

Year 3 KS1 or KS2 phase of training					
week	Mon	Tue	Wed	Thu	Fri
05.09.22	Induction Introduction to Critical Writing UK parliament workshop - British values	6215 English Introduction to a unit of learning establishing key principles	6214 Overview of module - AS 1 - analysing data - types of data - how to interpret	6212 What is creativity? What is the difference between teaching creatively and teaching for creativity	6217 Scientific Enquiry and Outdoor/Out of Class Learning can enrich practice in the delivery of the primary science curriculum
		6211 Critical reflection - What is it and why is it important to the teaching profession		6212 Art Developing Art skills in KS2 and transitioning towards KS3. Digital media to develop art knowledge and skills through photography and sculpture.	6214 - Practical data analysis linked to schools. Implications in practice for mathematics
12.09.22		6215 How should we teach grammar and punctuation? Making key principles when teaching non-fiction	6215 Choosing and using texts. How we can reduce cognitive load when teaching English	6212 Analysis of curriculum models including a range of creative cross-curricular approaches. Choosing appropriate stimulus for creative cross curricular teaching and learning	6217 Ambition for all in science and building science capital
		6211 Lead KCSIE updates Workshop Reflecting on experience and moving forward - BfL		6212RE & WV How RE & WV fits in the wider curriculum. Methods for teaching and learning RE & WV. Use of resources to support and help SK development	6214 Subject Knowledge development - Measurement - area and Perimeter - composite shapes. Surface area and nets
19.09.22 enrichment week	PE Striking and Fielding Games at KS2 Putting learners' skills into practice. Using pedagogical approaches and teaching styles. Using the STTEP principle.	FA coaching cert Holistic Child Development has a role in PE Developing and Mapping a High-Quality PE curriculum Learning Through Games High Quality Teaching and Learning/Pedagogy in PE		6212 Primary Languages To know that children have been taught in different ways, and different languages To know what sorts of language competence that children could have moving from Y6 - 7. Transition in primary languages from KS2 to KS3. Picture News - How to use current affairs to stimulate discussion through current affairs	6217 - visit the Liverpool World Museum Links to an external site. and consider how you could use this vast resource to enhance the learning of pupils in primary science. While you are at the museum, fill in the LJMU risk assessment form and keep a copy of it to be used as an appendix in your assignment
26.09.22		6215 Establishing connections from the research base. Micro teaching - trouble shooting	6215 Evaluating a unit of learning. Shared evaluation of unit - Selecting and familiarisation with text and plan	6212 Making use of outdoor learning to develop a natural curriculum.	6217 Planning purposeful lessons and adapting to the needs of all learners in science (inc Homework) plays a key role in the development of Science Capital

		6211 Lead - KCSIE - The prevent strategy Workshop Adaptive approaches: Supporting children with additional needs and metacognition. Metacognition and high achieving pupils.		6212 Gymnastics KS2 Development of core gymnastic skills. How to construct a gym lesson using a thematic approach Deciding on suitable teaching styles. Scaffolding the lesson and adapting the learning using the STTEP principle. Developing sequences individually and with a partner on floor and apparatus.	6214 adaptive teaching in mathematics - ways to adapt, potential barriers, unpicking SK in smaller steps, use of Tas
03.10.22	6220 - Module overview - Introduction and Literature review	6215 Phonics SK and working with KS2 early readers. Adapting and choosing teaching resources to remove word reading barriers and promote application/ independence	6215 AS2 overview and expectations. Gathering and using data: reading	6212 Creative cross curricular approaches and problem solving creative cross curricular links with ICT.	6217 Planning purposeful and engaging outdoor activities in science
		6211 lead - barriers to learning - economic disadvantage and the need for high expectations Workshop Pupil Premium and disadvantage		6212 Music Next steps in composition to KS3. Develop knowledge and understanding of staff notation	6214 Written methods - recap of formal and informal written methods - particular focus on explanation and reinforcement of how to teach the methods. Link to own SK
10.10.22	6220 the literature review - Developing the Lit review, framing the lit review, examples and extracts	6215	6211 ROP – Learning and Assessment over time- Improving the effectiveness of your planning and assessment to enable pupil learning in phase 3	6212 A creative cross Curricular approach through local study	6217 Science Outreach and STEM clubs and planning science homework
		6211 Lead: Gathering evidence for the standards Workshop: Reflecting on experience and moving forward: dealing with racist incidents		6212 Geography fieldwork and transition to KS3	6214 Reflection, Observation and Practice in mathematics education - Revisit the 5 big ideas
17.10.22	6220 Starting to focus - Designing a focus question. Writing a proposal and ethics Data Collection	6215 Grammar SK surgery. Gathering and using data: writing		6212 Planning a local study to have meaningful links to the curriculum and subject specific substantive and disciplinary knowledge	6217 Transitions in Science and planning science successfully & Delivery of an Outdoor science lesson
		6211 Placement Briefing		6212 History Identify the key elements of history teaching. Understand the current discussion in history education Use sources in a creative way to develop an enquiry; Plan a sequence of lessons for a local history study using a range of sources.	6214 - preparation for placement
24.10.22	(Half Term Break)				

31.10.22	Year 3 Placement	
Wk 1- 3	To further develop trainee's understanding of our curriculum we suggest the following is discussed as part of your weekly meetings	
	Summary of Curriculum content - trainees have learned that:	Suggested focus for development in weeks 2&3 - trainees should learn how to develop this knowledge by:
	Behaviour Management - Linked to S1 & S7 Low level disruption may be linked to inappropriate challenge - cognitive overload may impact negatively on behaviour Success may be linked to teachers' expectations Relationships and knowing pupils well are key to behaviour for learning Pupils may be motivated by intrinsic and extrinsic factors Children need to feel safe to learn	Discuss ways to respond quickly to inappropriate behaviour including that which threatens emotional safety, including racism Discuss how to: Establish and maintain clear routines, high expectations and a supportive learning environment in-line with school policy Give clear and manageable instructions
	Teachers' secure subject knowledge S3 impacts on the quality of teaching and learning Explicitly teaching skills and knowledge is important Reading comprises of word reading and language comprehension – being able to decode does not necessarily make a reader Phonics skills and knowledge must be applied regularly and in-line with children's current knowledge Learning may not easily be applied to other contexts Reading for pleasure has an impact on reading attainment	Through the lens of early reading* - to facilitate the competition of the PDA - Discuss how to develop subject knowledge prior to teaching Through observations and team-teaching, analyse how skills and knowledge taught I one lesson can be applied to other contexts/revisited appropriately to ensure progression Discuss how what is taught in the discrete phonics lessons is planned to be applied across the curriculum Analyse how language comprehension is taught and apply this in lessons taught Identify ways in which reading for pleasure can be promoted *Also applies to all other subject areas
Wk 4 - 7	To further develop trainee's understanding of our curriculum we suggest the following is discussed as part of your weekly meetings	
	Summary of Curriculum content - trainees have learned that:	Suggested focus for development in weeks 4 - 7 - trainees should learn how to develop this knowledge by:
	Pedagogy (linked to standards S2, S4 and S5) o All subjects have their own body of knowledge and associated pedagogy – the teaching of foundation subjects should reflect this and not be reduced to a mere content for teaching more English o Cognitive overload may lead to negative behaviour and result in little learning taking place o There are ways in which cognitive load may be avoided – breaking learning into steps – both within lessons and across a series of lessons; scaffolding learning with resources; making explicit links with prior learning; o Adapting tasks and learning outcomes to match needs of pupils can support learning – that we need to consider current attainment, both high achievers and these requiring more support o How to use talk – learning as a social process - to aid progression o The importance of reflecting on lessons - what has been learned and why	During this phase of training, we ask that students teach 2 foundation subjects per day plus one core. Through the lens of the Foundation Subjects being taught: 1. With each Foundation subject, help trainees to identify the key concepts, keys and knowledge that will be taught 2. Make links between the above and any commercial scheme adopted by school, so trainees understand the intended learning 3. Discuss with trainees and demonstrate how to break complex material into smaller steps and build on prior knowledge 4. Discuss with trainees and show, through example planning, how to sequence lessons to increase pupil knowledge 5. Develop trainees' subject knowledge by discussing probable difficulties/misconceptions pupils may have
26.12.22	WINTER BREAK	
02.01.23	WINTER BREAK	
Wk 8 - 11	To further develop trainee's understanding of our curriculum we suggest the following is discussed as part of your weekly meetings	
	Summary of Curriculum content - trainees have learned that:	Suggested focus for development in weeks 8 - 11 - trainees should learn how to develop this knowledge by:

	<p>Assessment (linked to standard 6)</p> <ul style="list-style-type: none"> o Progress is linked to building on prior knowledge/practise o The success of a lesson by viewed by measuring impact on learning o Schools use tracking systems to monitor progress and use data to inform planning o Assessment should be used in all subjects to ascertain learning in each specific subject o National and Local data are used by schools <p>Professional behaviours</p> <ul style="list-style-type: none"> • Risk assessments are essential • TAs can have a positive impact on children's learning 	<p>During this phase of training, we ask that students really focus on assessment. This should be done through all subjects, including through the lens of the 2 new focus foundation subjects.</p> <ol style="list-style-type: none"> 1. Discuss with trainees how they can use data from summative assessments carried out at the end of the autumn term to inform planning and teaching 2. Discuss with trainees how to plan to use formative assessment within lessons. 3. Discuss with trainees how to identify and use common subject misconceptions in lessons. 4. Support trainees to use TAs effectively by using assessment to inform how they extend or scaffold learners. 5. Explore opportunities for trainees becoming involved with wider responsibilities including completing risk assessments, if possible. 6. Develop trainees' subject knowledge by discussing probable difficulties/misconceptions pupils may have 			
Wk 12	Preparation for Triangulation				
13.02.23	(Half Term Break)				
20.02.23	(Half Term Break)				
27.02.23		6211 Preparation for your ECT years		6214 - SK action plan for ECT and assignment support	Get that Job Day event
		6214 Reflecting on SK development in mathematics - implications for practice		6220 Review progress - data Analysis	
06.03.23		6211 Supporting children who have experience loss/bereavement		6214 - the use of diagnostic assessment in Lesson observations	
		6214 Assessment tutorials		6220 Writing up findings	
13.03.23		6211 Reflecting and looking forward: working with parents		6212 Exploring the challenges of teaching for creativity on placement. Creative Cross Curricular Approaches through the Lens of Reflection models	
		6215 - AS2 support		6220 Writing afternoon	
20.03.23		6211 - Assessment support tutorials		6212 Assignment Support	
		6215 AS2 Tutorials		6220 Supervisor time	
27.03.24				6212 Assignment support	
				6220 Supervisor time	
03.04.24	SPRING BREAK				BANK HOL
10.04.23	BANK HOL				