** **EHU ITE PARTNERSHIP CURRICULUM SEQUENCE COMMUNICATION**

**Programme: PGCE Primary Early Years Education with QTS**

*(Key to CCF reference is on the last page.)*

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| **Week** | **Personal and Professional Attitudes,**  **Values and Beliefs** | | | **Subject and Curriculum Knowledge** | | | **The Craft of Teaching and Pedagogy** | | |
|  | *Centre-based input* | *Setting/School based input* | *Core -Content ref* | *Centre-based input* | *Setting/School*  *based input* | *Core -Content ref* | *Centre-based input* | *Setting/School based input* | *Core -Content ref* |
| **1**  **I**  **N**  **D**  **U**  **C**  **T**  **I**  **O**  **N** | Present in Person Online synchronous  Online asynchronous  L7 Writing – expectations and where to find support  Teachers’ Standards  Resilience within the programme and through studies/practices  Managing Workload |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Present in Person  Online synchronous  Online asynchronous Promoting English Through Story using stimuli of Where The Wild Things Are by Maurice Sendak |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  PB 7 | Present in Person  Online synchronous  Online asynchronous Role of the EYS Teacher  Transitions – within the curriculum and from one phase to another  Shared & Sustained Thinking using stimuli of Where The Wild Things Are by Maurice Sendak |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **2** | Present in Person  Online asynchronous  Safeguarding – obtaining L1 & L2 certification  Reflective Practitioner |  | HE 1-6  HPL 1-9  CP 1-11  AT 1-7  MB 1-7  PB 1-7 | Online synchronous  Online asynchronous  **Communication & Language** – theoretical approaches, communication friendly spaces, understanding distinct elements of language  **Expressive Art & Design** – planning for EAD, identifying learning outcomes, CoEL within EAD, taught through the theme of ‘the moon’ H&S  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Present in Person Online asynchronous  EPG 4011 – EYS Research Specialism Module  EYS Planning  Importance of Play, play-based curriculum design |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **3** | Present in Person  Online asynchronous  OFSTED Framework (EIF), implications for working and long-term memory, Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous  **Science 1** – EYFS/KS1 Curriculum, taking Science learning outdoors  **English 1** – English NC at KS1, spoken language and the effective T&L of spoken language, the importance of Standard spoken English  **Physical Development** – implications in childhood, identifying ELGs, knowing about the well-balanced child, physical literacy within the curriculum including safeguarding  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Present in Person Online asynchronous  EPG 4011 – EYS Research Specialism Module  Theories of Learning (working memory & long-term memory, metacognition) |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **4** | Present in Person  Online asynchronous  Personal Tutorials |  | HE 1-6  PB 1-7 | Online synchronous  Online asynchronous  **Maths 1** – Maths Understanding within Continuous Provision, pedagogical approaches, Mathematical play  **SSP 1** – key principles & terms, role of SSP in teaching & learning of reading & writing, understanding children’s phonological development  **Understanding the World** – people and communities, understanding the role of the practitioner, familiarity of areas of learning and development  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Present in Person  Online asynchronous  EPG 4011 – EYS Research Specialism Module  Life-Long Learning  Autism |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **5** | Online synchronous Online asynchronous  Personal Tutorials |  | HE 1-6  PB 1-7 | Online synchronous  Online asynchronous  **Maths 2** – Early Counting Principles, Errors & Misconceptions, Progression in Counting in EYS & KS1, Counting Patterns & Counting Enhancements  **SSP 2** – understanding the teaching sequence for SSP, understanding and planning for the different phases of SSP for effective teaching  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Present in Person  Online synchronous  Online asynchronous  EPG 4011 – EYS Research Specialism Module  Forest School Theory |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **6** | Online synchronous Online asynchronous  Preparing Teaching Files & Initial Placement Briefing |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous  Online asynchronous  **English 2** – Early reading and KS1 Reading, links to Teachers’ Standards, adapting teaching, understanding reading strategies  **Science 2** – Outdoor learning and how it enhances children’s scientific enquiry, messy play and exploring our senses  D&T  **PSED** – current literature, children’s well-being, assess/reporting of PSED, early brain development, social and emotional development & safeguarding  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous  Online asynchronous  EPG 4011 – EYS Research Specialism Module |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **7** |  | EPG 4108  Understanding the Role of the Class teacher, including planning for learning | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | EPG 4108-PIP  Continuous Provision (in/outdoors)  Planning & Assessment in EYFS  **Early Reading** & Early SSP, making links to TS3 – subject knowledge, principles of literacy, explore elements of ER, understand ER in practice | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | EPG 4108  ‘Key Person’ Work  Importance of Play  Transition & Safeguarding  Behaviour  SEND & Curriculum Design | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **8** |  | EPG 4108 |  |  | EPG 4108 |  |  | EPG 4108 |  |
| **9** | HALF TERM |  |  |  |  |  |  |  |  |
| **10** |  | EPG 4108 |  |  | EPG 4108 |  |  | EPG 4108 |  |
| **11** |  | EPG 4108 |  |  | EPG 4108 |  |  | EPG 4108 |  |
| **12** | Online synchronous Online asynchronous  Teachers’ Standards  Electronic Professional Portfolio (EPP)  Evidencing meeting the Teachers’ Standards throughout PP and academic work |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous  **Science 3** – Planning & Assessment, scientific progression of skills from YN to Y2 & The World (using animals in the classroom)  **Maths 3** – Place Value & Early Calculation including +/-, Structures & Recall of +/-  Intent, Implementation & Impact  **SSP 3** – debrief, Q&A session about planning and teaching at EYFS, progression of skills to planning and teaching at KS1 |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous  EPG 4010 – Philosophy of Teaching & Learning in EYS – how children learn & approaches to teaching & learning in the EYS, leadership in EYS |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **13** | Online synchronous Online asynchronous  Placement Briefing |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous  **History 1** – Creative learning and teaching, understanding teaching and learning of History, enquiry skills  **D&T –** design, make and evaluate including developing technical knowledge  **Music** – theories and stages behind musical development, introducing practical activities, understanding the role of music in children’s development  Intent, Implementation & Impact  **EAL –** developing an understanding of EAL in schools/settings, understanding that EAL requires robust subject knowledge and wide range of practical resources, develop empathy for EAL learners |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS – curriculum design  EAL in the Classroom – Partnership Visiting Lecturer |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **14** |  | EPG 4108  Reflective Practitioner  Team Teaching  Observe Teaching  **Pre-placement contextual analysis – local area, OFSTED, LA**  **Overview of school website**  **Equality, diversity & inclusion – how is this promoted?** | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | EPG 4108 - PIP  Teach up to 40-50% whole class  Teach up to 30-40% group tasks  Focus on Inclusion, SSP, Maths, Learning Outside the Classroom | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | WK1  VP  Working with Parents/carers;  Create a parent/carer information booklet linked to KS1 curriculum including the outdoor environment | EPG 4108  Safeguarding  Curriculum Design  Planning & Assessment  **Working with parents/carers – create booklet/newsletter/e-newsletter** | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **15** |  | EPG 4108 |  |  | EPG 4108  **How do pupils learn? SSP/Early Reading, other priority areas in the curriculum**  **Planning a History/IT SoW including organisation, use of adults, resources, assessment and development of skills** |  | WK2  VP  Hist/IT focus;  6-week scheme of work focusing on an Historical event and linking it to IT skills for presentation | EPG 4108  **How do pupils learn? Richness of curriculum, class pages, curriculum organisation, delivery, teaching & learning processes.**  **Assessment & screening** |  |
| **16** |  | EPG 4108 |  |  | EPG 4108  **Understand TS3 promote good progress and outcomes by pupils – analyse planning and teaching of subject/s, resources and development of skills and knowledge**  **Build up a literacy anthology of stories, rhymes, songs, rhymes, jingles to support teaching and learning** |  | WK3  VP  Literacy Anthology;  Preparing and designing a Literacy Anthology of stories, poems, rhymes, songs and jingles related to EYFS and KS1 teaching and learning and related curriculum themes/topics | EPG 4108  **Understand TS5 adapt teaching to respond to the strengths and needs of all pupils – understand differentiation, SEND, Pupil Premium, resources and external agencies support** |  |
| **17** | CHRISTMAS |  |  |  |  |  |  |  |  |
| **18** | CHRISTMAS |  |  |  |  |  |  |  |  |
| **19** |  | EPG 4108  **Managing behaviour and fostering positive attitudes to learning – scrutinise school behaviour policy, identify positive behaviour strategies and the promotion of good behaviours for learning** |  |  | EPG 4108  **Develop a planning overview for the delivery of a ‘live reptile session’, identify learning objectives, complete a risk assessment, consider the environment for learning** |  | WK4  VP  Live Animal Session;  Plan, Risk Assess, prepare for a session involving live animals in the classroom, including pre and post tasks for the children to undertake | EPG 4108  **TS8 – Fulfilling wider responsibilities – developing effective relationships with parents/carers, understand how teachers contribute to the wider life of school** |  |
| **20** |  | EPG 4108 |  |  | EPG 4108  **Develop an SSP journal which identifies good outcomes for learners, gather evidence and reflect upon this new knowledge, consider resources and teaching activities which encourage interactive and engaging learning for all including EAL/SEND** |  | WK5  VP  SSP Journal;  Reflect/evaluate upon SSP teaching and learning including resources, groupings, assessment and progress of skills | EPG 4108  **Plan, design and resource a package of intervention to meet identified needs** |  |
| **21** |  | EPG 4108 |  |  | EPG 4108  **Develop confidence to deliver PE sessions – consider elements of competitive sport in a fun way, present ideas to promote fairness and respect in PE, consider structured games that develop physical skills, consider barriers to delivering high-quality PE, adapting PE lessons to meet needs of children, developing ones own confidence to teach PE** |  | WK6  VP  Developing confidence in teaching PE;  Plan a high-quality sequence of PE lessons which focus on developing children’s confidence and introducing competitive sport skills | EPG 4108  **Evaluate learning materials produced in previous week and their identify effectiveness upon children’s learning and achievements** |  |
| **22** | Online synchronous  Online asynchronous  Personal Tutorials |  | PB 1-7 | Online synchronous Online asynchronous  **Geography 1** – Creative learning using story to introduce children to new aspects of the world  **Art 2** – Exploring colour, inspired by Matisse, colour theory and creating a colour wheel  **PE** - H&S, master basic movements, balance, agility, co-ordination, apply these in activities, participate in team games, perform dance moves  **English 3** – Early Writing – developing knowledge and understanding of teaching, learning and assessment of early writing, introducing ‘simple view of writing’  **SSP 4** – assessment and tracking of SSP development Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS, approaches to teaching & learning |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **23** | Online synchronous Online asynchronous  Careers & Applying for Jobs  Life-Long Learning  Assessment  Behaviour Management |  | PB 1-7  MB 1-7 | Online synchronous Online asynchronous  **English 4** – KS1 Grammar & Spelling – understanding importance of grammar and spelling teaching, research related to grammar and spelling, recognising spelling errors as developmental signposts  **Maths 4** – Geometry, Progression in Shape/Space & Geometry in EYFS & KS1, Properties of 2D & 3D Shapes, Transformation of Shapes  **Computing** – good practice and using technology in EYFS, enhancing children’s experiences through technology  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **24** | Online synchronous Online asynchronous  Leadership & Management  Careers & Applying for Jobs­­­ |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous  **History 2** – Planning & Assessment  **Geography 2** – Planning & Assessment  **RE** – 3 lens approach, creative resources for teaching RE, planning and teaching KS1 RE  Intent, Implementation & Impact |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 | Online synchronous Online asynchronous EPG 4010 – Philosophy of Teaching & Learning in EYS  Pillars of Learning |  | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **25** | READING WEEK |  |  |  |  |  |  |  |  |
| **26** | Present in Person  Online asynchronous  Excellence in Teaching & Consolidation Placement Briefing | SEND  Ethos, Values & Aims of Setting  Understand How Experience Can Improve Own Practices  Teachers’ Standards & SEND Provision | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | SEND  ‘Shadow’ Staff and Observe Teaching  Assessment of SEND  Plan & Deliver Teaching Activity | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | SEND  Understand Role of Key Workers, Documentation & Policies  Observe Interaction/  Communication  Behaviour Strategies  Range of Learning Styles  Student Voice | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **27** |  | EPG 4109  Reflective Practitioner  Team Teaching  Observe Teaching  **Meet the team**  **Research school context and wider community**  **Review OFSTED Report**  **Review H&S policy – COVID related themes** | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | EPG 4109  Teach up to 80% whole class  Focus on Inclusion, SSP, Maths, Learning Outside the Classroom  **Review children’s prior learning to inform future planning** | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |  | EPG 4109  Safeguarding  Curriculum Design  Planning & Assessment  **Motivate children with positive language, act as a positive role model**  **Demonstrate awareness of own use of standard English and modelling to children** | HE 1-6  HPL 1-9  S&C 1-10  CP 1-11  AT 1-7  AS 1-7  MB 1-7  PB 1-7 |
| **28** |  | EPG 4109  **Attend staff meetings**  **Wider CPD opportunities/**  **research e.g. Meeting Subject Leader and exploring ‘deep dives’ in relation to OFSTED/EIF**  **Share documentation with mentor and set relevant targets**  **Provide evidence to support EPP**  **Review key policy – e.g. Safeguarding**  **Review expectations/**  **actions in relation to key policy** |  |  | EPG 4109  **Teach up to 30%**  **Review pupil attainment in subject areas**  **Begin planning for specific subject areas**  **Relevant research to support SK**  **Create a learning environment that is conducive to positive outcomes** |  |  | EPG 4109  **Develop Q&A strategies which enable children to share emerging understanding**  **Review Behaviour Management policy**  **Create learning opportunities which inspire and motivate learning** |  |
| **29** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Provide evidence to support EPP**  **Review key policy – e.g. SEND Code of Practice and/or EAL**  **Review expectations/**  **actions in relation to key policy** |  |  | EPG 4109  **Teach up to 30%**  **Review pupil attainment in subject areas**  **Review previous weeks WDS and implement into planning for specific subject areas**  **Relevant research to support SK** |  |  | EPG 4109  **Observe expert practitioners noting strategies that support positive behaviour and behaviours for learning**  **Develop knowledge and understanding of the ‘new’ EYFS curriculum**  **Familiarise self with data recording processes** |  |
| **30** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Contribute to wider life of the school e.g. after school club**  **Look at ways to help promote a ‘Healthy School’ philosophy both with children/families and the wider community** |  |  | EPG 4109  **Teach up to 50%**  **Review pupil attainment in subject areas**  **Review previous weeks WDS and implement into planning for specific subject areas**  **Relevant research to support SK**  **Consider common misconceptions prior to teaching lessons, address these within lesson** |  |  | EPG 4109  **Following on from familiarising self with data recording processes, now identify intervention strategies to support further learning**  **Be aware of teacher’s workload and ensure that good time management strategies are used effectively** |  |
| **31** | EASTER |  |  |  |  |  |  |  |  |
| **32** | EASTER |  |  |  |  |  |  |  |  |
| **33** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Develop strategies for sharing information with parents/carers**  **Review key policy – e.g. Working with Parents/Carers**  **Review expectations/**  **actions in relation to key policy** |  |  | EPG 4109  **Teach up to 50%**  **Review pupil attainment in subject areas**  **Review previous weeks WDS and implement into planning for specific subject areas**  **Relevant research to support SK**  **Develop confidence and strategies for marking policy**  **Review school’s marking policy and identify next steps** |  |  | EPG 4109  **Develop strategies to help support children to present their more scholarly work**  **Consider carefully how children are paired/grouped within the classroom for supported and/or independent learning** |  |
| **34** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Provide evidence to support EPP**  **Provide evidence within planning of how children are stretched and challenged** |  |  | EPG 4109  **Teach up to 80%**  **Develop knowledge and understanding of how to plan long-term programmes of study**  **Familiarise self with school’s schemes of work, e.g. Singapore Maths, SSP**  **Consider planning for some outdoor teaching and learning linked to curriculum planning** |  |  | EPG 4109  **Identify barriers to learning and present activities to help overcome these barriers, e.g. communication**  **Design inspirational learning activities/tasks that are appropriately levelled and differentiated to enable children to achieve maximum potential** |  |
| **35** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Use key concepts from lectures on how children learn, scaffolding children’s learning, meeting children’s needs, stretching/**  **challenging children** |  |  | EPG 4109  **Teach up to 80%**  **Develop a range of strategies/resources within lesson planning which promotes knowledge and prompts change in children’s long-term memory**  **Make good use of technical language with teaching, providing clear explanations to support developing knowledge** |  |  | EPG 4109  **Observe children’s learning and progression of skills**  **Set targets which improve fluency. Use a range of strategies which encourage children to re-call knowledge.**  **Develop an understanding of EIF and OFSTED expectations and processes**  **Understand how schools prepare for OFSTED** |  |
| **36** | BH | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Plan activities, communication, resources for ‘visits/trips/visitor’ events, including ‘online’** |  |  | EPG 4109  **Teach up to 80%**  **Ensure that all Maths planning is effective, well-planned, resourced and meets all children’s learning requirements.**  **Ensure that planning is accessible for all adults and responds to all group/individual needs** |  |  | EPG 4109  **Develop an understanding of assessment procedures, e.g. Maths, number, counting**  **Identify targets after discussion with EY team/lead and record progress made within teaching number, counting** |  |
| **37** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Develop strategies which promote literacy and children’s understanding of key skills around SSP and Early Reading** |  |  | EPG 4109  **Teach up to 80%**  **Ensure that all Literacy and SSP planning is effective, well-planned, resourced and meets all children’s learning requirements.**  **Ensure that planning is accessible for all adults and responds to all group/individual needs** |  |  | EPG 4109  **Develop an understanding of assessment procedures, e.g. Phonic Screening, Early Reading, writing**  **Identify targets after discussion with EY team/lead and record progress made within teaching reading, comprehension and writing**  **Promote a love of reading and ensure that the learning environment and behaviours for learning are addressed effectively, e.g. high-quality resources, learning environment, appropriate challenged activities/tasks** |  |
| **38** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Prepare for ‘Parents Evening’ either online/in person** |  |  | EPG 4109  **Teach up to 80%**  **Make good use of assessment**  **documentation and next steps when planning a sequence of lessons in an identified area of learning/subject**  **Plan effectively for a sequence of lessons to be delivered in a week or over a number of lessons** |  |  | EPG 4109  **Ensure that feedback from lessons and teaching have been acted upon and new teaching practices implemented, such as, making the steps in a process memorable and ensuring that children can recall them** |  |
| **39** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Plan activities, communication, resources for ‘extra-curricular’ events, including ‘online’ e.g. Soft Olympics, online play/drama presentation** |  |  | EPG 4109  **Teach up to 80%**  **Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide support for those who require it**  **Consider teaching strategies, use of questioning, assessment data, resources which will inspire and motivate learning in a well-planned learning environment, with support** |  |  | EPG 4109  **Begin to consider the level of professional engagement/**  **interaction that will be needed to ensure that a seamless ‘handover’, to the class teacher, of children’s achievements/**  **successes and outcomes upon completion of consolidation PP**  **Ensure that all marking and assessment information is updated and completed** |  |
| **40** | HALF TERM |  |  |  |  |  |  |  |  |
| **41** |  | EPG 4109  **Meet with mentor on a regular basis**  **Evaluate previous weeks teaching**  **Update documentation**  **Provide evidence to support EPP**  **Preparation for Professional VIVA** |  |  | EPG 4109  **Teach up to 80%**  **Plan, teach and deliver high-quality lessons on a regular basis which meet the needs of the learner and provide support for those who require it**  **Consider teaching strategies, use of questioning, assessment data and resources which will inspire and motivate learning in a well-planned learning environment, with more independence** |  |  | EPG 4109  **Identify EAL teaching strategies and support EAL children and their families to access learning** |  |
| **42** | SEND PLACEMENT  (WINDOW) | **Use knowledge and understanding from SEND Conference.**  **Review policies e.g. SEND Code of Practice** |  |  | **Reflect upon and evaluate the ‘Communication’ policy – including non-verbal learners**  **Reflect upon and evaluate the ‘Behaviour’ policy including the use of appropriate behaviour strategies**  **Develop an understanding of SEND assessment**  **Reflect upon an SEND learners’ daily experiences/provision**  **Plan and deliver small group activity under direction of setting/staff** |  |  | **Gain understanding of SEND setting**  **Identify staff roles and organisation of setting**  **Reflect upon SEND experiences enhancing mainstream practice**  **Reflect upon learning points in relation to own practice**  **Understand the enhanced provision for SEND learners** |  |
| **43** | Present in Person  Online synchronous | PROFESSIONAL VIVA  EPP to support TSs |  | Present in Person  Online synchronous | PROFESSIONAL VIVA  EPP to support TSs |  | Present in Person Online synchronous | PROFESSIONAL VIVA  EPP to support TSs |  |

Present in Person

Online asynchronous

Online synchronous

Key – ITT Core Content Framework

HE High Expectations (1-6)

HPL How Pupils Learn (1-9)

S&C Subject and Curriculum (1-10)

CP Classroom Practice (1-11)

AT Adaptive Teaching (1-7)

AS Assessment (1-7)

MB Managing Behaviour (1-7)

PB Professional Behaviours (1-7)