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

**Sessions:** reflect on learning at the end of session and how you have applied your learning.

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

This will be used in line with Placement Progress Journal.

**Subject Specific Development Journal** BA QTS (Hons) Primary and Early Years

Assessment

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

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1. **Art and Design**

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| **INITIAL ART AND DESIGN REFLECTION:** |  |
| * *What is your own experience of Art and Design education prior to the BAQTS course?* |  |
| * *Do you engage in any Art and Design learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Art and Design, of supporting teaching or leading on the teaching of Art and Design (including Early Years’ art)?* |  |
| * *Which aspects of Art and Design teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| The National Curriculum Programme of Study for Art and Design has 4 overarching aims (ideas, make, evaluate, knowledge) and that these underpin planning, teaching and assessment in Key Stages 1 and 2. That subject content includes: materials, processes, visual elements and contextual understanding | Use the aims/ content of the KS1 and KS2 POS to support planning and teaching of Art and Design | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| The most relevant statements for Art and Design in EYFS are taken from the following Areas of Learning: Expressive Arts and Design (ELGs Creating with Materials, Being Imaginative and Expressive) & Physical Development (ELG Fine Motor Skills) | Use the Areas of Learning and Early Learning Goals most relevant to Art and Design to support planning and teaching. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Mark making can be applied on different surfaces with different tools. It supports children’s early drawing and drawing outcomes.  It supports the communication of their emotions and thinking, the development of their ideas and individuality. It develops their fine and gross motor skills and hand/eye coordination. It can be gestural, purposeful and experimental. | Plan/Teach activities that support and develop:  Mark making in response to different stimuli  Use of thoughtful and gestural mark making  Expressing and communicating emotion through mark making/ drawing  Fine motor control | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Drawing supports children’s capacities for perception, communication, invention, action | Plan/Teach activities that support the development of drawing:  Drawing warm-ups  Exploration of tone  Drawing from observation | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| The seven elements of art (space, shape, colour, form, line, tone, texture) are the building blocks of art. Meanings, ideas and intentions can be communicated through visual and tactile language using the formal elements of art    The principles of art (movement, rhythm, pattern, emphasis, balance, unity, harmony, variety, contrast) are how children can apply the elements of art in their art making. | Plan/Teach activities that support the development of children’s knowledge of:  Colour theory  Using art processes of collage, paint and mark making (mixed media) to respond to an artist’s work (focusing upon the elements of shape and colour, principles of movement and rhythm)    Use examples of abstract art to develop children’s understanding of the application of colour and shape, and as an inspiration for their own artwork. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| That the learning environment will have an impact on the progress and behaviour of all pupils when they are developing ideas and making art. It is the role of the teacher to plan what the children will learn and how, and to organise and adapt resources and the learning space (including spaces outside of the classroom) for the needs of the children in their class | Carefully consider the organisation of resources and structure of Art and Design lessons based on what the children will be learning, where they will be learning and how (e.g. working experimentally, teacher modelling, guided teaching, gathering ideas) | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| In Early Years’ art children learn by leading their own play, and by taking part in play or focused activity which is guided by adults. | Plan activities to support mark making/ control of tools and exploration of media and materials | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| That children learn in Art and Design through a combination of process led learning (experimenting/ exploring) and teacher modelling and that this is underpinned by a constructivist theoretical approach. This helps develop their disciplinary knowledge (understanding of how artist’s work) | Consider when modelling needs to be used and why, and how it supports children’s learning and progression.    That in a sequence of Art and Design lessons children need time to experiment and explore with tools, material and media | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Art and Design supports and develops children’s cognitive, social, emotional, physical, creative development | Plan activities that support and develop:  Expressing and communicating emotion through mark making/ drawing  Individual responses to secondary sources  Fine motor control | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| When planning a sequence of Art and Design lesson teachers need to consider:  Children’s prior learning.  What will they need to know about or more about?  What will they need to be able to do/ do better?  What will they need to be able to understand or understand more about? | Plan for a learning sequence within a single lesson (EYFS or KS1/2) considering:  Guided and independent practice  Resources  Key vocabulary and questions  Begin to consider adaptive teaching and formative assessment | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Different models of progression can be used to plan and teach Art and Design dependent on what/how the children will learn.  When planning a sequence of Art and Design lesson teachers need to consider:  Children’s prior learning.  What will they need to know about or more about?  What will they need to be able to do/ do better?  What will they need to be able to understand or understand more about? | Plan for a sequence of Art and Design lessons.  Identify potential misconceptions and plan to avoid these/identify and address misconceptions which may arise  Assess pupils’ knowledge and understanding and identify next steps in learning  Adapt teaching to ensure all children are able to access learning and make progress. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Using the work of artists, craftspeople and designers can provide children with inspiration for their own making; can develop their ability to think critically, to talk and about art and to deepen their knowledge and understanding of art. | Plan activities that develop children’s knowledge and understanding of art, craft and design by evaluating and analysing art and craft works.  Use questions and prompts to support children and include any specific vocabulary needed to discuss the work. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Progress in art and design is assessed through a variety of means and uses different kinds of evidence. Consideration needs to be given to the quality of the products that children make, the ideas they develop, the skills/ knowledge they exhibit as they use tools, media and processes, and their knowledge of the world of art, craft and design. | Use a range of formative strategies to assess children’s progress in Early art/ Art and Design.  Consider types of evidence which can be used to make a summative judgement of children’s progress in Early art/ Art and Design | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Learning and development goals in Art and Design need to accessible and inclusive for all learners. Potential barriers to learning for individuals should be anticipated alongside a pathway to ensure these children can actively participate in the best possible way. | Adapt teaching in an Art and Design lesson according to the needs of child/ren (SEND/ EAL).  Examples of adaptive teaching include:  teacher modelling of exploration and experimentation, teacher modelling of an art process, use of tools, use of instructional prompts (visual or text), verbal reminders, exemplar art works, adapted mediums or tools and consideration of working environment. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Children need to time to explore and experiment so they can develop their own ideas and become familiar with the properties of the materials and tools they will be using in their making.  Giving children time to practice with materials, media and tools enables teachers to identify any misconceptions, to check understanding and provide support as needed. | Plan/teach activities to support and develop children’s knowledge of:  Printing techniques, tools and materials  The properties of clay, techniques and tools for building and creating art and craft works with clay | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| That sketchbooks are a space for children to develop their own ideas, experiment, demonstrate their understanding of art processes, knowledge of art and evidence their evaluations. | Plan in opportunities for children to record different stages of their art learning journey and to acknowledge that the process towards an outcome is just as important as the final outcome | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| For art and design to be integrated into the curriculum an effective interdisciplinary connection has to be made. | Plan collaboratively for purposeful curriculum integration of Art and Design, which leads to progression and deepening of subject knowledge. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Creative approaches can foster the development of children’s cognitive, physical, social and emotional development | Carefully consider the intent when planning for creative and purposeful learning in Art and Design/ early art | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| That digital technology can: Provide different processes for developing ideas and making in art.  Expand the range of tools available for children’s artistic exploration and output. | Plan/ teach activities that support and develop children’s use of:  Tools for digital drawing and painting  Software for editing and enhancing photographs  Tools for creating stop frame animation | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Art as critical practice provides opportunities to explore how artists engage in their society and explore key issues, debates and controversies of their period. | Introduce contemporary artworks in order to develop children’s contextual understanding of art, their critical evaluation and personal response | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Animation can develop children’s artistic/ technological skills specific to animation, their planning and language skills, and their creative skills. | Plan/ teach activities that support and develop children’s knowledge of:  Stop frame animation | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Photography can enable children to develop their visual, spatial awareness and to  communicate their ideas, thoughts and feelings | Plan/ teach activities that develop children’s photographic skills (composition, perspective, lighting, colour) and to use photographs to capture subject matter and to represent ideas, thoughts and feelings | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**COMPUTING**

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| **INITIAL COMPUTING REFLECTION:** |  |
| * *What is your own experience of COMPUTING education prior to the BAQTS course?* |  |
| * *Do you engage in any COMPUTING learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach COMPUTING, of supporting teaching or leading on the teaching of COMPUTING?* |  |
| * *Which aspects of COMPUTING teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| … there are three strands to the Computing Curriculum:   * Computer Science (coding) * IT (what we used to do all the time – creative expression through digital media) * Digital Literacy (How to use technologies effectively- including creating, storing, sharing, collaborating etc.)     Beebots and other digital devices are very useful when delivering the KS1 elements of the CS curriculum    Scratch Junior and Scratch are widely used in schools when delivering the CS elements of the KS1&2 curricula such as sequence/selection and repetition  Unplugged activities are useful in teaching Computational Thinker concepts | Access the Computing curriculum and have a good understanding of the requirements of the content and what should be taught throughout KS1 & KS2  Code an algorithm into a Beebot or other digital device:   * Make predictions about the algorithm * Debug algorithms * Set and answer questions in Beebot code – use context mats   Code animations in Scratch & Scratch Jr. (programming) so that the following happens (sequence/repetition):   * A character moves/speaks * A background is transitioned * A repetition loop is performed (e.g., Drawing regular 2D polygons) * Using the ‘wait’ command in Scratch Conversations – e.g., Halloween Joke   Unplugged activity – e.g., Making a Jam Sandwich – Left/Right hand etc. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| … what is ‘reputable’ for academic purposes when referring to information (e.g. on the question relating to ‘screen time and young children’) – and what may not be considered ‘reputable’.  Understand that the internet hosts a wealth of information and that some information is more reputable than others | Perform low-risk research online (advice on v young children and screen time) and refine their search terms  Play with ‘advanced search’ settings to further refine their searches  Consider what is ‘reputable’ when making reference to information on questions such as those relating to ‘screen time and young children’.  Approach a conversation with a parent – what might they advise them based on current ‘scientific’ understanding of ‘screen time and effects on young children’. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| ***Learn that Secure Computing knowledge is based* on** a knowledge of the frameworks for teaching the National Curriculum for Computing.  **T**here are online sites to support the teaching of dealing with DL themes such as hoaxes, misinformation and online abuse.  There are recognised ‘SMART’ rules to help children be safe online.  **C**omputing concepts can be taught through ‘unplugged’ activities.  Loops greatly reduce the number of steps required in a program and avoid repetitive phrasing.  Computing is an important element of the NC and part of the entitlement of children – the importance of the creative process within Computing and a useful skill for the 21st Century | Prepare and deliver a Digital Literacy session on E-Safety for delivery as part of a lesson or assembly of children while on placement    Know the SMART rules for DL and be prepared and able to foster these behaviours when in school    Teach computational thinking concepts through unplugged activities –    Use loops, nested loops within Scratch environment and unplugged activities    Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Computing works well in making Cross-Curricular links with other Computing and can be done through projects  Scratch can be used for animations and drawings to support a wide variety of Cross curricular work  There is an argument for getting children to work on Projects with their peers (Resnick, M 2017) – links to CC learning approach  We can use modern construction kits (e.g. Lego Wedo 2.0) to cover certain elements of the curriculum – ‘use sequence, selection, and repetition in programs; work with …. various forms of input and output’ | The students know how to use Broadcast and receive to plan a conversation within Scratch which they can apply to any Computing/topic/theme and plan some CC work with 2 LOs    The students can use Excel to create spreadsheets and produce graphs of data which they can use within science lessons and meet those requirements of working with data.  If the school has robotic kit, the students should have the confidence to work with an OOH group on this and work with different forms of input and output | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Virtual and Augmented reality are now options for classroom activities.  QR codes can help when children are researching information and make learning more active.  Learn how to collaborate on a task – sharing responsibilities and roles as part of working with technologies (e.g. Office 365) and their peers to develop content and ideas for their curriculum maps and possible technologies suitable for use in the classroom – e.g. QR codes, VR/AR/Digital cameras/sound recorders etc.    Learn that Cross-Curricular and thematic/project/ problem-based learning are founded on well-documented successes and to be considered when planning, esp. within Computing & the foundation subjects – (Barnes 2015) | … use AR and VR within a classroom setting and consider the possibilities for their own settings given a set of IPads or access to VR headsets (or Google Cardboard or equivalent with Parents’ phones as part of a focus week)    …use communication & collaboration skills through shared work on Office 365    … use QR code generators to create QR codes which will perform part of their planned lessons  e.g. <https://www.qr-code-generator.com/>  OR  <https://www.the-qrcode-generator.com/>  OR  via Office Add-ins:- QR4Office or Right-clicking on images on the WWW    Work with peers and plan/meet/collaborate etc. using IT skills for a thematic/CC approach to teaching, incorporating several foundation subjects. | 1 Date/s: | 1 Date/s: |
| 2 Date/s:      3 Date/s: | 2 Date/s:  3 Date/s: |

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

**DESIGN AND TECHNOLOGY**

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| **INITIAL DESIGN AND TECHNOLOGY REFLECTION:** |  |
| * *What is your own experience of DESIGN AND TECHNOLOGY education prior to the BAQTS course?* |  |
| * *Do you engage in any DESIGN AND TECHNOLOGY learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach DESIGN AND TECHNOLOGY, of supporting teaching or leading on the teaching of DESIGN AND TECHNOLOGY?* |  |
| * *Which aspects of DESIGN AND TECHNOLOGY teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| There are National Curriculum requirements for D&T at KS1 and KS2 and links to the EYFS frameworks.  D&T is taught with a Design and Technology specific pedagogy through design and make projects which are underpinned by established learning theories.  How the 3-stage process is underpinned by established learning theories.  Structures: the inclusion of triangles in frame structures maximises their rigidity and stability.  Mechanisms: mechanisms are systems with moving parts  D&T is an important aspect of the curriculum which is essential to the prosperity of the nation. | 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.  How to plan and deliver a D&T lesson within the 3-stage process focusing on structure, simple mechanisms, textiles or food.  Teach children basic hygiene and culinary skills to design and create healthy dishes.  Teach children basic hand-stitching techniques to make simple products with a user and purpose in mind.  Access a range of online resources to support teaching and learning in D&T | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Food:food technology focuses on food origins and healthy eating within design and make projects  Textiles: how to join fabric pieces with basic hand stitches.  Technical creativity can be facilitated by teaching a range of skills and providing a range of tools and materials from which children can choose | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Resistant materials can be shaped and joined.  Levers and linkages can create moving images.    There are two different solutions to create working wheels and axles.  Simple electric circuits can be used to create a self-propelling vehicle.  The design and technology Progression Framework can support planning and assessment | Teach children how to use hand tools to shape and join resistant materials.  Teach children a range of combinations of levers and linkages to achieve different outputs.  Plan individual D&T lessons within the framework of the 3-stage process and considering the 6 design principles.  Teach children how to build a self-propelling vehicle as a basis for their own designs. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Specific tools are appropriate for primary age children to use and how to use them safely and efficiently.  Manually operated levers and linkages can be combined to achieve a range of different outputs  There are practical implications and common issues associated with constructing series and parallel circuits.  Pulley wheels and drive belts transfer rotational movement from one place to another. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| There are differences between teaching creatively and teaching for creativity.  There are accessible online resources to enhance subject knowledge directly related to a range of exemplar medium-term plans | Work collaboratively to create medium term plans for D&T which encourage children to think creatively.  Plan for a more sophisticated pedagogical approach.  Use the Projects on a Page format to plan D&T units of work | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| It is important for children to develop creative thinking skills.  Lessons and units of work should include opportunities for pupil choices and decisions.  The finer points of D&T pedagogy (iterative process and tinkering) sit within the 3-stage process | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**ENGLISH**

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| **INITIAL ENGLISH REFLECTION:** |  |
| * *What is your own experience of English education prior to the BAQTS course?* |  |
| * *Do you engage in any English learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach English, of supporting teaching or leading on the teaching of English?* |  |
| * *Which aspects of English teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Introduction**  Key research, government policy and theory underpin current practice.    The national statutory frameworks and non-statutory guidance inform and support teaching and learning. | Use the statutory frameworks and non-statutory guidance to support planning.    Begin to relate key research, government policy and theory when observing colleagues (NC, EYFS Framework, Reading Framework, Curriculum Research Review). | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Subject Knowledge**  Secure English grammar, punctuation subject knowledge supports children’s learning.    Children need to be taught grammar and punctuation and then apply this in context. | Teach grammar (word classes, adjectives, direct speech, adverbial phrases, relative clauses) to support children’s learning. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Speaking and Listening Part 1**  Talk is integral to children’s learning.    Talking Partners is a powerful tool to support children’s learning but needs to be structured and purposeful. | Use talking partners to support children’s language development and other areas of English | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Speaking and Listening Part 2**  Talk is integral to children’s learning.    Group work is a powerful tool to support children’s learning but needs to be structured and purposeful. | Use group work to support children’s language development and other areas of English | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Reading**  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 | Promote reading for pleasure in the classroom by sharing stories with children.    Use questioning in a whole class or guided reading session to support children’s learning. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Phonics**  SSP underpins the statutory curriculum requirements for the teaching of early reading.    A secure knowledge of terminology underpins the teaching of SSP    There are a range of strategies for teaching SSP effectively | Apply SSP through use of correct terminology and an understanding of phoneme and grapheme correspondence to develop reading.    Use strategies in the teaching of SSP that engage and support children, for example the use of stories or puppets. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Writing**  Shared writing is an effective tool to support children’s writing.  Talk is the foundation of writing.    An inclusive and engaging writing environment can support children’s writing | Use shared writing to support pupils to write effectively.  Use talk to support writing. For example, the oral rehearsal of sentences.    Create an inclusive and engaging writing environment, for example by displaying relevant books in the classroom/book corner. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Text Types and Genres**  There are different types of fiction that may utilise different structures and language features.    There are different types of non-fiction that have different structures and language features. | Teach children to differentiate between non-fiction and fiction and the different text types within these. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Poetry**  Poetry has a key role in the area of children’s literature.    Performance poetry can support children’s talk and other areas of learning | Apply my knowledge and growing appreciation of poets and poetry in the primary classroom to support children’s learning.    Use performance poetry to support children’s learning. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Assignment**  Continued engagement with professional development and secure subject knowledge is integral to teaching | Reflect own knowledge and development needs for example to reflect upon identified needs and targets. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Introductory session**  teachers need a secure subject knowledge of reading to effectively teach. | apply critical reading to support effective classroom practice in the teaching of phonics and early reading. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Speaking and Listening**  speaking and listening strategies can develop vocabulary and comprehension skills. | use speaking and listening strategies to develop word vocabulary and comprehension skills.  improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Phonics Part 1**  There are key principles in teaching of SSP and these are embedded in statutory and non-statutory curriculum documentation.    teachers’ need a secure subject knowledge of phonics to effectively teach word recognition | Learn how to plan and teach a four-part SSP lesson. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Reading Part 1**  effective teachers introduce new material in steps, explicitly linking new ideas to what has previously been studied and learned.    having a secure subject knowledge in reading helps teachers to motivate pupils and teach effectively. | develop an understanding of the key principles and strategies involved in teaching children to read. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Creative approaches**  teachers need a secure subject knowledge to effectively teach reading.  Learn that reading for pleasure is a requirement of policy and supported by research evidence.  Learn that reading for pleasure needs to be embedded and promoted in the classroom.  Learn that creative approaches such as drama strategies support children’s learning. | use creative approaches to teach reading.  develop reading for pleasure by supporting the creation of rich reading environments. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Phonics Part 2**  It is important to understand the principles of teaching reading and how these relate to key curriculum documentation.  SSP is a statutory requirement in the teaching of early reading.  teachers need a secure subject knowledge of phonics to effectively teach early reading.  Progression and the use of specific terminology and definitions are important in the teaching of SSP, and a 4-part format is used when planning for SSP | plan and teach a four-part SSP lesson. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Spelling and Writing**  teachers need a secure subject knowledge of writing and spelling to effectively teach.    phonics is integral to early spelling.  spelling needs to be taught explicitly. | use guided writing and shared writing to support children’s writing development.  develop children’s handwriting.  teach spelling through phonics.  Teach spelling key stage1 and 2 through the use of different strategies.. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Digital Literacy & Poetry**  teachers can use digital technologies to motivate learners and improve learning .    teachers need a secure subject knowledge of poetry to effectively teach reading and writing. | use digital literacies effectively to motivate learners and improve learning.    Apply my increasing knowledge and increasing appreciation of poets and poetry in the primary classroom to support children’s learning. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Reading Part 2**  teachers need a secure subject knowledge of phonics to effectively teach reading.  to meet the needs of all pupils, teachers adapt their planning and teaching. | use and adapt reading strategies to meet the needs of pupils learning. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Reviewing learning**  Continued engagement with professional development and secure subject knowledge is integral to teaching | use critical enquiry and apply this to illustrate developing knowledge of teaching of reading. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Phonics**  A secure understanding of progression of SSP is fundamental to the teaching of early reading.  It is important to understand how to assess children’s phonic knowledge and be able to plan for progression.  Use of a practical strategies for teaching SSP supports children’s motivation for learning to read and spell. | Plan for progression in the teaching of SSP.  Assess children’s phonic knowledge and plan for progression.  Learn how to use practical strategies when teaching SSP. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Picture Books and Interanimation**  Picture books are integral to children’s growing appreciation and enjoyment of literature.    Picture books can be used to support children’s developing knowledge and understanding of English | ensure picture books contribute to children’s growing knowledge and enjoyment of children’s literature.  For example, by reading these with children in the classroom.    use picture books to support children’s learning in English.  For example, by using picture books to stimulate children’s writing. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Literacies in and beyond the classroom**  Children’s popular culture, comics and graphic novels, digital tools and devises support literacy learning.    children’s wider literacy lives including home literacies should be recognised and valued in the school setting. | Use children’s popular culture and digital tools to enhance the teaching of English. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Poetry Outdoors**  Poetry is integral to children’s growing appreciation and enjoyment of literature.    The outdoors can be a powerful tool to enhance children’s understanding and appreciation of poetry. | Ensure poetry contributes to children’s growing knowledge and enjoyment of children’s literature.  For example, by reading and sharing poetry with children in the classroom.    To use the outdoors to enhance the teaching of poetry. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Multimodal Texts and Film**  A range of multi modal texts are important tools to help develop literacy skills    Film texts can be used in a sequence of lessons to motivate and support children’s literacy development | use film in a sequence of lessons to motivate and support children’s literacy development. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **EAL**  EAL learners have a broad range of specific needs.    EAL learners can be supported with a range of specific strategies and resources. | Assess EAL learners to address their individual needs    implement strategies to support EAL learners | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Policy**  Historically there have been key policy initiatives in regard to the teaching of English.    Government policy impacts upon the English curriculum, pedagogy and classroom practice. | Evaluate the impact of government English curriculum policy on pedagogy and practice. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**FOREIGN LANGUAGES**

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| **INITIAL FOREIGN LANGUAGES REFLECTION:** |  |
| * *What is your own experience of Foreign Languages education prior to the BAQTS course?* |  |
| * *Do you engage in any Foreign Languages learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Foreign Languages, of supporting teaching or leading on the teaching of Foreign Languages?* |  |
| * *Which aspects of Foreign Languages teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Foreign languages is compulsory for KS2 pupils, but children can learn earlier and FL approaches can be used to support new to English EAL pupils.  Language learning has 3 pillars for progression phonics, vocabulary and grammar and 4 skills to develop in language learning – S, L, R, W.  Language needs to be modelled and practised before it can be produced independently | Draw on policy, resources and guidance to support subject knowledge development.  Model new vocabulary using my turn, your turn/ visual prompts using audio and/or written scaffolds.  Enable children to practise vocabulary and phrases in a variety of ways. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Carefully sequenced teaching supports the building of schemata.  Strategies, activities and resources need to be carefully selected to ensure good progress.  Adaptive teaching should support the process of language learning, not hinder progress. | Identify effective strategies for teaching languages  Use a range of approaches for presenting and practising FL in the classroom.  Plan a well-structured lesson in a sequence of learning to support progression in language learning | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **5-11**  Grammatical understanding is key to good language progression.  Teaching interrogatives, negatives, and high frequency verbs in context is part of developing knowledge of language and can enhance progress.  Practice of vocabulary need to be revisited regularly for different contexts or tasks (eg. knowing the phrase ‘My name is X’; they can use ‘my’ or ‘name’ in other contexts.)  Assessment processes used for novice to intermediate learners primarily focus on formative approaches. | Use KS2 Framework and Warwick Progression Framework & schemes to plan for and review progress.  Plan engaging lessons using key vocabulary, grammar and knowledge about the TL language (e.g. noun adjective agreement e.g. masculine/ feminine).  Plan for progression by building on prior learning , ensuring vocabulary & phrases are revisited in different activities, to support long term memory.  Be able to support children to address errors/ misconceptions.  Use formative assessment strategies when teaching FL  Reflect on the impact of their teaching. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3Date/s: | 3 Date/s: |
| **3-7**  Although not compulsory, some EYFS and KS 1 settings develop non-native languages/ or awareness of other languages.  Culture and language are interconnected.  The immersion approach used for children with EAL can be supported using direct teaching (strategies shown in FL sessions).  The research around an early start is conflicting.  That making links to other subject areas where appropriate can help children make connections . | Are able to raise the awareness of cultures and languages in line with the school policy/ curriculum.  Use greetings, simple rhymes/ songs / extracts of familiar stories to promote foreign language development.  Support understanding thorough using actions, visual prompts & translation. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **ALL:**  Assessment processes used for novice to intermediate learners primarily focus on formative approaches.  Effective learning is supported by self-efficacy & purpose.  Recording FL progress supports transition and progression.  Teacher use of target language can both support and hinder progress. There needs to be a balance. |  | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Creative teaching in FL needs to be carefully considered to enable structure and progress to be maintained.  Creative approaches can support cognitive and sociocultural dimensions of learning as well as affective dimensions- motivation and engagement for learners, when managed well (Jones & Richards 2016).  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 (e.g. formal use of ‘you’) and encourage engagement.  Knowledge of other languages and cultures supports pupils’ development of cultural capital.  Use of ‘authentic’ texts need to be carefully selected & scaffolded to support the current language knowledge & needs of the pupils. | Use effective scaffolding to support children’s use of phrases/ sentences & development of schemata.  Use creative approaches when planning.    Plan for purposeful and meaningful cross curricular opportunities (aiming to avoid stereotyping) in FL lessons.  Use current research within their classroom practice. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**GEOGRAPHY**

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| **INITIAL GEOGRAPHY REFLECTION:** |  |
| * *What is your own experience of geography education prior to the BAQTS course?* |  |
| * *Do you engage in any geography learning currently? If so, what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach geography, of supporting teaching or leading on the teaching of geography?* |  |
| * *Which aspects of geography teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| ***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.  Fieldwork skills can support knowledge of the local area. | Use fieldwork to support children’s understanding of their local area.  Support children’s understanding of the world through using their own location.  Develop children’s understanding of geography through use of their local area.  Identify areas of the NC and EYFS and demonstrate subject knowledge. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Weather and hot and cold places can be linked and impact on lives in the location.  Enquiry can support learning in geography | Teach children about weather and hot and cold places.  Use enquiry to support learning in geography | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| There are different ways to make use of maps in geography, and that this can support a range of learning opportunities.  Use of alternate, locations in the country can support thinking and learning in geography.  Latitude affectsclimate zones. | Use maps in geography to support learning.  Use alternate locations in the country to develop understanding of place.  Teach aboutclimate zones and biomes to support understanding of weather, climate and hot and cold places. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 1. Date/s: |
| There arebarriers to learning in geography, and how these can be tackled  The use of adaptive teaching in geography can include a range of approaches  Progress in geography can be supported by a range of approaches,  Data can be used to recognise areas needing development. | Identify barriers to learning in geography and make suggestions as to how these can be tackled.  Use adaptive teaching to support different needs.  Supportprogress in geography through a range of teaching approaches.  Usedata to recognise areas needing development. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| The use of international locations can support thinking and learning in geography.  Fieldwork techniques can support understanding ofplace and link geography in a cross-curricular manner.  Mountains and rivers can be taught through different approaches and both have specific knowledge that can be taught at KS1 and KS2. | Use international locations to support thinking and learning in geography.  Usefieldwork techniques to support understanding ofplace and link geography to other subjects.  Develop understanding ofmountains and rivers in KS1 and KS2. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**HISTORY**

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| **INITIAL HISTORY REFLECTION:** |  |
| * *What is your own experience of history education prior to the BAQTS course?* |  |
| * *Do you engage in any history learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach history, of supporting teaching or leading on the teaching of history?* |  |
| * *Which aspects of history teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| History has defining features.  Substantive knowledge is knowledge about the past whereas disciplinary knowledge is knowing how historians work.  Effective history teaching contains both the substantive and disciplinary aspects of the subject.  History is an enquiry- based discipline (this differs from an enquiry-based pedagogical approach).  Chronology underpins effective history teaching.  That progression in history and assessment of history has to be focused upon the key components of the subject. | Discuss and analyse with expert colleagues:  *-how to sequence lessons*  *-understand why planning choices have been made and how they contribute to a sequence of learning.*  *-identify the key aspects of effective history teaching and learning.*  *-how to assess in history*  When in school – observe history lessons and identify good practice | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Historians employ methods of enquiry to investigate and construct knowledge and understanding of the past.  Sources and artefacts become evidence when historians use them to answer questions about the past. | Plan a well-structured history lesson within an identified sequence of learning.  Make effective use of historical enquiry in the primary classroom to secure pupils’ progress.  Adapt teaching to ensure all children are able to acquire key history subject knowledge and understanding and make progress.  Use targeted questions to check for children’s historical knowledge and understanding.  Develop my own subject knowledge *(post session task linked to session: Early Islamic Civilisation)*. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| Effective use of retrieval practice supports pupils’ learning and remembering.    Secure subject knowledge is an important aspect of developing chronological understanding and supports pupils in building history schemas.    Chronology is a key concept which underpins our understanding of history, and developing secure chronological understanding is an essential aspect of effective history learning.    Narrative is a fundamental part of history.  Children begin to develop their understanding of time and chronology before they begin to engage in discrete history learning, and that developing early chronological understanding is crucial for younger children in order that they can make sense of their day to day lives.    It is important to actively teach for the development of chronological understanding to support pupils in making sense of the abstract nature of time.    Effective teaching of chronological understanding can help avoid promoting misconceptions when teaching and identify and address any which might arise.    Effective and consistent use of timelines play a crucial role in developing all aspects of chronological understanding with children. | Implement retrieval practice as part of effective history teaching and learning.    Plan for the development of children’s chronological understanding in the EYFS/KS1 or KS1/KS2    Identify and address common misconceptions in relation to chronological understanding.    Make effective use of timelines within their history lessons. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| Pupils build their knowledge of substantive concepts more securely when learnt through meaningful examples and through repeated encounters in different contexts.      That historical enquiry is underpinned by a conceptual framework and that when historians examine different events, they do so through the conceptual lens of one of the disciplinary concepts.    That people may hold different views about who, or what is significant and why.    Assessment of history learning should:   * focus on important content and concepts * provide useful information about gaps and misconceptions * be used to inform teaching and curriculum planning | Plan a sequence of learning in history.  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 historical content and learning and make progress. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| Revisiting learning regularly is important to ensure knowledge is retained in long term memory.      It is important to critically consider the choices we make when planning and teaching.      High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary. | Enable critical thinking and problem solving by first teaching the necessary foundational content knowledge.    Employ effective historical discourse in the classroom.    Plan an effective sequence of history learning with clear intended outcomes and which secures pupils’ substantive knowledge and allows for progression of disciplinary processes and understanding. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**Mathematics**

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

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| **PHASE 1** | I have learned how to…… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| **What is Mathematics?**  Our own attitude to mathematics is shaped by our experiences.  Mathematics teachers are key role models who influence the attitude and motivation of their pupils.  There are national statutory frameworks and non-statutory guidance that inform and support teaching and learning.  There are three aims of the National Curriculum for mathematics. | Access the statutory and non – statutory guidance for Mathematics.  Begin to relate key research, government policy and theory when observing colleagues – Ofsted Review.  Audit own mathematics subject knowledge and devise an action to address gaps. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Teaching for Mastery, Teaching for understanding**  Teaching for Mastery is one approach for teaching for understanding  Learning involves a lasting change in pupils’ capabilities or understanding.  Ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress.  Complex ideas and concepts can be broken down into smaller steps to ensure understanding.  Interleaving concrete, pictorial and abstract examples to support conceptual understanding. | Use research from a range of sources to develop an understanding of theory and then relate it to practice.  Begin to consider the choices of concrete resources and pictorial representations and how they support understanding | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **The Foundations of Early Number**  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.  There are key essential concepts, knowledge, skills and principles in early maths.  Ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress. | Identify the key essential concepts, knowledge, skills and principles in early maths.  Include effective teaching strategies to secure progress in early number. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Place Value**  **Developing Number Sense**  Mastering an understanding of place value is an important aspect of mathematics.  Comparing numbers involves knowing the relative value of numbers.  There is a progression in place value.    Numbers can be represented in different ways.  Carefully selected resources and tasks can develop a secure understanding of place value. | Develop a secure understanding of place value through the use of carefully selected resources and tasks.  Provide opportunities for numbers to be represented in different ways | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Foundations in calculation - Addition and Subtraction**  There are key essential concepts, knowledge, skills and principles in addition and subtraction.  Learn that composition is a key idea - That one number can be made up from (composed from) two or more smaller numbers.  Interleaving concrete, pictorial and abstract strategies to support secure conceptual understanding. | Begin to provide opportunities for embedding and retrieval/ recall of addition and subtraction number facts.  Begin to provide addition and subtraction problem solving and reasoning opportunities.  Consider the use of concrete resources and pictorial representations when planning and teaching addition and subtraction. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Foundations in calculation - Multiplication and Division**  There are key essential concepts, knowledge, skills and principles in 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).  Interleaving concrete, pictorial and abstract strategies to support secure conceptual understanding. | Begin to provide opportunities for embedding and retrieval/ recall of multiplication and division facts.  Begin to provide multiplication and division problem solving and reasoning opportunities.  Consider the use of concrete resources and pictorial representations when planning and teaching multiplication and division | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Planning and Assessment**  Lessons are planned as part of a sequence of learning.  Lessons 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. | Align maths teaching with the expectations of the National Curriculum  Contribute to the design of the lesson sequence and lessons within the sequence in collaborating with a more experienced colleague. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Lesson Observation**  There are key elements of a lesson and sequence of learning.  Manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas.  Effective teacher questioning can promote reasoning and mathematical thinking.  Effective questioning can support assessment. | Identify elements of effective teaching from observation.  Implement elements of effective teaching when planning a learning sequence in their lesson design.  (Focus on use of manipulatives and representations, modelling and questioning) | 1 Date/s: | 1 Date/s: |
| **Review of CPA approach**  Manipulatives and representations can be powerful tools for supporting children to engage with mathematical ideas.  Children need to understand the links between the manipulatives and the mathematical ideas they represent.  There needs to be a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.  Manipulatives should be temporary; they should act as a ‘scaffold’ that can be removed once independence is achieved. | Reflect on the effectiveness of their chosen manipulatives and representations for exposing mathematical structure.  Use research on effective approaches to inform their planning and teaching. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised – evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Introduction**  There is a difference between an error and a misconception.  Learning builds in schemas and weak schemas can result in misconceptions.  Anticipating common misconceptions in order to address them before they arise or identifying misconceptions and then teaching in order to correct them are key aspects of effective teaching.  Mastery - including the connections made between the language, manipulatives, images and symbols – is an approach to teaching to ensure understanding. | Begin to identify common errors and misconceptions  Begin to identify strategies to address errors and misconceptions  Include mastery approaches in teaching | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Number and Place Value**  There is specific subject knowledge required to plan, teach and assess number and place value.  Progression in learning needs to be understood to teach effectively.  Worked examples, modelling, and narrating the thought process support understanding.  Using appropriate concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in number and place value  Address errors and misconceptions identified when teaching number and place value | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Addition and Subtraction**  There is specific subject knowledge required to plan, teach and assess addition and subtraction.  The progression in learning needs to be understood to teach effectively  Mental calculation strategies  Informal written methods  Formal written methods  The principles of exchanging and grouping need to be understood, modelled and articulated.  There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in addition and subtraction  Address errors and misconceptions identified when teaching addition and subtraction. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Multiplication and Division**  There is specific subject knowledge required to plan, teach and assess multiplication and division.  The progression in learning needs to be understood to teach effectively   * Moving from additive expressions to multiplicative reasoning * Mental calculation strategies * Informal written methods * Formal written methods   The principles of exchanging and grouping need to be understood, modelled and articulated.  There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in multiplication and division  Address errors and misconceptions identified when teaching multiplication and division using effective modelling and scaffolding. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Fractions, Decimals and Percentages**  There is specific subject knowledge required to plan, teach and assess fractions, decimals and percentages.  The progression in learning needs to be understood to teach effectively   * Fractions of shape and qualities * Equivalent fractions * Calculating with fractions * Links between fractions, decimals and percentages   There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in fractions, decimals and percentages  Address errors and misconceptions identified when teaching fractions, decimals and percentages | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Measures**  There is specific subject knowledge required to plan, teach and assess measures  The progression in learning needs to be understood to teach effectively.  There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in measures  Address errors and misconceptions identified when teaching measures | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Geometry**  There is specific subject knowledge required to plan, teach and assess geometry.  The progression in learning needs to be understood to teach effectively   * Names and properties of 2D and 3D shapes * Angles * Position, direction and movement   There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in Geometry.  Address errors and misconceptions identified when teaching Geometry | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Statistics**  There is specific subject knowledge required to plan, teach and assess statistics.  The progression in learning needs to be understood to teach effectively.   * interpret and present data – tables, pictograms, bar charts, line graphs, pie charts * solve comparison, sum and difference problems   There are common misconception, conceptual challenges and errors in this area of the curriculum.  Worked examples, modelling, and narrating the thought process support understanding.  Using concrete resources and pictorial representations as guides and scaffolds develop conceptual and procedural understanding of the abstract ideas. | Predict and include when planning a series of lessons questions designed to draw attention to common errors and misconceptions in statistics.  Address errors and misconceptions identified when teaching statistics | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Assessment**  There are statutory Assessment and Reporting Arrangements (ARA) for pupils at the end of the EYFS, Key Stage 1 and Key Stage 2 for mathematics.  There are different types and purpose of assessments.  Knowledge of pupils’ strengths and weaknesses should inform the planning of future lessons and the focus of targeted support. | Use maths assessment effectively  Implement statutory assessment in maths. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Mathematical Minds**  Maths anxiety has an impact on learning and as teachers we can address this barrier to learning.​  A growth-mindset is believed by some to have a positive impact on pupil progress and outcomes in mathematics.​  The memory and cognitive load theory impact maths teaching and learning.  There are approaches for supporting working memory and cognitive overload in mathematics based on Rosenshine’s principles of instruction.​ | Reflect of own professional practice and in light of learning about maths anxiety and growth mindsets.  Implement learning about maths anxiety and growth mindsets in practice.  Reflect on the impact of Rosenshine’s principles when applied to the maths classroom. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Maths Policy**  A critical understanding of recent and emerging policies supports effective teaching and learning.  Policy impacts upon the Maths curriculum, pedagogy and classroom practice | Evaluate the impact of Maths curriculum policy on pedagogy and practice. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Mastery and Fluency**  There are different interpretations of fluency in relation to mathematics.  There are curriculum expectations for the learning of number facts to automaticity (declarative knowledge).  Fluency includes the accurate efficient and flexible use of calculation strategies (procedural knowledge).  Fluency in important in light of research on working memory, long-term memory and cognitive load. | Include opportunities to develop fluency in practice.  Include opportunities for the development of automaticity to free working memory. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Mastery and Variation**  Procedural and conceptual variation are key elements of a Mastery approach.  Conceptual variation involves using examples and non-examples o develop a deep understanding.  Procedural variation provides the opportunity to reveal the structure of the maths being explored.​ | Design learning tasks that invite opportunities for deep learning by varying what changes and what stays the same  Design tasks that draw attention to mathematical structures | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Reasoning**  Language is an essential component of maths teaching.  Being able to articulate mathematical thinking is a key component of being a mathematician – Conditional knowledge.  Mathematics dialogue is an effective approach to developing mathematics thinking and reasoning. | Provide opportunities for rich and robust dialogic interactions where pupil articulate their mathematical thinking and reasoning.  Assess mathematical thinking and reasoning through questioning and scaffolded conversations. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **Maths Beyond…**  Mathematics can be taught in creative and innovative contexts.    Stories provide a clear context for conceptual understanding.  Financial education can support financial wellbeing.  There are benefits to including physical activity in math lessons. | Incorporate a range of teaching approaches that support wider development of the school culture capital and vision. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**Music**

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| **INITIAL Music REFLECTION:** |  |
| * *What is your own experience of Music education prior to the BAQTS course?* |  |
| * *Do you engage in any Music learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Music, of supporting teaching or leading on the teaching of Music?* |  |
| * *Which aspects of Music teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Secure musical subject knowledge is based on statutory and non-statutory frameworks.  Music is created and structured through the inter-related dimensions of music.  There is a strong link between listening and appraising music, and the creation of music.  The fundamentals of singing technique are based on body posture, breathing and vocal warm ups. | Structure a sequence of learning in music.  Teach children the basics of good singing technique; controlling pitch, dynamics and phrasing.  Teach children how to notate using graphic symbols.  Teach children to compose using a non-musical stimulus.  Teach children to keep a steady tempo.  Teach children simple rhythmic patterns. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Eurythmics and Rhythmic Solfege are used to develop a solid rhythmic foundation Music is fundamental to culture.  melody is based on scales and uses important notes (Tonic, subdominant, dominant).  The new model music curriculum and Development matters to structure sequences of learning.  World music is a vehicle for developing an understanding of culture.  Musical learning can be adapted for all learners | Develop children’s rhythmic foundations through rhythmic syllables, rhythmic sequences and rhythm and movement.  Teach children the fundamentals of melody and harmony from the use of scales and important notes.  Lead a call and response rhythmic activity.  Support children to use rhythmic ostinato in composition.  Support children to tell a story using instruments and voice.  Support children to use melodic (inc. chromatic) ostinato in composition.  Teach children to use standard western notation including crochets and quavers. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| That sound musical learning is based on a solid understanding of statutory and non-statutory guidance.  Good posture, controlled breathing and structured vocal exercises are essential for singing development.  That the pre-arranged sequencing of sounds is the basis of music.  That targeted musical technology can be used to enhance musical development and to engage harder to reach and disenfranchised groups. | Structure a medium term sequence of musical learning.  Lead singing in 2 or more parts, through the use of rounds.  Use the exemplar program ‘Soundplant ‘ to capture, arrange and manipulate sounds to compose a piece of music.  Support children to develop good posture, controlled breathing and structured vocal exercises to develop their singing technique. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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

**PHYSICAL EDUCATION**

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| **INITIAL PHYSICAL EDUCATION REFLECTION:** |  |
| * *What is your own experience of PHYSICAL EDUCATION prior to the BAQTS course?* |  |
| * *Do you engage in any PHYSICAL EDUCATION learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of: Observing others teach PHYSICAL EDUCATION. Supporting teaching or leading on the teaching of PHYSICAL EDUCATION?* |  |
| * *Which aspects of PHYSICAL EDUCATION teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Physical Education is inter-related with Physical Activity and School Sport, but they are not one and the same.  The National Curriculum for PE and EYFS Framework are statutory documents, and that PD is taught at EYFS and PE at KS1 and KS2.  The 3 Pillars of Progression in PE are: Motor Competence, Rules, Tactics and Strategies and Healthy Participation.  There must be high levels of sustained activity within all PE lessons.  Warm Up activities are learning opportunities for retrieval practice and connections to new learning.  Small group organisation is key to ensuring progression of skills. | Organise learning in PE to ensure high levels of sustained activity.  Use a range of behaviour management strategies effectively within a physical environment.  Align PE activities with NC and EYFS expectations.  Plan for effective retrieval practice through relevant warm up activities. | 1. Date/s: | 1. Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| That children learn ‘in and through’ movement and can give examples of how to develop children cognitively, creatively, socially, emotionally and physically.  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.  Safe practice approaches are fundamental to effective PE learning and teaching. | Plan a sequence of learning.  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.  Make adaptations for all learners including those with SEND and EAL using the STTEP model.  Ensure PE lessons are safe using P.I.E model (AfPE). | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

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| **PHASE 2** | I have practised – evidence | I have applied - School Based Evidence | I have practised – evidence |
| I have learned that: |
| Barriers within PE exist and are varied, and these need to be considered for the context of each cohort of children. Planning that overcomes barriers to learning should be done so as to enable all learners to make progress.  Using varied approaches for Assessment for Learning in PE ensures progression through and beyond the physical domain.  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. | Plan and deliver gymnastics lessons that demonstrate how key gymnastic fundamental movement skills are progressed.  Use questioning in PE lessons at hinge points to enable children to make progress.  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 that all gymnastics lessons are safe and that gymnastic specific safe practice expectations are adhered to. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |
| 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. | Plan for a sequence of lessons in games with a clear intended outcome.  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 – e.g. throwing and catching.  Plan and deliver a sequence of lessons demonstrating understanding of movement skill competency progressions across lessons.  Plan for a sequence of lessons that provide opportunities for cognitive, creative, social and emotional development through the physical domain. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s | 3 Date/s |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Creativity in PE requires teachers to plan for purposeful physical exploration and meaning making through providing opportunities within PE and across the wider curriculum in an inclusive and motivating environment.  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.  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’. | Use creative philosophies when planning PE lessons.  Plan for purposeful and meaningful cross curricular opportunities within the PE curriculum.  Develop a stimulus from a concept/idea to create a framework for dance development.  Plan an overview for a sequence of lessons for dance.  Create a motif from movement words and language.  Develop dance making (choreography) by using choreographical devices such as dynamics, transitions, unison and connections/space. | 1 Date/s: | 1 Date/s: |
| 2 Date/s: | 2 Date/s: |
| 3 Date/s: | 3 Date/s: |

**RELIGIOUS EDUCATION**

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| **INITIAL SUBJECT REFLECTION:** |  |
| * *What is your own experience of Religious Education prior to the BAQTS course?* |  |
| * *Do you engage in any Religious Education learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Religious Education, of supporting teaching or leading on the teaching of Religious Education?* |  |
| * *Which aspects of Religious Education teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| RE is a statutory subject for all registered pupils except for those withdrawn. Some schools use a locally agreed syllabus.  RE is an educational endeavour rather than a proselytizing activity. | Respond to the legal requirements of RE.  Respond to parental request to withdraw their children from RE.  Plan for RE using the appropriate syllabus. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| RE makes an important contribution to the spiritual, moral, social, cultural and personal development of pupils. | Create a rich RE based classroom environment | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| **S**ecure subject knowledge is based on an understanding of what RE is, knowing the expectations of the syllabus, substantive knowledge, disciplinary knowledge and personal knowledge | Articulate the aims of RE.  Use the locally agreed syllabus.  Include the three types of knowledge in RE for teaching RE. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Religions and belief traditions have vocabulary, sacred texts, places, festivals and people which is to be used for RE. | Pronounce RE related terms and recognise symbols and key features in RE phenomena  Organise learning – (sustained activity, scaffolding, group organisation, deliberate practice, modelling) | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| A range of faith and non-faith stories are important for teaching in RE. | Select stories for teaching RE  use the PARDES method  use stories in different ways  support pupils with SEND and EAL | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Artefacts can be used in the classroom for teaching RE. | Use artefacts to explore beliefs, concepts, practices  encourage pupils to ask of artefacts.  Develop knowledge and skills through artefacts  explore the five layers of understanding artefacts | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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| **PHASE 2** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| There are certain key concepts and knowledge required to deliver high quality RE and worldviews curriculum. | Use retrieval tasks to revise prior knowledge  design a quiz  deliver high quality RE  present the key knowledge and conceptual areas in the six principal religions and humanism. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| RE can be delivered through multiple disciplines such as theological, philosophical and social sciences | Plan RE based on a multidisciplinary approach in EYFS/KS1/KS2 | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Learning content is organised in different ways for RE as reflected in locally agreed syllabi | Plan and teach a series of lessons in RE  make adaptations for all learners including those with SEND and EAL | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| There are different types of planning | Plan a sequence of lessons using a locally agreed syllabus focussing on (1) skills to develop (2) how is the content organised (3) EYFS (4) inclusion (5) assessment (6) planning (7) progression. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Assessment in RE is important to support pupil progress  progress in RE is mapped out by locally agreed syllabi as well | Use formative and summative assessment in RE  to measure progress in RE | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| Progress in RE is mapped out by locally agreed syllabi as well  secure subject knowledge is based on an understanding of locally agreed syllabi, other syllabi and non-statutory guidance.  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. | Structure a sequence of learning episodes in RE  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  use poetry in RE  use and develop questions of origin, meaning, purpose, truth, identity, belonging, value, commitment and destiny. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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

**SCIENCE**

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| **INITIAL SCIENCE REFLECTION:** |  |
| * *What is your own experience of Science education prior to the BAQTS course?* |  |
| * *Do you engage in any Science learning currently? If so what do you do and how do you learn?* |  |
| * *What prior experience do you have of observing others teach Science, of supporting teaching or leading on the teaching of Science)?* |  |
| * *Which aspects of Science teaching do you feel you need to develop further across the 3 years of the BAQTS course?* |  |

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| **PHASE 1** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| - they will be assessed for this module and how and when this will take place.    **Curriculum**  - Primary schools plan science using a National  Curriculum which provides a programme of study for **substantive** knowledge (physics, chemistry and biology) and **disciplinary** knowledge (working scientifically) (with latter taught through the former)      - science is taught in the Early Years Foundation Stage (EYFS) curriculum: Specific Area of Learning: ‘Understanding the World’.  that secure **teacher subject knowledge** is essential to high quality teaching and learning in science    - secure **substantive** knowledge is a key requirement allowing for connections within and between both topics and year groups    - secure **subject knowledge** is required to teach the following with confidence:  - Life processes and living things  Plants  Animals, including humans | navigate statutory curriculum documents (National Curriculum and EYFS)    self-reflect and plan for personal development with science subject knowledge.    begin to engage with curriculum, and current research and literature: to develop knowledge and understanding of the subject. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 2:  - constructivist learning theory is applied to practice, influencing and underpinning approaches to teaching effective science    -children have common misconceptions and anticipating these in science is an important part of curriculum knowledge,    - connections between existing and new knowledge need to be made explicit (and schema, working memory and cognitive load further inform approaches to teaching)    - a range of elicitation strategies/techniques can be used to elicit pupil’s ideas, and are essential tools for formative assessment  - misconceptions are more likely to develop when progression is too fast and prior learning insecure.    - secure **subject knowledge** is required to teach the following with confidence:  Plants  Animals, including Humans  (life-processes)    - how living things move (bones, joints, tissue)    - the digestion system;  - the circulatory system | anticipate common misconceptions in science and plan for overcoming this with:   * considered lesson pace. * considering prior learning.   aid children to make connections between different concepts.  consider and plan for the next steps to address misconceptions to secure progress.  apply a range of concepts such as schema, working memory and cognitive load, in the context of science learning effectively | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 3:  - retrieval activities and repeated practice can be used to develop deeper understandings of associated concepts in science, and embed learning in long term memory    - children’s ideas and interests are to be nurtured, developed, stretched and challenged through adult support during play and exploration.    - adults support children’s learning and development effectively in science through both *child-led* play and *adult planned* play opportunity    - secure teacher **subject knowledge** is required to teach the following with confidence:    Physical processes:  - light and sound | -plan retrieval activities and repeated practice    identify and plan purposeful play in the classroom, child-led, and teacher supported    Select appropriate activity and resources to support effectively | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 4:  - classroom talk, and teacher questioning are important in both elicitation of initial ideas and supporting deeper conceptual understanding and/or conceptual change    - complex ideas will need to be broken down into smaller component parts in order to reduce risk of cognitive overload.    - complex concepts can be explained using concrete initially, moving to pictorial and abstract with increasing familiarity and confidence linked to theory (Bruner)  - the use of models and analogies, provide alternative approaches, alongside or instead of practical activity (when practical activity does not enable deeper understanding of phenomena whereconcepts are hard to see or tricky)    - that *modelling* further helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible    - secure teacher **subject knowledge** is required to teach the following with confidence:    physical processes:  - electricity | effectively plan classroom talk and teacher questioning to supports children to share their ideas, influence thinking, progress their scientific vocabulary and develop conceptual understanding.    use models and analogies as a theoretical approach to tackle more abstract concepts  use modelling, guides, scaffolds and worked examples, to support learning and embed new concepts in science, and when to remove these when no longer required | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 5:  - a range of approaches to the organisation of practical activities in science exist  - practical strategies must be considered in planning to stimulate interest and instil curiosity, responding to children’s needs and interests    - medium-term planning exists so that learning is sequenced effectively over time    - all key components for an effective lesson must be considered when planning- secure teacher **subject knowledge** is required to teach the following with confidence:    Substantive knowledge:  chemical processes  - materials | plan a science lesson which includes essential elements of effective practice.    plan for effective resourcing and management of science in their classroom. | 1 Date/s; | 1 Date/s; |
|  | 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 6:  - 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    - secure teacher **subject knowledge** is required to teach the following with confidence:    Substantive knowledge:    - a broader range of relevant topics as part of a carousel | create guides, scaffolds and worked examples to help pupils to learn and apply new science concepts and these can be gradually removed as pupil expertise increases | 1 Date/s; | 2 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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| **PHASE 2**  Science | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| **Session1**  **- t**hey will be assessed for this module and how and when this will take place.  **- disciplinary** knowledge is embedded within the NC programme of study,and needs to be taught explicitly rather than absorbed through practice.  - s**ubstantive** knowledge provides the context for developing **disciplinary** knowledge  - there are different types of scientific enquiry - and appropriateness is dependent on the nature of the substantive knowledge being taught  - children's attention and *observation* skills will be promoted through effective teacher questioning.  This session:  **Substantive** Knowledge  - Life processes and living things  - Plants  **Disciplinary** Knowledge  - Observation  - Asking questions  **NB: Focus: 5-11 route**  Sessions need to cover Substantive knowledge, and more challenging concepts  Life-processes:  Chemical Processes:  grouping materials and particle theory;  Physical processes:  forces (including magnets, gravity, air and water resistance, and friction)  Rocks, fossils and soils  Earth in Space | navigate the statutory curriculum documents (National Curriculum and EYFS)  Self-reflect and plan for personal development with science subject knowledge.  plan for process skills explicitly, and link with the teaching of substantive knowledge and conceptual understanding.  create explicit appropriate learning objectives that incorporate elements of *working scientifically* alongside substantive knowledge  plan investigative science and process skill across different types of enquiry, with choices appropriate to the nature of the investigative activity planned | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 2:  - scientific process skills need to be explicitly taught, and are planned for  - teachers need to understand the progression expected in each of the scientific process skills.  - focussed assessment of specific process skills supports pupil progress over time  This session:  **Substantive** Knowledge  Seed germination and healthy plant growth  **Disciplinary** Knowledge    **- prediction**  **- progression from guess to hypothesis** | plan for the teaching and development of process skills appropriate to the topic and nature of investigative work at hand, alongside substantive knowledge and conceptual understanding being taught  assess scientific process skills alongside substantive knowledge being taught | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 3:  -scientific process skills in fair-testing and comparative testing need to be explicitly taught  - scaffolding and modelling of fair testing supports progression of the science process skill.  - progression in fair and comparative testing moves through a clear progressive sequence.  - planning will need to take account of the needs of a range of learners  - develop **subject knowledge** required to teach the following with confidence:  **Substantive** Knowledge  - Forces  **Disciplinary** Knowledge  - planning a fair test  - using a planning board | plan appropriately for pupils to be able to plan for, and carry out a fair-test investigation, providing support but allowing pupils to take ownership and plan and make choices independently, so to avoid practical work being overly illustrative and teacher led  plan appropriately for a range of learners, ensuring modelling and scaffolding is planned for, and know when to remove such approaches to allow pupils greater independence in their investigative work and secure pupil progress in disciplinary subject knowledge (process skills). | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 4:  - there is an order of progression in graphing data, using quantitative measurements enabling data to be represented in graphs  - concrete (people, cubes, etc) and visual representations (pictograms, block graphs, line graphs, scatter graphs) of scientific results can support children in understanding graphs as a means of representing data  - that 2 sets of numerical data must be gathered in order for children to present their data visually  - develop **subject knowledge** required to teach the following with confidence:  **Substantive** Knowledge  Wider range of topics:  3-7 - Topics linked to EYFS/KS1  5-11 - Topics linked to KS2  **Disciplinary** Knowledge  Recording  Presenting evidence | teach the disciplinary knowledge needed to support pupils to record and present data appropriately depending on type of investigation, and age appropriately to secure learning and progress  supporting pupils further to select appropriate variables depending on the graphing skills children need to develop.  support pupils in observing and measuring with increased accuracy using appropriate measures for progression | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 5:  - the importance of creative approaches when teaching science whilst ensuring concepts are learned and understood  - there are a range of contexts for science investigative activity, including cross curricular learning which supports intrinsic motivation, and develops intellectual curiosity  - problem solving approaches are valuable in further engaging and motivating children to learn and secure conceptual understanding.  - adaptive teaching can support children in alternatives to report writing to communicate findings  - pupil choice further drives intrinsic motivation and develop intellectual curiosity in scientific enquiry  - develop **subject knowledge** required to teach the following with confidence:  This session:  **Substantive** Knowledge  This will relate to an age-appropriate children’s story book  **Disciplinary** Knowledge  This will link to a chosen activity stimulated by a selected children’s story. | take into account pupils own experience and interests, motivating pupils to take ownership of their learning, but maintaining the needs for relevant and purposeful learning that builds on previous knowledge and takes account of prior learning and experience to secure development and progress.  Plan for science within meaningful and stimulating contexts that will support pupils making connections, within the subject and across the curriculum as appropriate | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| Session 6:  - different ways to organise the classroom exist (including behaviour management) to ensure pupils learn safely and make good progress  - pace, use and positioning of resources, routines and roles all need to be considered when planning practical activity  - a range of formative and summative assessment strategies exist to assess learning in science and secure progress  - develop **subject knowledge** required to teach the following with confidence:  **Substantive** Knowledge  - Life processes and living things  - Plants  **Disciplinary** Knowledge  - Observation  - Asking question | plan, teach and assess the progression of substantive knowledge through disciplinary knowledge, through a well-planned sequence of lessons  use assessment purposefully to inform next steps  complete a risk assessment in relation to a group planned activity.  organise practical science activities to maximise pupil engagement through effective classroom management.  Sequence components of substantive and disciplinary knowledge within a lesson (and across a series of lessons) in a way that supports progression in children’s learning | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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| **PHASE 3** | I have learned how to…… | I have practised - evidence | I have applied - School Based Evidence |
| I have learned that: |
| - - potential tensions exist between science knowledge and a discovery approach to scientific activity  - controversial topics exist as part of the curriculum for Science, and can present challenges that need to be tackled sensitively, in the context of equality and diversity  - how to approach the science curriculum to incorporate age-appropriate education to secure progress. -  science impacts our everyday life | reflect upon past experiences and how teaching may be adapted in light of new learning in the context of The Nature of Science.    take responsibility for personal professional development    Draw on current reading and research to develop an understanding of how controversial issues may be tackled through a range of appropriate approaches and strategies, in the context of The Nature of Science. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| controversial topics exist as part of the curriculum for Science, and can present challenges that need to be tackled sensitively, in the context of Health and well-being    - children hold pre-existing ideas linked to the relevant aspects of curriculum, supporting healthy lifestyles     - pupils will hold misconceptions, and that these need to be recognised and addressed so to positively impact healthy lifestyles, and society as a whole. | reflect upon past experiences and how teaching may be adapted in light of new learning in the context of Health and Well-being.    - take responsibility for personal professional development  draw on current reading and research to develop an understanding of how controversial issues may be tackled through a range of appropriate approaches and strategies, in the context of Health and Well-being.  how to approach the current science curriculum to incorporate age-appropriate Health education effectively | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| a school’s curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the current NC/EYFS curriculum within a coherent wider vision for successful science teaching and learning  - a shared understanding of the age-related expectations (ARE) and curriculum choices informs effective whole school policy    - that science is potentially being ‘squeezed out’ of the curriculum and the implications of this for the future | reflect upon theory, and research and evaluate its impact upon current policy and practice    make choices that sit within current policy and school medium-term planning  use exemplar materials and resources aligned with school curriculum planning (e.g. textbooks or shared resources) so to be able to carefully sequence content for learning to secure progress  moderate and monitor pupil progress as part of a whole school framework | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| a shared understanding of the age-related expectations (ARE) for progress are part of effective whole school assessment and progression in the subject  - assessment of substantive and disciplinary knowledge needs to take place in a consistent and systematic way to secure progress | make accurate judgements against age-related expectations (ARE) in Science  to use and implement assessment materials effectively to support a systematic approach for consistency  . | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |
| controversial topics exist as part of the curriculum for Science, and can present challenges that need to be tackled sensitively, in the context of Climate Change and Sustainability       - learning outside the classroom (LOtC) as effective pedagogy, enhances knowledge and understanding of environmental science and its impact on our everyday lives, and wider society | critically explore the development of policy in sustainability education    Approach the current science curriculum to incorporate age-appropriate environmental science    plan teaching to tackle controversial issues, with sensitivity, in the context of Climate change and sustainability    identify and plan for science learning in other contexts and situations outside of the classroom, providing meaningful and stimulating contexts. | 1 Date/s; | 1 Date/s; |
| 2 Date/s; | 2 Date/s; |
| 3 Date/s; | 3 Date/s; |

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