# These are suggestions of the kind of activities primary trainees who meet the standards early might do. It is not a list to be worked through but is a starting point for discussion. It is important to note that these activities should be linked to trainees’ areas of development identified at Developing Independence FRAP.

**Activities should be agreed with the trainee, Lead Mentors and Reflective mentor, and of course, appropriate permissions sought.**

# Trainees might do two or three of these or develop their own ideas. Those trainees who have chosen to complete the Leadership Framework Task may choose additional activities from this list.

# Pupil Learning Focus

# Trainee to:

* develop and evaluate modes of assessment (Assessment),
* observe a pupil with special or additional needs (Pedagogy),
* shadow a meeting with parents and/or other agencies (Professional behaviours),
* develop pastoral skills as a class teacher (Professional Behaviours).

**Curriculum Focus (inc. pathway subject if appropriate)**

Trainee to:

* explore how the curriculum, or a subject within the curriculum, is designed across key stages and year groups,
* design unit(s) of work or resources for school (and themselves for ECT years),
* liaise with teachers in Early Years settings to explore curriculum links,
* explore curriculum links with secondary school,
* research the place of technology within the curriculum.

# Within school

# Trainee to:

* take assembly (Professional behaviours),
* arrange activity week, outreach event (Professional Behaviours),
* build on previous experiences and employment (e.g. in museums, artists in residence) (Professional Behaviours),
* contribute to staff meeting, present research, offer feedback from a trainee’s perspective (Professional Behaviours),
* further work with pupils with special needs or EAL (Pedagogy),
* work with Ed Psych, or other professionals (Professional behaviours),
* work/develop school’s work around stretch and challenge (NB: different terminology may be used) (Pedagogy)
* research a variety of behaviour management issues, and identify positive strategies (Behaviour),
* shadow a senior management team member (Professional Behaviours),
* investigate personalised learning, and show implications for practice (Pedagogy),
* get involved in the corporate side of school (Professional behaviours),
* develop extra-curricular activities (Professional behaviours),
* involvement with transitions from FS to KS1, or KS1 to KS2, or KS2 to KS3 (Curriculum).

**External Activities**

Trainee to:

* explore links/ visit a local pre-school or secondary school (Curriculum),
* explore links/work in a special school or pupil referral unit (Pedagogy),
* gain fieldwork experience/ plan a school trip (Professional Behaviours),
* visit non-school educational settings (museums/galleries etc) (Professional Behaviours),
* create/develop school links with schools/institutions abroad (Curriculum),
* spend day with a service provider (EWO, speech therapist, behaviour support team) (Pedagogy),
* liaise with school Governors/ Trustees (Professional Behaviours).

**Subject specific ideas for Enrichment and Extension suggestions**

**Art**

In consultation with the art co-ordinator (if the school has one):

* conduct an inventory of art resources in the school and identify any gaps or surplus
* plan some suitably challenging activities with gifted and talented pupils
* deliver some art/ craft/ design inset to colleagues
* engage children with peer-teaching activities (i.e., older with younger, able with less-able)
* plan an art/ craft/ design workshop for parents
* explore some new partnership work with a local gallery or museum
* investigate children’s self-initiated art work (e.g., made at home)
* look for opportunities for pupils to participate in exhibitions, competitions and awards
* plan an exhibition of year 6 work and invite teachers in local secondary schools

**Computing**

* Investigating how computing is taught in your placement school and suggest recommendations to your school o suggest any areas for development,
* Investigate how computing can be linked to other subjects,
* Investigate ethics in computing in your placement school.

**Design and Technology**

* + Plan, teach and evaluate a sequence of science lessons to a year group you have had none or little experience in,
	+ Design a unit of work to help your placement school teach design and technology,
	+ Design a series of lessons that enable pupils to build sustainable or eco-friendly products or structures.

**English**:

* + Teach a sequence of phonics lessons using a different scheme from that used earlier in the practice (e.g. Read Write Inc., Jolly Phonics)
	+ Begin a blogging project with reluctant writers in your class or school
	+ Visit the opposite Key Stage to the one you are working in (including KS3) to observe practice and meet with staff to discuss issues about transition and expectations of that Key Stage
	+ Negotiate a teaching sequence of lessons in which you plan, prepare, teach and evaluate a concept (e.g. lexical/ auxiliary/ modal verbs) or form (e.g. drama, poetry, Mantle of the Expert) which you have not taught previously
	+ Teach a sequence of extended writing lessons to form a class anthology of longer pieces of writing (prose, fiction or poetry) of publication standard. This could also include a sequence of blog posts with hyperlinks (e.g. about a particular project)
	+ Prepare, plan, teach and evaluate a sequence of lessons using spoken language to persuade and/or debate a particular issue or idea (e.g. using popular forms such as Dragon’s Den or The Apprentice)
	+ Prepare, plan, teach and evaluate a sequence of lessons in which you merge one other subject with English, as in the specialist English joint sessions with Humanities and Modern Languages (e.g. where you teach history through a Michael Morpurgo novel; or poetry using French versions of poems to create simple writing frames; or Art, using postcards as stimuli for creative writing)
	+ If you are working in a Y6 class, work with the class teacher on plans to celebrate its achievements as they prepare to leave the school (e.g. leavers’ assembly, play or performance). Use this opportunity to communicate and work with parents (e.g. gathering resources/costumes/photographs and disseminating information)
	+ Visit an online museum, gallery or other site of informal learning (e.g. National Trust property, RAMM, Tate Modern) to plan, teach and evaluate a sequence of episodes using role play, artefacts, etc.
	+ Audit the book provision in your class. With the help of pupils, devise new ways of presenting, displaying and categorising the books, including making posters and other interactive resources to engage pupils’ interest and motivation
	+ Discuss the policies and resourcing in your school for families with little or no English. Working alongside your PST and/or English subject leader, look at resources to engage them, including non-verbal signage, dual language reading books, software programmes, use of buddies etc
	+ Share the findings and vision of your specialist essay with your PST and/or Mentor. Discuss the possibilities of sharing your expertise with a wider audience in the school (e.g. staff, Key Stage or team meeting)
	+ If you have taken part in reading and discussions for the UKLA book award, plan a sequence of work for one of the books of fiction from the list.

**Humanities**

* conduct an audit of humanities resources in the school, including use of school grounds and other out-of-class spaces for learning and identify gaps
* plan an enquiry sequence for history or geography
* share with second school experience of, and reflections on, enquiry sequence taught in spring placement
* make connections with nursery and/or secondary schools to identify good practices in progression from one phase to the next
* contribute to planning and leading an off-site visit and/or a humanities after school club
* make connections with primary geography & history subject associations, and/or local environmental centres / museums

**Maths**

* + Implement mathematically rich problem solving tasks, e.g. from nrich website
	+ Become involved in maths co-ordinators’ roles in schools
	+ Look at school’s numeracy attainment data and explore actions to be taken
	+ Look at SATs results and explore what the results tell about Y6 children’s attainments
	+ Explore the use of iPad/Android tablets in maths teaching
	+ Plan and deliver (if possible) maths enrichment activities in a staff meeting
	+ Plan a maths trail in the school grounds
	+ Find out more about how the school involves parents in their children's mathematics
	+ Set up a maths challenge club.

**ML**

* Investigate the school’s ML curriculum offer. How is it designed? What is the ML Coordinator’s role? How are online ML resources, particularly those which support non-specialists, used and shared with school colleagues?
* Devise an ML ‘bridging project’ to share with year 6 colleagues and teachers in a local secondary school
* Share your assignment unit of work with school colleagues or teach this to your class/another class
* Become involved in transition arrangements for ML (taster lessons within your school or visits to a local secondary school)
* Devise a short, cross-curricular ML project which could be shared across year groups or teams
* Plan a languages event (French/Spanish Day, café, breakfast, themed lunch menu, etc.)

**Music**

In consultation with the Music co-ordinator or specialist music teacher (if the school has one):

* Investigate the school’s music curriculum offer. How is it designed? What is the Music Coordinator’s role? How are online music resources, particularly those which support non-specialists, used and shared with school colleagues?
* Plan some suitably challenging activities with more musically experienced pupils
* Plan a small-scale performance to be presented to parents or in an out of school setting; make a good quality recording of the event for the children to keep and share via appropriate channels e.g. school blog (with parental permission)
* Create and record a class song – there may be opportunities to work with an existing organisation to facilitate this
* Make contact with the local secondary school and arrange for students to lead a workshop with your class or perform to the school
* Communicate with parents to find out if any of them play a musical instrument; invite them in for a class performance
* Take a lead and/or collaborate with colleagues in the planning and implementation of an arts based project (schools often organise arts days or weeks so there may be an existing opportunity) – you could use BBC Ten Pieces as a stimulus
* Investigate (and implement if possible) local opportunities for a music-based trip; this could be a concert, outreach activity organised by an arts organisation, or a visit to an exciting location to create soundscapes or other compositional work based on the environment (S8)
* Engage children with peer-teaching activities (i.e., older with younger, able with less able)
* Investigate the Arts Award (if it is not happening already) and discuss with staff how it could be implemented.

**PE and SEN/D**

1. Take responsibility for organising an event/element of a school ‘Sports Day’.

2. Visit a special school to investigate how they provide PE and School Sport (SS).

3. Register for the online TOP Sportability Resource at http://topsportsability.co.uk/ (it is free to register).

(a) Work through the online user’s manual, ensuring you click on each link.

(b) Design a unit of work for PE using the STEP model as a differentiation tool.

(c) Choose a ‘traditional’ practical activity area, from the list below, and explore ways of adapting it for ALL learners, using the TOP Sportsability Sports Adaptations resource.

i- Athletics

ii- Striking/Fielding Game: Cricket

iii- Invasion Game: Football

iv- Invasion Game: Hockey

v- Net/Wall Game: Table tennis

vi- Net/Wall Game: Tennis

vii- Swimming

4. Choose a sport from the list below and investigate ways you could develop it into:

(a) an extra-curricular activity/club.

(b) a PE unit of work.

(c) an intramural school competition, in a mainstream school with children of all abilities.

i- Boccia

ii- Sitting Volleyball

iii- Goalball

Iv- Polybat

v- Table cricket

vi- Inclusive zone basketball

vii- Teeball

Viii- New age curling

**Science**

* + Plan, teach and evaluate a sequence of science lessons to a year group you have had none or little experience in
	+ Observe Foundation Stage teaching and be involved with any transition initiatives with Secondary schools to identify good practices in progression from one phase to the next
	+ Organise and run an after school science club
	+ Contribute to planning and leading an off-site visit e.g. to an Interactive Science centre, Botanical garden, Zoo, Environmental Centre etc.
	+ Get involved with outdoor learning activities, including Forest School provision
	+ Talk to the school science co-ordinator and discuss with them long and medium planning of science throughout the school. Observe science teaching throughout the school.
	+ Conduct an audit of science resources in the school, including use of school grounds and other out-of-class spaces for learning and identify gaps
	+ Observe the type of science displays around the school and how effective they are.
	+ Share the findings and vision of your specialist essay with your PST and/or Mentor. Discuss the possibilities of sharing your expertise with a wider audience in the school (e.g. staff, Key Stage or team meeting)

**For Pupils with SEND**

* Access http://www.gdmorewood.com/category/resources/ Gareth Morewood, the site developer, is a SENCo in a large comprehensive secondary school and Vice-Chair of the DfE-hosted ‘Senco-forum’ Advisory Group. This website continues many staff training resources Gareth has developed over the years, including resources related to specific SEND. Some resources you could access include:
* 21st Century SENCo Presentation – describes the ups and downs of being a SENCo
* WHOLE SCHOOL SEND AUDIT – complete individually to help you identify your future CPD needs
* Using support staff effectively: narrowing the gap – describes how to use support staff effectively and provision for Pupil Premium students
	+ Read the Rose Review (2009). Choose two of the report’s recommendations and describe how you could implement them in your classroom.
* Rose, J. (2009). Identifying and teaching children and young people with dyslexia and literacy difficulties. London: Department for Children, Schools and Families. http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/00659-2009DOM-EN.pdf
	+ Find out what provision your placement school makes for transition. This could be primary-secondary provision, or mainstream-special provision.
* If possible take part in a transition activity (if in a primary school the school may arrange a pupil visit to their chosen secondary school, if in a secondary school there may be a day set aside for pupils from feeder primary’s to visit).
* What (if any) transition arrangements are made for children with Education Health and Care Plans?
* Find out what information your school provides/receives on transitioning pupils with SEN/D?
	+ Read Chapter 6 of the SEN Code of Practice (2014). Then choose to read either Chapter 5 (Early Years Providers) or Chapter 7 (Further Education) depending on your phase/area of interest. o https://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/398815/SEND\_Code\_of\_Practice\_January\_2015.pdf
	+ Watch CSIE’s video “Special education revisited” available at https://www.youtube.com/watch?v=XO0sJEbNo-s&feature=youtu.be
	+ Use the Personal Study planner tool at http://complexneeds.org.uk/nat/Nat1Interest.aspx to design a personalised module to guide you through thinking about teaching learners with severe, profound and complex learning difficulties.
	+ Choose a specific area of SEND, such as autism, Downs Syndrome, dyscalculia, depression. Explore it on-line from 3 different perspectives, such as: o Parents’ views (eg: mumsnet.com, https://www.autismag.org/forum/categories/autism-aspergers-for-parents.5/) o The child’s view (eg: https://www.psychologytoday.com/blog/may-i-have-your-attention/201311/ adhd-adults-what-it-feels-have-adhd; http://www.dyspraxicteens.org.uk/forum/index.php) o The “How to teach” perspective (eg: http://www.advanced-training.org.uk/)
	+ Shadow a SENCo/teaching assistant for a day.
	+ With a group of children with SEN, create a guide to starting as a pupil at your school.
	+ Spend day with a service provider (speech therapist, behaviour support team, SEN advisor

**For pupils with EAL**

* Plan a unit of work with a special focus on how the unit meets the needs of pupils at the BICs and CALP phase of language learning
* Investigate ways of using the www.worldstories.org website so that children in your class can access stories in their own language
* Organise for parents to come and tell stories in their home language to children at storytime
* Plan a languages day for your class to promote language and bilingualism
* Visit a local community language school attended by some of your pupils.
* Investigate the ways in which your school supports newly arrived pupils and work with a group of children who are new to English over a few weeks, providing language teaching and support.
* With a group of children with EAL, create a pictorial guide to starting as a pupil at your school. This could then be used to support other newly arrived pupils
* Consider the specific challenges of SSP to the children in your class and plan a sequence of phonics lessons where you support their particular needs
* Take a sample of EAL learners’ writing and consider the particular grammar needs they have. Plan for a sequence of lessons to address these needs.