuring access to a rich curriculum. Use assessments to check prior knowledge and pre-existing misconceptions.

<p>English</p>	
<p>Introduction and Grammar</p> <p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> 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

<p>Oracy</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Use talking partners to support children’s learning • Use group work to support children's learning • Use effective questioning to support children’s learning
<p>Reading</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.
<p>Phonics</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • apply SSP through use of correct terminology and enunciation to develop children’s word recognition. • use a 4-part lesson structure to teach SSP
<p>Writing</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.
<p>Poetry</p> <p>Learn that:</p> <ul style="list-style-type: none"> • poetry is integral to children’s growing appreciation and enjoyment of literature. Performance poetry can support children’s talk and learning. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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

EAL Learn that: <ul style="list-style-type: none"> EAL learners have a broad range of specific needs. EAL learners can be supported with a range of specific strategies and resources 	Learn how: <ul style="list-style-type: none"> Assess EAL learners and address individual needs. identify and implement appropriate strategies to support EAL learners
Reading Review Learn that: <ul style="list-style-type: none"> Continued engagement with professional development and secure subject knowledge is integral to teaching. 	Learn how: <ul style="list-style-type: none"> To reflect upon own knowledge and development needs, for example to act upon identified targets
Phonics 2 Learn that: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Geography	
Learn that: <ul style="list-style-type: none"> 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 the use of the local area is supportive for children's geographical understanding maps have a role in developing key geographical skills fieldwork skills can support knowledge of the local area 	Learn how: <ul style="list-style-type: none"> to identify areas of the NC and Development Matters and demonstrate subject knowledge to support children's understanding of the world through using their own location to develop children's understanding of geography through use of their local area to use maps to develop key geographical skills to use fieldwork to support children's understanding of their local area
Learn that: <ul style="list-style-type: none"> 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 	Learn how: <ul style="list-style-type: none"> to identify barriers to learning in geography, and make suggestions as to how these can be tackled to use adaptive teaching to support different needs

<ul style="list-style-type: none"> • data can be used to recognise areas needing development 	<ul style="list-style-type: none"> • to support progress in geography through a range of teaching approaches • to use data to recognise areas needing development
<p>Learn that:</p> <ul style="list-style-type: none"> • critical thinking can support Geographical teaching and learning • images can be useful tools to teach geographical concepts • images can be used as part of the enquiry approach to support learning in geography 	<p>Learn how:</p> <ul style="list-style-type: none"> • to use critical thinking skills, including empathy and images, to support Geographical teaching and learning • to use images to teach a range of geographical concepts • to use the development compass rose to support enquiry using images
<p>Learn that:</p> <ul style="list-style-type: none"> • there are different ways to make use of maps in geography, and that this can support a range of learning opportunities • personal geography can be used to develop map skills • the school locality can be used to develop geographical understanding and that a range of approaches can be used to support this 	<p>Learn how:</p> <ul style="list-style-type: none"> • to use different maps to support a range of learning opportunities • to use familiar environments to begin to develop map skills • to use the school locality to develop geographical understanding

<h2>History</h2>	
<p>Learn that:</p> <ul style="list-style-type: none"> • Substantive knowledge refers to knowledge about the past, whereas disciplinary knowledge refers to knowledge of how historians study the past and construct claims and accounts. • Effective history teaching contains both the substantive and disciplinary aspects of the subject. • Sources and artefacts become evidence when historians use them to answer questions about the past. • Historians use a range of sources from the past, as well as later interpretations, to answer and ask historical questions before making their own claims. • Effective use of formative assessment in history provides teachers with information about children's understanding and needs. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Identify and describe different types of historical knowledge that children learn. • Children build their knowledge of substantive concepts more securely when learnt through meaningful examples and through repeated encounters in different historical contexts. • Develop children's understanding of how historians might use different types of sources to answer different kinds of questions about the past. • Make effective use of evidence handling and enquiry to secure children's progress.

	<ul style="list-style-type: none"> • 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.
<p>Learn that:</p> <ul style="list-style-type: none"> • An historical enquiry is a sequence of learning that is framed around questions relating to different aspects and periods of history. • Chronology is a key concept which underpins our understanding of history. • It is important to actively teach for the development of chronological understanding to support children in making sense of the abstract nature of time and avoid misconceptions occurring. • Effective and consistent use of timelines is crucial in developing all aspects of chronological understanding. • Assessment of history learning should: <ul style="list-style-type: none"> ➢ focus on important content and concepts. ➢ provide useful information about gaps and misconceptions. • be used to inform teaching and curriculum planning. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Plan a sequence of learning in history using valid historical enquiry questions ensuring that children secure foundational knowledge before encountering more complex content. • Plan a well-structured history lesson within an identified sequence of 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 history lessons. • Assess children’s knowledge and understanding and identify next steps in learning.
<p>Learn that:</p> <ul style="list-style-type: none"> • Core and hinterland knowledge are important when considering history curriculum design: <ul style="list-style-type: none"> ➢ Core knowledge refers to historical content in a lesson/topic that teachers consider most important for children to secure in their long term memory. ➢ Hinterland knowledge is background information that helps make core knowledge meaningful by placing it within a rich context. • Prior knowledge plays an important role in how children learn in history. • Different approaches can be taken in the history classroom to secure children’s subject knowledge. • It is important that children should develop their knowledge and use of vocabulary related to all aspects of history learning. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Identify key hinterland and core knowledge that children need to know and learn to secure history knowledge and understanding of (specific aspects of) history. • Help children connect their knowledge and understanding of different places and times to support them in making sense of new learning. • 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. • Identify key vocabulary for aspect/period of history being taught and teach effective understanding and use of this.

	<ul style="list-style-type: none"> • Embed progress in historical vocabulary teaching and learning.
Learn that: <ul style="list-style-type: none"> • Where prior history knowledge is weak, children are more likely to develop misconceptions. • Anticipating possible misconceptions is important so that planning can then be tailored to prevent them forming. • Identifying and addressing misconceptions as they arise is key to securing children’s history subject knowledge. • Progression in history and assessment of history has to be focused upon the key components of the subject. • Assessment and feedback on progress in disciplinary knowledge should be situated within a historical context and be specific to that focus. 	Learn how: <ul style="list-style-type: none"> • Check and review children’s prior knowledge and understanding. • Plan to prevent common misconceptions in history from forming. • Use a range of assessment approaches to make judgements of children’s progress in history (including against age related assessment criteria).

Languages	
Learn that: <ul style="list-style-type: none"> • Languages is compulsory for KS2 pupils but that children can learn earlier and that Languages 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: <ul style="list-style-type: none"> • 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 Languages teaching for good examples of pedagogy.
Learn that: <ul style="list-style-type: none"> • Making links to the culture of the country/ countries where the language is spoken can support pupils’ understanding of the use of the target language (eg. formal use of ‘you’) , encourage engagement and promote cultural capital. • Learning as well as affective dimensions – motivation and engagement for learners - needs to be managed well (Jones and Richards, 2016) • Use of ‘authentic’ texts (songs/poetry) need to be carefully selected and scaffolded to support the current language knowledge & needs of the pupils. 	Learn how: <ul style="list-style-type: none"> • Use current research within classroom practice. • Plan/ deliver a well-structured FL lesson (with support/ resources) that builds on prior learning and supports progression.

<ul style="list-style-type: none"> Evaluating adaptive approaches is key to support all learners in FL. 	<ul style="list-style-type: none"> Plan engaging lessons using key vocabulary, grammar and knowledge about the TL language (eg. noun adjective agreement eg 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.
<p>Learn that:</p> <ul style="list-style-type: none"> There are a range of considerations to be made when planning a sequence of lessons. Adaptive teaching should support the process of language learning, not hinder progress. Assessment is used to monitor progress in lessons and track progress over time. <p>There are a range of creative, cross-curricular assessment methods which can encourage strong performance in FL assessments.</p>	<p>Learn how:</p> <ul style="list-style-type: none"> Use schemes effectively to support subject knowledge development. Use my developing subject knowledge (vocabulary) in context. Plan adaptive strategies to support all learners. Use effective AfL in my teaching of FL Plan a FL session (this could fall anywhere in the sequence of learning, including an assessment opportunity) Understand tracking systems used by schools to support progression and transition in FL.
<p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> Plan and deliver an effective sequence of learning for Languages teaching, applying key principles to the process (Rosenshine/National Curriculum/Framework for Primary Languages). Embed the 3 pillars of learning within Languages planning and/or teaching. Consider effective, age and subject-appropriate resourcing to scaffold learning.

Mathematics	
<p>What is Mathematics?</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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
<p>Number sense: Counting and Place value</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 • Counting comparison, composition are key aspect 	<p>Learn how:</p> <ul style="list-style-type: none"> • Plan, teach and assess a sequence of lessons developing understanding of number and place value. • Promote the use of specific mathematical vocabulary
<p>Addition and Subtraction</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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) 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> Progression in informal and formal calculations strategies need to be understood to teach effectively. 	<ul style="list-style-type: none"> Model and scaffold the learning
<p>Multiplication and Division</p> <p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> 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
<p>Fractions, Decimals and Percentages</p> <p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> 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.
<p>Planning</p> <p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> 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.

<p>Problem solving and reasoning</p> <p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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
<p>Review Mastery approach Reflection on planning</p> <p>Learn that:</p> <ul style="list-style-type: none"> • Critical reflection on the impact of approaches on pupil outcomes is a key aspect of teaching. 	<ul style="list-style-type: none"> • 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
<p>Learn that:</p> <p>SATS – Assessment</p> <p>Learn that:</p> <ul style="list-style-type: none"> • Key questions provide specific challenge <p>EAL</p> <p>Learn that :</p> <ul style="list-style-type: none"> • There are specific mathematical challenges for EAL learners and key strategies that can support EAL Learners <p>Strategies – E.g, Maths journals / Goal free questions</p>	<p>Learn how:</p> <ul style="list-style-type: none"> • 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

Learn that <ul style="list-style-type: none"> • There are a range of ways for children to demonstrate their thoughts, and understandings about mathematical ideas or concepts 	
Music	
Learn that: <ul style="list-style-type: none"> • Secure subject <i>knowledge is based</i> 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. • Body percussion is a pedagogy to embed an understanding of tempo and duration. • melody is based on scales and use important notes (Tonic, subdominant, dominant) 	Learn how: <ul style="list-style-type: none"> • 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 lead a simple copy-cat rhythm using an untuned instrument • to teach simple melody creation
Learn that: <ul style="list-style-type: none"> • 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 • Eurythmics and Rhythmic Solfege are used to develop a solid rhythmic foundation • sound is the basis of music and progresses from onomatopoeic to symbolic 	Learn how: <ul style="list-style-type: none"> • 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 • to notate a composition using graphic notation •
Learn that:	Learn how:

<ul style="list-style-type: none"> • 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. • assessment in music is a process focussed activity and not a product focussed activity • melody is based on scales and use important notes (Tonic, subdominant, dominant) • composition can be introduced through a non-musical stimulus- Introduction to the work of R Murray Schaffer. 	<ul style="list-style-type: none"> • 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 to notate a composition using standard notation • to teach children the fundamentals of melody and harmony from the use of scales and important notes
<p>Learn that:</p> <ul style="list-style-type: none"> • 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) 	<p>Learn how:</p> <ul style="list-style-type: none"> • to use all statutory documents to structure a MTP sequence of learning in music • to support pupils to develop good posture and breathing techniques. • to support children in singing in parts using rounds. • to develop timbre and texture through the use of musical technology (Sound plant) • to teach children to compose using musical technology (soundplant) • to manipulate sounds through the use of technology

<p>Physical Education</p>	
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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).
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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’. 	<ul style="list-style-type: none"> • Develop dance making (choreography) by using choreographical devices such as dynamics, transitions, unison and connections/space.
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.

<p>Religious Education</p>	
<p>Learn that:</p> <ul style="list-style-type: none"> • 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • articulate the aims of RE • use the locally agreed syllabus • include the three types of knowledge in RE for teaching RE

<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> -skills to develop -how is the content organised -EYFS -inclusion -assessment and planning -progression. • use formative and summative assessment in RE

Learn that: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> to measure progress in RE Learn how: <ul style="list-style-type: none"> use places of worship 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
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Science	
Learn that: <ul style="list-style-type: none"> 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. 	Learn how: <ul style="list-style-type: none"> 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
Learn that: <ul style="list-style-type: none"> pupils come to science lessons with pre-existing ideas and that misconceptions are ideas based on prior experience knowing common misconceptions and anticipating these in science is an important part of curriculum knowledge. constructivist learning theory is applied to practice, influencing and underpinning approaches to teaching science 	Learn how: <ul style="list-style-type: none"> 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.

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Understand the constructivist model and where elicitation fits
<p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> 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
<p>Learn that:</p> <ul style="list-style-type: none"> 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> 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
<p>Learn that:</p> <ul style="list-style-type: none"> 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 	<p>Learn how:</p> <ul style="list-style-type: none"> 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.
<p>Learn that:</p>	<p>Learn how:</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p>Learn that:</p> <ul style="list-style-type: none"> • To understand approaches to assessment 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 	<p>Learn how:</p> <ul style="list-style-type: none"> • know the key findings of Maintaining Curiosity: Ofsted 2013 and understand key factors in the teaching of science – Ofsted / Welcome reports. • Know a range of strategies for assessment in science (Formative and summative) and 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.
<p>Learn that:</p> <ul style="list-style-type: none"> • Critical reflection on the impact of approaches on pupil outcomes is a key aspect of teaching. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Critically reflect on professional practice through the consideration of the impact of teaching approaches and strategies • Plan and deliver a carefully sequenced curriculum
<p>Learn that:</p> <ul style="list-style-type: none"> • 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. 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • 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. 	
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Professional Studies	
Learn that: <ul style="list-style-type: none"> • Metacognition and Self-Regulation have an impact on learning • Cognitive science principles can have an impact on learning. • Learning involves a lasting change in pupils' capabilities or understanding and this involves the interactions between working memory and long-term memory • Effective strategies and approaches need to be incorporated into planning. • Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded. • Planning a LO, a sequence of activities and focussed assessment is integral to effective learning. • Through using the 10 principles of instruction, a teacher can positively affect the effectiveness of learning in the classroom. 	Learn how: <ul style="list-style-type: none"> • To identify a LO; I can plan a sequence of activities to support the LO and I can effectively assess children's progress against the LO • To understand that complex ideas and concepts can be broken down into smaller steps, minimising the complexity of a task and avoiding potential misconceptions whilst maintaining focus on key content. • To model effectively by discussing and analysing with expert colleagues how to make the steps in a process memorable and ensuring pupils can recall them. • avoid overloading working memory, by: Receiving clear, consistent and effective mentoring in how to take into account pupils' prior knowledge when planning how much new information to introduce. • Build on pupils' prior knowledge, by: Discussing and analysing with expert colleagues how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
Learn that: <ul style="list-style-type: none"> • Know your own and others' responsibilities in-line with current safeguarding policies and procedures. Recognise the risk factors that may indicate a child is at risk and understand issues around information sharing and multi-agency working. • A culture of mutual trust and respect supports effective relationships. 	Learn how: <ul style="list-style-type: none"> • Understanding of placement schools Safeguarding Policy • Awareness of reporting procedures in school • Identify Placement Schools Safeguarding priorities. • Identify Safeguarding priorities of local area

	<ul style="list-style-type: none"> • Apply principles of online safety across the curriculum in line with school policy, current research and national statutory policy. • Identify practical approaches to meaningfully engage parents with online safety issues and education.
<p>Learn that:</p> <ul style="list-style-type: none"> • Establishing and reinforcing rules, including through positive reinforcement, can help create an effective learning environment. • Pupils are motivated by intrinsic factors (related to their identity and values) and extrinsic factors (related to reward). • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Setting clear expectations can help communicate shared values that improve classroom and school culture. • Relationships are central when addressing children’s well-being. Relationships are central when addressing children’s well-being. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Clear and consistent implementation of school’s behaviour policy. • Learn how to understand the impact of positive reinforcement to affect and improve the motivation, behaviour, and well-being of pupils. • Support children to be motivated to work intrinsically. • Respond quickly to any behaviour or bullying that threatens emotional safety. • Respond consistently to pupil behaviour. • Create a culture of respect and trust in the classroom that supports all pupils to succeed. • Create a positive environment where making mistakes and learning from them and the need for effort and perseverance are part of the daily routine. • Know how to support children’s mental health and well-being. • Be able to recognise behaviours or changes in behaviours that could help to identify children at risk. • Know how to implement strategies for support and who to contact with concerns.
<p>Learn that:</p> <ul style="list-style-type: none"> • To learn what assessment is and its purpose for teaching and learning. • Understand the different types of assessment and their purpose. • How, when and why assessment is used in the classroom • Learn when to use formative, summative and diagnostic assessment 	<p>Learn how:</p> <ul style="list-style-type: none"> • 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.

<ul style="list-style-type: none"> • Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems • Learn how this data is used by class teacher. 	<ul style="list-style-type: none"> • 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
<p>Learn that:</p> <ul style="list-style-type: none"> • Teachers' understanding of individual children's needs can affect pupil outcomes and aspirations. • There are a range of barriers which may impact on children's life chances. • High-quality teaching has a long-term effect on children's life chances • All pupils will have different strengths and needs, and some will require adaptive teaching and provision. • The key legal requirements and policy for provision for pupils with SEND in early years and primary settings • The role and responsibilities of the class teacher and additional adults in the graduated approach (Assess, Plan, Do and Review) • Pupils will experience a range of barriers to learning and how inclusive practice and adaptive teaching can help them to overcome these barriers 	<p>Learn how:</p> <ul style="list-style-type: none"> • Know how to identify disadvantaged children in their class. • Identify the specific needs of individual children in order to make appropriate provision. • Apply short-term interventions and assess the impact. • To provide an inclusive learning environment • To identify barriers to learning and effective adaptive teaching approaches • To locate information and support for individual pupils within my school setting.
<p>Learn that:</p> <ul style="list-style-type: none"> • Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils. • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • A culture of mutual trust and respect supports effective relationships. • Teachers can influence pupils' resilience and beliefs about their ability to succeed. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Respond proactively and impactfully to prejudice-based language and know how to report incidents and to whom. • Apply the principles of equality legislation in practice, drawing upon a range of representative resources. • Critique existing provision/resources and make appropriate adaptations in order to ensure a diverse, inclusive, representative and global curriculum, taking account of the decolonising the curriculum debate. • Critically apply knowledge about superdiversity, policy and initiatives to inform planning and assessment decisions, including appropriate adaptive teaching and resources.
<p>Learn that:</p>	<p>Learn how:</p>

<ul style="list-style-type: none"> • A pupil with communication and interaction difficulties can present in class and some of the barriers to learning experienced • A range of strategies to support pupils with communication and interaction needs • The role of a speech and language therapist • Different categories of needs or diagnoses including impact on learning and supportive approaches • Learn about the role of the SENCO and the Speech and Language therapist. • Expert colleagues work together to support pupils and their families and staff at their school. 	<ul style="list-style-type: none"> • to work collaboratively with expert colleagues and external professional • to provide an inclusive communication friendly environment and adaptive teaching strategies. • to work collaboratively with external agencies, recognising roles and responsibilities. • to locate information about specific conditions and how to access advice and support.
<p>Learn that:</p> <ul style="list-style-type: none"> • Refugees are a heterogenous group and that individuals vary greatly in cognitive abilities, prior knowledge of curriculum subjects, proficiency in English, literacy in their home language(s) and cultural experiences that they bring to classrooms. • Refugee children have a wide range of needs, not just linguistic. • Developing an awareness of how to look after the voice to prevent damage • Teachers have the ability to affect and improve the well-being, motivation and behaviour of their pupils. • Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. • Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support improvement. • Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues. 	<p>Learn how:</p> <ul style="list-style-type: none"> • Critically apply knowledge about superdiversity, policy and initiatives to inform planning and assessment decisions, including appropriate adaptive teaching and resources • Use strategies to develop use of the voice • Critically reflect on approaches to managing workload. • Collaborate with colleagues to share the load of planning and preparation and make selective use of existing resources. • Share successful strategies to enable and encourage positive working relationships.
<p>Learn that:</p> <ul style="list-style-type: none"> • Learn the processes for diagnosis and identification of need • Know and understand formative and summative assessment for pupils with SEND, recognising the importance of high aspirations and adaptation. • Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success. 	<p>Learn how:</p> <ul style="list-style-type: none"> • to use formative and summative assessment to measure the impact of provision and inform teaching of pupils with SEND. • Use a range of strategies to support EAL learners to make good progress
<p>Learn that:</p> <ul style="list-style-type: none"> • Teachers can affect and improve the well-being, motivation and behaviour of their pupils. 	<p>Learn how:</p>

<ul style="list-style-type: none">• A range of colleagues can ensure appropriate support is in place for pupils.• Building effective relationships is easier when pupils believe that their feelings will be considered and understood	<ul style="list-style-type: none">• Critique the effectiveness of school policy relating to specific aspects of safeguarding.• Respond appropriately to safeguarding issues in line with school policy, current research and national statutory guidance.
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