

**PRIMARY UG (QTS)**

**School Experience Expectations & Weekly Breakdown**

**Stage 2**

**Early Years and Later Years**

**2024-2025**

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| **UG Stage 2** | **Induction week: w/c 10 December 2024**  **Training Dates: 6 January – 7 March 2025** |

**All documents and pro formas can be found at:**

[Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/)

**This document is primarily for Trainees, School Mentors, ITT Coordinators and Lead Mentors. It provides guidance on School Experience for Trainees on the Primary Undergraduate Programme. All information is subject to amends if DfE or Government policy changes during the academic year.**

**Information on UG Stage 2 School Experience**

**UG Stage 2 School Experience Lead is** Samantha Wilkes [s.wilkes@leedstrinity.ac.uk](https://encoded-592c9deb-987b-4562-aa3c-9fa3d37d83e9.uri/mailto%3as.wilkes%40leedstrinity.ac.uk%2520)

**Centre-based Lead is**Chris Price [c.price@leedstrinity.ac.uk](mailto:c.price@leedstrinity.ac.uk)

The UG Stage 2 School Experience is designed to enable Trainees to develop their continuity and progression by planning and teaching a sequence of lessons and monitoring pupil progress for a larger group of pupils in English and maths. Planning should be completed under the guidance of the class teacher throughout UG Stage 2 and the Trainee should evidence increasing independence. During UG Stage 2 of School-based Training, the Trainee should plan sequences of learning with the class teacher.

Trainees placed in FS will be expected to develop skills across all areas of learning and development (including Physical Development) and in managing the learning environment.

Trainees placed in Key Stage 1 & 2 will be expected to widen their subject expertise by teaching more subjects including Physical Education.

**Within the Development Record, there is a curriculum tracking document which covers all FS, KS1 and KS2 subjects to track whether these are observed, co-taught and taught.**

Planning

Trainees use the University’s lesson planning pro forma for all subjects taught at the start of UG Stage 2. They can begin to use the University’s planning pro forma for sequences of learning once the School Mentor and class teacher agree they are meeting the expectations for planning.

**Where schools teach lessons from pre-existing sequences of learning, there is an expectation that Trainees will use these as a starting point and adapt appropriately for the needs of their pupils using the LTU planning proforma.**

**Trainees should also plan on the individual lesson pro forma when they are planning for the weekly observed lessons and Record of Performance Development lessons (RoPD).**

Some Trainees will be able to develop the planning and teaching sequence more rapidly than others. However, Trainees should not be expected to plan completely independently until towards the end of UG Stage 2

As the placement progresses, and at the discretion of the class teacher/School Mentor, Trainees may lead learning without the constant presence of the class teacher, providing there are additional school staff in the classroom to support. *All Trainees must have a qualified teacher/practitioner present when teaching PE.*

Assessment of the Pupils

Trainees should be using formative assessment procedures for all the pupils they are working with and recording this assessment in line with school policy.  In addition to this, Trainees should use summative assessment processes and gather and record information to reflect the impact their teaching has had on pupil progress.  All data should be monitored in-line with school policy.

Throughout the placement, Trainees will gather information regarding pupil progress and complete a maths and English/SSP tracking document approximately 15 pupils in their class. Towards the end of the placement, Trainees will conduct a pupil progress meeting with their School Mentor, supported by their tracking documentation, evidencing the impact **their** planning and teaching has had upon their pupils’ progress in phonics, English and maths.

**For Trainees in EYFS:** observe how staff record children’s responses for assessment purposes. What system do they use? Do they use electronic or paper learning journeys? As School Experience progresses, use the setting’s systems to assess children in your focus group and use key assessment information in your planning. This will aid your pupil Progress meeting at the end of the placement.

Wider Responsibilities

Trainees should also observe the teaching and learning in a key stage where they are not completing School Experience. This can be planned for in CPD time.

**Trainees should begin to take note of the wider school environment and responsibilities in UG Stage 2 and become more involved in wider school opportunities. Trainees are expected to attend additional continual professional development opportunities available to staff, this includes staff meetings and training days or events.**

**WEEKLY BREAKDOWN OF UNDERGRADUATE STAGE 2**

Each week Trainee timetable should include:

* ½ day Planning, Preparation & Assessment (PPA)
* ½ day Continual Professional Development (CPD)
* Trainee- Please note these may be planned for in smaller chunks of time to be flexible and to fit in with the school’s requirements.

**Trainee task-** Each week the Trainee to update the Curriculum Tracking Document in their Development Record- Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.

All documentation: [Primary School Experience Documents - Study - Leeds Trinity University](https://www.leedstrinity.ac.uk/study/teaching/primary-school-experience-documents/)

**Weekly observations of YOUR (Trainee) practice:**

Wk 1- General observations of your practice. No recorded observation.

Wk 2- School Mentor/CT Lesson Observation- complete on Lesson Observation proforma - **Trainee** add to Abyasa.

Wk 3- School Mentor/CT Record of Performance & Development (RoPD) Observation- **School Mentor** add to Abyasa - ***Possible*** - **Lead Mentor in-person QA visit**

Wk 4- School Mentor/CT Lesson Observation- Trainee add to Abyasa. ***Possible -*** **Lead Mentor in-person QA visit**

Wk 5- School Mentor/CT Record of Performance Development (RoPD) Observation – **School** **Mentor** add to Abyasa.

Wk 6- School Mentor/CT Lesson Observation- complete on Lesson Observation proforma - **Trainee** add to Abyasa.

Wk 7- School Mentor/CT Record of Performance Development (RoPD) Observation - **School Mentor** add to Abyasa **Lead Mentor virtual Teams QA meeting**

Wk 8- School Mentor/CT Lesson Observation- complete on Lesson Observation proforma - **Trainee** add to Abyasa.

**Overview of Compliance and Quality Assurance**

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**Weekly Breakdown**

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| **Week** | **Trainee Expectations** | **School Mentor/Class Teacher Expectations** |
| **WK 1 Big Question** | **In what way are teachers role models, who can influence the attitudes, values, and behaviours of their pupils?** |  |
| **Week 1**  **w/c 06.01.25** | Complete the School Experience Induction Tasks booklet from December induction visits.    **Set up School Experience OneDrive and share with Sch. Mentor/Class teacher and Lead Mentor.**    Get to know the children in the class. Gather information on the year group, the curriculum and planning processes.    **KS1 & KS2:**  - Organise observations of maths, English, SSP. Support learning.  - Co-teach/support one English and one maths lesson.    **EYFS**:  - In the moment observation. Link to areas of learning/continuous provision. Support children to access indoor and outdoor provision. Observe- role of the adults.  - Lead at least one group activity from both prime/specific areas this week, using teacher’s planning. | Class teacher and Mentor create Trainee’s teaching timetable using this breakdown as a guide.    Support Trainee in gathering information and establishing a group of pupils (approx. 15) to track and monitor pupil progress in SSP/English and maths.    Planning meeting with class teacher this week to guide the Trainee on the objectives and content of the curriculum they will be expected to plan and teach.    Planning and preparation of resources should be monitored and checked by the teacher. Please make available to the Trainee all existing school resources. This includes access to IT software and resources used for teaching. |
| **Lead Mentor** | **Weekly email to Trainee to check in.**  **Trainee to share OneDrive link- folders prepped.** | **Lead Mentor contacts school to check on Trainee’s start and to arrange meeting dates; first meeting in person, second on Teams.** |
| **WK 2 Big Question** | **What do you need to do to be an effective colleague and a good learner in your school or setting?** |  |
| **Week 2**  **w/c 13.01.25** | **KS1 & KS2:**  - Organise observations of maths, English, SSP and PE. Support learning.  - Co-plan and co-teach one English/SSP, one maths lesson and one lesson from another curriculum area.    **EYFS:**  - In the moment observation. Link to areas of learning/continuous provision. Support children to access indoor and outdoor provision. Observe- role of the adults.  - Co-plan, resource and lead adult focused activities with a focus on 1. Communication and Language, 2. Mathematical Development, 3. A Prime area of learning.    **Mentor and Trainee to complete the Initial Impressions Check on Abyasa by the end of week 2.**    **Trainee to complete their Weekly Targets- following observation and weekly Mentor meeting.** | Observation by class teacher/Sch. Mentor- proforma on website. Trainee to share planning and complete their targets and share doc with Sch. Mentor/CT- **Trainee upload to Abyasa.**  Mentor- uploaded to Abyasa.    Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.    **Mentor and Trainee to complete the Initial Impressions Check (IIC) on Abyasa by the end of week 2.** |
| **Lead Mentor** | **Weekly email to Trainee to check in.**  **Trainee to share OneDrive link- folders prepped, evidence developing, Development Record up to date.** | **IIC- Checkpoint 1.** |
| **WK 3 Big Question** | **How can I make my classroom a predictable and secure environment for all learners?** |  |
| **Week 3**  **w/c 20.01.25** | **KS1 & KS2:**  - Organise observations of subjects/aspects not observed in weeks 1 and 2- and from the wider curriculum or classes. Support learning when not leading the session/group.  - Co-plan and co-teach a sequence of 3 SSP/English **or** maths lessons  - Co-plan and co-teach a PE lesson with class teacher support.  - From teacher’s plan- teach [one section of] a lesson from another curriculum area, with support.  **Continue gathering evidence on pupil progress in maths and English using tracking document.**    **EYFS**:  - In the moment observation of wider team/practice and in other classes.  Make links to areas of learning. Support children to access indoor and outdoor provision.  - Build towards planning, resourcing, and leading one adult focused activity per day.  Your planning should include phonics or early reading and one lesson focusing on Physical Development.  - You should work with expert colleagues to understand how other areas of learning are taught in your setting.    Observe how **‘Physical Development’** is taughtas the foundation for primary PE. Is this inside or outside? Is equipment used? If so, what sort of equipment? Does the physical development teaching follow a theme? How does teaching within this area link to the PE Curriculum in KS1? Thorough observation of this area will help you plan, teach and assess your own physical development activities.    **Continue gathering evidence on pupil progress in mathematical development and communication and language using tracking document- from the tracking systems used in setting.** | Record of Performance Development (RoPD) Observation by Mentor/CT, upload to Abyasa by **Mentor.**    Trainee to share their short-term planning in advance with Mentor/class teacher for discussion and edits/support.    Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.    ***LTU Lead Mentor may visit this week - face to face visit.***    **School Mentor should contact the LTU Lead Mentor if there are significant concerns about Trainee’s progress.** |
| **Lead Mentor** | **Weekly email to Trainee to check in. Brief overview of OneDrive folders- evidence developing, Development Record up to date.** | ***Checkpoint 2 Possible***- **Lead Mentor in-person QA visit. RoPD joint observation, observe feedback.** |
| **WK 4 Big Question** | **What difference can I make in the classroom and for the pupils?** |  |
| **Week 4**  **w/c 27.01.25** | **KS1 & KS2:**  - Organise open and structured observations of other curriculum subject areas. Support learning.  - With growing independence plan and teach two consecutive SSP/English **or** maths lessons (opposite to previous week).    Continue gathering evidence on pupil progress in maths and English using tracking document.    - Co-plan and co-teach a PE lesson with class teacher support.  - Plan and teach one lesson from another curriculum area, with support.    **EYFS**:  - In the moment observation of a growing number of specific areas. Support children to access indoor and outdoor provision.    **‘Physical Development’ see above – continued.**    - Build towards planning, resourcing, and leading two adult focused activities per day- sequenced across areas of learning.  Your planning should include phonics or early reading and one lesson focusing on Physical Development.  - You should work with expert colleagues to understand how other areas of learning are taught in your setting. | Observation by class teacher/Sch. Mentor- proforma on website. Trainee to share planning and complete their targets and share doc with Sch. Mentor/CT- **Trainee upload to Abyasa.**    ***LTU Lead Mentor may visit this week - face to face visit.***    **School Mentor should contact the LTU Lead Mentor, if there are significant concerns about Trainee’s progress.** |
| **WK 5 Big Question** | **What strategies do teachers use to ensure that their expositions are clear and move learning forward?** |  |
| **Lead Mentor** | **Weekly email to Trainee to check in. Brief overview of OneDrive folders- evidence developing, Development Record up to date.** | Or ***Checkpoint 2 Possible***- **Lead Mentor in-person QA visit. RoPD joint observation, observe feedback.** |
| **Week 5**  **w/c 03.02.25** | **KS1 & KS2:**  - Plan and teach a sequence of 3 SSP/English **or** maths lessons.  - Plan and teach a PE lesson with support  **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    **EYFS:**  - In the moment observation of a growing number of specific areas. Support children to access indoor and outdoor provision.    **‘Physical Development’ see above – continued.**    - Build towards planning, resourcing, and leading up to three adult focused activities consecutively across the week- sequenced across areas of learning.  Your planning should include mathematical development or early reading and one lesson focusing on Physical Development, wider specific areas too.  **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**  **ALL-** Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.    Continue gathering evidence on pupil progress in maths and English using tracking document. | Record of Performance Development (RoPD) Observation by Mentor/CT, upload to Abyasa by **Mentor.**      Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document. |
| **Lead Mentor** | **Weekly email to Trainee to check in. Brief overview of OneDrive folders- evidence developing, Development Record up to date.** |  |
| **WK 6 Big Question** | **In what way is your teaching effective in transforming knowledge, capabilities, and beliefs about learning?** |  |
| **Week 6**  **w/c 10.02.25** | **KS1 & KS2:**  - Plan and teach a sequence of 2 lessons of SSP/English  - Plan and teach a sequence of 2 lessons of mathematics.  - Plan and teach a PE lesson with support  - Plan and teach one lesson from another curriculum area with guidance- **including science.**  **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    **EYFS:**  - In the moment observation across all prime/specific areas of learning- adult and child-led.    **‘Physical Development’ see above – continued.**    - Build towards planning, resourcing, and leading up to four adult focused activities consecutively across the week- sequenced across areas of learning.  Your planning should include communication and language/SSP/early reading and one lesson focusing on Physical Development, UTW and wider areas of the EYFS.    **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    **ALL-** Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.    Continue gathering evidence on pupil progress in maths and English using tracking document. | Observation by class teacher/Sch. Mentor- proforma on website. Trainee to share planning and complete their targets and share doc with Sch. Mentor/CT- **Trainee upload to Abyasa.**    Trainee to record feedback and reflect on outcomes during weekly training tutorial, using the Development Record document.      **Mentor should contact the Lead Mentor if there are significant concerns about Trainee’s progress.** |
| **Lead Mentor** | **Weekly email to Trainee to check in. Brief overview of OneDrive folders- evidence developing, Development Record up to date.** | **Checkpoint 3- Desk-based verification of evidence.** |
| **w/c 17.02.25** | **HALF TERM** |  |
| **WK 7 Big Question** | **How can I make best use of additional adults to support learning in my classroom or setting?** |  |
| **Week 7**  **w/c 24.02.24** | **KS1 & KS2:**  - Plan and teach a sequence of 3 lessons of SSP/English  - Plan and teach a sequence of 3 lessons of mathematics.  - Plan and teach a PE lesson with support.  - Plan and teach two lessons from another curriculum area with guidance- **including science.**  **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    **EYFS:**  - In the moment observation across all prime/specific areas of learning- adult and child-led.    **‘Physical Development’ see above – continued.**    - Build towards planning, resourcing, and leading up to four adult focused activities consecutively across the week- sequenced across areas of learning.  Your planning should include communication and language/SSP/early reading and one lesson focusing on Physical Development, UTW and wider areas of the EYFS.    **- Ensure you are observing/co-teach/teaching a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.    **ALL- Gather final evidence of pupil progress in maths and English to prepare for pupil progress meeting in following week. Schedule your pupil progress meeting with your Mentor/class teacher.** | Record of Performance Development (RoPD) Observation by Mentor/CT, upload to Abyasa by **Mentor.**  ***LTU Lead Mentor arrange Teams review meeting this week.***  In weekly Mentor/Trainee meeting- identify strengths and areas for development.    Trainee to record feedback and reflect on outcomes using the Development Record document. |
| **Lead Mentor** | **Weekly email to Trainee to check in. Brief overview of OneDrive folders- evidence developing, Development Record up to date.** | **Checkpoint 4- Compliance check online- Teams call Trainee, School Mentor/Lead Mentor** |
| **WK 8 Big Question** | **How can I adapt teaching in a responsive way to provide targeted support to pupils who are struggling, and to provide challenge for learners?** |  |
| **Week 8**  **w/c 03.03.24** | **KS1 & KS2:**  - Plan and teach sequences of lessons across the days/week- increasing in the proportion of the day you are teaching.  - Plan and teach a PE lesson with support.  - Plan and teach two lessons from another curriculum area with guidance- **including science.**  **- Ensure you co-teach/teach a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    **EYFS:**  - In the moment observation across all prime/specific areas of learning- adult and child-led.    **‘Physical Development’ see above – continued.**    - Build towards planning, resourcing, and leading up to four adult focused activities consecutively across the week- sequenced across areas of learning.  Your planning should include communication and language/SSP/early reading and one lesson focusing on Physical Development, UTW and wider areas of the EYFS.    **- Ensure you co-teach/teach a wider curriculum subject each week and recording this on your Curriculum Monitoring Grid with Observed (O)- Co-taught (CT), Taught (T) across EYFS/KS1/2 as appropriate.**    Wider involvement in school-life demonstrated; transition from lessons, break/lunchtimes, clubs etc.    **Complete the pupil progress meeting with your Mentor/class teacher.**  **Upload your completed Development Record and maths/English trackers to Abyasa.** | Observation by class teacher/Sch. Mentor- proforma on website. Trainee to share planning and complete their targets and share doc with Sch. Mentor/CT- **Trainee upload to Abyasa.**    ***LTU Lead Mentor arrange Teams review meeting this week.***  **Assessment Report and x3 Records of Performance & Development to all be on Abyasa by the Mentor.**    **Lead Mentor to review Assessment Report and complete testimonial at end of Assessment Report.**      Identify strengths and areas for development for UG Stage 3 and record in Assessment Report.    Trainee to record feedback and reflect on outcomes using the Development Record document.    **Verification by the Lead Mentor of a Trainee not meeting the minimum requirement for UG Stage 2 expectations.** |
| **Lead Mentor** | **Weekly email to Trainee to check in.**  **Final check of all documentation.**  **Please remind Trainee to upload their completed Development Record and pupil progress trackers for maths/English/SSP to Abyasa please.** | **Checkpoint 5- Moderation of Assessment and report and complete LM testimonial on Abyasa.** |

**UG 2 Guidance for increase in plan, resource deliver expectations:**

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| Wk 1 | KS1/2- Co-plan and co-teach one English (SSP) and one maths lesson.  EYFS- Lead at least one group activity from both prime/specific areas this week, using teacher’s planning. |
| Wk 2 | KS1/2- Co-plan and co-teach one English (SSP), one maths lesson and one other lesson from wider curriculum.  EYFS- Lead at least three group activities from both prime/specific areas this week, work alongside staff for planning. |
| Wk 3 | KS1/2- Growing independence co-plan/teach sequence of 3 English (SSP) **OR** maths lessons, PE lesson- with support and one (section of) another wider curriculum subject- inc. science.  EYFS- Build towards planning, with more independence, one adult focused activity per day- inc. SSP/PD. |
| Wk 4 | KS1/2- plan and teach 2 consecutive English/SSP **OR** maths lessons- (opposite to Wk 4 subject), PE- with support and one lesson from wider curriculum- different subject.  EYFS- Build towards planning, with more independence, two adult focused activities per day- inc. SSP/PD. |
| Wk 5 | KS1/2- Plan and teach sequence of 3 English/SSP **OR** maths, PE lesson- with support, wider curriculum subject/s.  EYFS- Plan and resource up to 3 consecutive adult focused activities in a sequence across the week. |
| Wk 6 | KS1/2- Plan and teach 2 English/SSP **and** 2 maths, PE lesson- with support, one lesson wider curriculum.  EYFS- Plan and resource 4 adult focused activities across the week- inc. MD, CL, PD and specific areas. |
| Wk 7 | KS1/2- Plan and teach 3 English/SSP **and** 3 maths, PE lesson- with support, 2 lessons wider curriculum.  EYFS- Plan and resource minimum 5 adult focused activities across the week- inc. MD, CL, PD and specific areas. |
| Wk 8 | KS1/2- Aim to plan/resource/teach across most of a day. Plan and teach consecutive lessons- English/SSP and maths- increasing in the proportion of the day you are teaching.  EYFS- Build towards planning, resourcing, and leading a full day/planned adult focused activity. |

**UG Stage 2 Subject knowledge and centre-based content across EYFS and KS1/2**

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| **Communication and Language/English- inc. SSP** | Building on three strands of English- oracy/reading/writing- develop planning of sequences of learning incorporating all strands and through a quality stimulus. Consider how daily SSP features and supports oracy/reading/writing. Foster a love of reading and promote motivating and deeper thinking writing opportunities through sequenced planning. |
| **Maths** | A focus on the concepts of shape, space and measure. Children’s enquiry-based learning within the curriculum, both indoor and outdoor, will be evaluated and the role of the adult in promoting effective interactions and empowering children as learners will be explored. Sequenced plans will be evaluated and a rationale of the meta-cognition behind these considered. |
| **Understanding the World/Science** | Continue to develop knowledge and understanding of the principles of effective science pedagogy. You will recognise and develop the needs for developing a STEM literate society through engaging with science in school. Evaluate planning. |
| **Physical Development/PE** | In PE, you will deepen your understanding of the development of motor skills in children (both fine motor skills and gross motor skills). You will explore a range of practical activities that focus on a variety of strands of the PE Curriculum. Evaluate planning. |
| **Personal, Social and Emotional/PSHE** | Children and young people are growing up in an increasingly complex world and they need to know how to be safe and healthy. These subjects support children and young people to develop healthy relationships, and to keep themselves and others safe, both on and offline. RSHE should be It also provides pupils with the knowledge that will enable them to make informed decisions about their wellbeing. |
| **Computing/ICT** | Develop your knowledge and understanding of the effective pedagogies and resources that support the development of the concepts and approaches behind computational thinking and computer science. You will explore a range of practical activities that support the strands of the computing curriculum. Evaluate planning. |
| **History/geography** | **History-** Bringing history to life through a first-hand educational visit.Approaches to teaching history including inquiry, the use of artifacts, visual sources, written documents, and many others. Guidance will also be given on the use of role-play, local fieldwork, and the teaching of sensitive subjects. **Geography**- Bringing geography to life through a first-hand educational visit. Sessions will address many current issues such as the climate and nature emergencies. You will be introduced to how you can design and plan the geography curriculum and will be supported in developing your knowledge about personal geographies, geographical skills fieldwork, and how to use resources effectively. |
| **Art and design** | Explore the importance of creativity and consider what might help or hinder that in the Early Years setting or Primary School. Look critically and evaluatively at some famous (and some not famous) artists. You will have the opportunity to work practically, trying activities they could use with your pupils. We will explore assessment in art lessons and consider what progress looks like across and between age phases. |
| **Music** | These sessions give you the opportunity to learn more about the teaching of Music, as a Foundation Subject, in the Primary School. Explore the lives and works of some of the Great Composers and to evaluate a variety of pieces of music. An exploration of music across the Curriculum. |
| **FL** | Consider the requirements of the National Curriculum for languages. Have a go at some easy language learning activities. Explore ways that language learning can be delivered through experiences within and beyond the classroom. Explore how these experiences might benefit your pupils. |
| **RE** | Gain an understanding of the latest Ofsted research review in RE and its impact on teaching and learning in RE. Return to some of the big ideas in RE and our personal position. Consider how planning for progression is built into an RE curriculum and cross curricula links. |
| **Design and Technology** | Consider the definition of design- use creativity, imagination and practical ideas to design, solve problems and evaluate products. |