# PGCE Primary 2021-22: Module Tracking Document

PGPC9130: Being a Teacher, PGPC9140: Learning Teaching and Subject Pedagogy, PGPC9150: Subject Knowledge and Pedagogy Enrichment, PGPC9070: CTR. PGCE7003: Building Professional Understanding, PGCE7004: Enhancing Professional Practice

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|  | **Level 7 Modules** | | | **Level 6 Modules** | | | | |  | |
| week | **PGCE7003** | | **PGCE7004** | **PGPC9130** | **PGPC9140** | **subjects** | **PGPC9150** | **PGPC9070** | **School-based** | **Scrapbook focus** |
| 31/8 | Module overview + teaching and learning / what helps learners | |  | Vision, values, reflective practice | Welcome + How children learn (1) | Maths 1 |  |  |  |  |
| 6/9 | Learning theories and the role they play in practice – links to working memory | |  |  | How children learn (2) memory and schema | English 1  PE 1 | Workshops input on variety of foundation subjects | PDA introduction – terms and SSP |  |  |
| 13/9 | Student-led learning session focusing on learning theories and their application | |  | Working with others, emotional intelligence | Understanding ACEs, supporting wellbeing | Maths 2  History 1  MFL 1 |  | Simple View of of reading, implications skills and terms |  | Maths  Supporting wellbeing |
| 20/9 | The cycle of plan-teach-assess and effective formative assessment | |  |  | Intro to SEL + safeguarding | English 2  Geography 1  R.E. 1 | Audit knowledge /skills in chosen subject, actions planned | Early phonological awareness |  | English  Safeguarding |
| 27/9 | Academic skills – literature searches, reviewing literature and academic writing | |  | Working with others, mentoring and coaching | Managing behaviour | Maths 3  History 2  MFL 2 |  | Modelling a teaching sequence | 2 days  SEL | History  Managing behaviour working with others |
| 4/10 | Structuring learning – exploring the science underpinning effective learning | |  |  | Assessing learning – anticipating misconceptions | English 3  PE 2  Geography 2 | Guided support to work on and evidence actions | Model a lesson from phase 3 (Letters & sounds) | 2 days SEL | Geography  Formative assessment and addressing misconceptions |
| 11/10 | Student-led learning, structuring learning in core subjects | |  | Exploring professionalism | Planning for learning (lessons) | Maths 4  Computing 1 |  | PDA – preparation for SSP mini teach | 2 days SEL | Computing  Planning for learning (activity/ lesson) |
| 18/10 | Formative review session | |  |  | Adaptive teaching SEND | English 4  RE 2 | Guided support to work on and evidence actions | SSP mini teach & feedback | 2 days SEL | R.E.  Adaptive teaching |
| 25/10 | **HALF TERM BREAK *(PGCE7003 formative assignment submitted 28th October)*** | | | | | | | | | |
| 1/11- 10/12 | **BEGINNING PLACEMENT (6 WEEKS)** | | | | | | | | | |
| 13/12 | Moving from formative to summative | Exploring what high quality practice looks like | | Exploring teacher values +British values | Quality Classroom Talk | Maths 5  Music 1 | Reflective scrapbook sharing,actions, progress | Progression, encoding, decoding assessment |  | Music  Classroom talk, teaching values |
| 20/12 | **CHRISTMAS BREAK** | | | | | | | | | |
| 3/1 | **Summative assignment submission (6th Jan)** | Principles and practices of assessment | | Applying for jobs – letters of application focus | Adaptive teaching EAL learners | English 5  PE 3  Science 1  Music 2 | Audit knowledge /skills in chosen subject, actions planned from Beg Placement | Phase 5 phonics |  | P.E.  MFL  Supporting EAL learners |
| 10/1 |  | Reflective Practice and reflective models | | The role of the subject leader | Planning for Progression (weekly) | Maths 6  Art 1 |  | lecture | 2 days SEL | Art  Weekly planning  Subject leader role |
| 17/1 |  | Formative review session 1 | | The subject leader and Ofsted | Behaviour for Learning | English 6  Computing 2  D.T. 1  CEOP 1 | Guided support to work on and evidence actions | PDA – core criteria task | 2 days SEL | D.T.  Behaviour for Learning |
| 24/1 |  | Tutor-led bespoke on an element of high quality teaching & learning | |  | Critical Thinking and higher order questioning | Maths 7  PE 4  Science 2  Art 2  CEOP 2 |  | Teaching spelling and phase 6 phonics | 2 days SEL | Science  Questioning and supporting greater depth learning  Teaching spelling |
| 31/1-18/3 | **DEVELOPING PLACEMENT (6 WEEKS) – HALF TERM IS W/B 14/2** | | | | | | | | | |
| 21/3 |  | Student-led bespoke on an element of high quality teaching & learning | | Applying for jobs, focus on interviews | Using data for improving progress | English 7  Maths 8  P.E. 5  Computing 3 | Reflective scrapbook sharing,actions, progress |  |  | Reflecting on progress, development, subject Skills, Knowledge, Concepts, Principles and Understanding to develop |
| 28/3 |  | Analysing the impact of enquiry. How to draw conclusions from your reflective enquiry | |  |  | English 8  D.T. 2 | Audit knowledge /skills in chosen subject, actions planned from Dev Placement |  |  |
| 4/4 | **EASTER BREAK** | | | | | | | | | |
| 25/4- 8/7 | **EXTENDING PLACEMENT (9 WEEKS + 1 WEEK VISITS) – HALF TERM IS W/B 30/5 (*PGCE7004 summative assignment submitted 28th April)*** | | | | | | | | | |
| 11/7 |  | |  |  | CEDPTUTORIALS |  |  |  |  |  |