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| logo  **Introduction to Curriculum Studies and Initial Needs Analyses**  **2021 - 2022**   PRIMARY PGCENAME: |

**PART 1: PGCE Primary Programme**

Introduction to Curriculum Studies

In this pack, you will find information about Curriculum Studies, to help develop your understanding of the primary curriculum. Part 1 includes a brief welcome from each subject tutor and a small amount of information (websites, books) to help you get started. Subjects are organised as follows: English, mathematics, science, art and design, computing, design and technology, humanities, modern languages, music and physical education.

###### **Curriculum Studies: English 2021-22**

We would like to offer you a warm welcome to the English element of the PGCE programme. Our intention is to help you develop the knowledge, skills and confidence to teach English in a creative, interesting and stimulating way to children of primary school age range. In doing so we hope that you will discover or re-discover a love of literature especially that written for children, and pleasure in using and exploring language in all its forms as you learn to teach children.

To support you in preparing for the start of the course we detail below suggestions of authors you may read to begin to extend your knowledge of children’s literature and develop your understanding of teaching primary English.

**Developing Your Knowledge of Books and Other Texts Written for Children**

As a teacher you will need a good knowledge of texts of all kinds written for children - fiction, poetry and non-fiction as books, as well as multimodal texts from the web and other sources. So, while you are relaxing in the summer, start by reading as many children’s books as possible to bring you up to date on what's available and give you a background for talking to children in school about books. Some fiction authors to get you started might be: Julia Donaldson, Malorie Blackman, Mary Hoffman, Anne Fine, Beverley Naidoo, Eva Ibbotson, Jacqueline Wilson, Emily Gravett, Allan Ahlberg, Jez Alborough, Martin Waddell, Dick King-Smith, David McKee, David Almond, Rick Riordan, Michael Morpurgo, and Philip Pullman. The children's section of your local library will help you with suggested age ranges and may have lists of titles for particular age groups. They may be able to put you in touch with your nearest schools library service who may help. You could also ask about journals, such as 'Books for Keeps' ([www.booksforkeeps.co.uk](http://www.booksforkeeps.co.uk)), or websites which review children’s books (e.g. The Book Trust: [www.booktrust.org.uk/Home](http://www.booktrust.org.uk/Home)).  
  
Finally, take time to familiarise yourself with the new National Curriculum for English by visiting <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study> and Letters and Sounds: Principles and Practice of High-Quality Phonics <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf> .

### Further Reading

You will receive a more extensive booklist when you arrive but you may like to look at any or all of the following.

* Myhill, D., Jones, S., Watson, A. and Lines, H. (2016). *Essential Primary Grammar*. Maidenhead: Open University Press.
* Bearne, E., Reedy, D. (2020). *Teaching Grammar Effectively in Primary Schools: Second Edition, revised and updated* (Ideas in Practice). Leicester: UKLA.
* Medwell, J., Moore, G., Wray, D. and Griffiths, V. (2021). *Primary English: Knowledge and Understanding (9th Edition).* London: Learning Matters.
* Gamble, N. and Yates, S. (2008) *Exploring Children’s Literature* (*2nd Edition*), London: Paul Chapman Publishing.
* Riley, J. (2006) *Language and Literacy 3-7: Creative Approaches to Teaching*. London: Sage.

We look forward to meeting you in September. In the meantime, enjoy your reading!

Anthony Wilson and Anita Wood

Primary English Tutors

**Curriculum Studies: mathematics 2021 - 2022**

Welcome to the mathematics element of the PGCE programme. Our intention is to help you develop a deeper understanding and enjoyment of mathematics. The course will introduce you to a variety of approaches and methods for developing children’s mathematical learning. Using and applying mathematics through problem solving in real life contexts will be a key focus. We will encourage you to work collaboratively, share ideas and develop a repertoire of calculation strategies. We recommend that in preparation for the course you purchase and read the **key** text below on the teaching of primary mathematics.

Haylock, D. (2018) Mathematics Explained for Primary Teachers: Sixth Edition, London, Sage

We also recommend that you access the National Curriculum site for mathematics where you can follow the links for Key Stages 1 and 2 at <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study> Please see Non-statutory guidance for the national curriculum in England <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf>

Also, NCETM website contains many worthy resources to develop your subject knowledge in mathematics <https://www.ncetm.org.uk>

For some of you, mathematics will seem like a distant subject that you studied a long time ago. For others you may have up to date skills in mathematics. Whichever you are (or if you are in between) we would like you to revisit some mathematics over the summer. We ask you to complete an audit of your mathematics, but we also provide some puzzles for you to try.

**Round and Round**

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| Choose any four numbers and place them at the corners of a square. | By the middle of each side of the square write the difference between the two numbers at the ends of that side. Use these numbers for the corners of a new square and repeat the process. Investigate what happens. |

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| **All the digits**  12 + 34 + 56 – 78 – 9 = 15  12 + 345 – 67 – 89 = 201  Keeping the digits 1 to 9 in order, what numbers can you make? | **SUMS AND PRODUCTS**  10 = 5 + 5 5 x 5 = 25  10 = 7 + 3 7 x 3 = 21 10 = 5 + 3 + 2 5 x 3 x 2 = 30  What is the greatest product that can be made from the numbers that add up to 10?  Try using a different starting number. |

These puzzles come from ‘Primary Points of Departure’ published by the Association of Teachers of Mathematics (ATM). If you want to try other puzzles, the booklet can be ordered from [www.atm.org.uk](http://www.atm.org.uk).

We also recommend **Adrian Pinel’s books: Mathematical Games, Number Magic and Shape and Space.** These are available from Tesco’s or Amazon.

Taro Fujita and Ruth Flanagan

Primary Mathematics tutors

**Curriculum Studies: Science 2021 – 2022**

We would like to extend a warm welcome to the science element of the PGCE programme. Our intention is to help you develop the knowledge, skills and confidence to teach science in an interesting and relevant way to young children. We hope that personally you will discover or re-discover the sense of wonder, curiosity, and pleasure of investigating scientific concepts.

The Initial Needs Analysis will give you some guidance on the subject knowledge you will need for science. We are aware that some of you may not have done science for some time and may lack confidence in your science knowledge. However, we would like to stress that there is a lot more to science than giving the right answers to questions. We therefore suggest that you start reading a book or two from the recommended reading to familiarise yourself with current thinking on how children learn in science. You may also like to look at the [National Curriculum for science](https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study).

We hope you have a good summer and look forward to working with you in September.

With best wishes,

Harriet White

Primary Science tutor



# Recommended Reading

Cutting, R. and Kelly, O. (2015) *Creative Teaching in Primary Science*: London: Sage

Harlen, W. and Qualter, A. (2018) T*he teaching of science in primary schools*. Routledge.

**Curriculum Studies: Art 2021 - 2022**



Please access this document for a useful overview of best practice in the subject:

***Providing high quality art, craft and design education in school***

<https://www.nsead.org/files/02712bc706fdcbff9d2e531ae17fd422.pdf>

This will be a good starting point for our art sessions together.

Thank you!

Emese Hall  
Primary Art Tutor

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# Curriculum Studies: computing 2021 - 2022

Computing in primary schools is exciting and dynamic. Recent curriculum changes have shifted the focus towards computer science, which includes programming and how computers work. Many skills required in computing are useful lifelong skills, such as problem solving and creativity. Please have a look at the [Computing at School website](https://community.computingatschool.org.uk/resources/2616/single); in particular the curriculum guidance and the newsletters (to see what is happening in schools).

I look forward to computing with you!

Harriet White

# Curriculum Studies: design & technology (D&T) 2021 - 2022

For information about Design and Technology (D&T), please see the [D&T Association](https://www.data.org.uk/for-education/primary/) website.

This site will explain about primary D&T, why it is important, as well as giving good ideas about teaching D&T.

Harriet White

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# Curriculum Studies: humanities 2021 - 2022

Pupils interact with the world on a daily basis, through a variety of direct and indirect experiences. The purpose of Curriculum Studies humanities is to explore how you can support pupils in making sense of, and building on, these experiences from what we, as adults, would recognise as geographical, historical and spiritual perspectives.

This is designed to be a taster course in which we aim to equip you to have an understanding of how to teach these subjects rather than provide you with reams of subject knowledge.

For information and useful resources about teaching humanities:

Cooper, H (2012) *History 5-11: a guide for teachers.* David Fulton Publishers

Scoffham, S (2016) *Teaching Geography Creatively*. London: Routledge.

Teece, G. (2012) *The Primary teacher's guide to Religious Education,* Witney, Oxon: Scholastic.

Erricker, C, Lowndes, J and Bellchamers, E (2011) P*rimary Religious Education, a new approach: conceptual enquiry in Primary RE*. London: Routledge

RE: online website contains great resources and current debates around RE <https://www.reonline.org.uk/>

Ruth Flanagan and Anita Wood

Primary Humanities tutors

# Curriculum Studies: modern languages (ML) 2021 - 2022

Welcome to Curriculum Studies ML. Our intention is to give you an introduction to teaching ML in a creative, interesting and stimulating way to children of primary school age. Of course, we can’t teach you French, Spanish or German (these are the languages most commonly taught in primary schools). However, we do hope that we can boost your confidence just a little, especially if you are feeling a little nervous. Who knows? You might discover a hidden talent and a love of languages and culture!

For a taste of the current primary languages landscape, read the section ‘Lessons from research into primary language learning’ in

Holmes, B. and Myles, F. (2019). *White Paper: Primary Languages Policy in England – The Way Forward.* RiPL: [www.ripl.uk/policy/](http://www.ripl.uk/policy/)

Dinah Warren

Primary modern languages tutor

**Curriculum Studies: music 2021 - 2022**

Welcome to Curriculum Studies music. We will have four sessions together, in which I will introduce you to a wide range of teaching approaches and strategies for delivering primary music. My main aim is to make the sessions as inclusive and enjoyable as possible, whilst giving you the confidence and resources to teach music in your placement schools and beyond. I understand that you might be feeling apprehensive about teaching music and want you to rest assured that even if you feel you have no musical experience whatsoever, you will be given plenty of opportunities to develop your skills and confidence. For those of you with more musical experience, there will be opportunities to consider how you could develop these skills as a leader of music in your school.

To gain an understanding of the current music education landscape in England, take a look at this recent report from the All Party Parliamentary Group for Music Education and others: <https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf> (it’s quite long, so feel free to read just the first 10 pages if you prefer).

Rob Bennett

Primary music tutor

**Curriculum Studies: physical education (PE) 2021 - 2022**

Welcome to Curriculum Studies Physical Education (PE). It is our intention to equip you with the necessary knowledge, skills and confidence to teach primary PE and in an effective, collaborative and reflective way.

PE fills some teachers, new and old, with fear and anxiety but PE is a great vehicle to build knowledge, skills, confidence, self-esteem and independence in children. This fear and anxiety tends to come from unpleasant experiences of PE in the past and/or limited subject knowledge of and confidence to teach a range of physical activities within the National Curriculum for PE (DfE, 2013). We hope, regardless of your levels of competence, confidence and participation in physical activities, you will come to your scheduled university-taught PE sessions with bundles of enthusiasm, energy and willingness to learn how to teach. We will provide you with essential knowledge, skills and confidence to teach gymnastics, dance and games/multi-skills activities at Key Stages 1 and 2 and in a positive, non-threatening and supportive way.

For a deeper understanding of primary PE, do take the time to look at the following textbook and recent chapter (below):

Bailey, R. and Macfadyen, T. (2000) *Teaching Physical Education 5-11.* London: Continuum.

Katene, W. and King, V. (2019) *Understanding subject knowledge in primary physical education*.

In: D. Pope (Ed.) *Subject knowledge for primary teaching*. London: Sage.

Matt Upston and Will Katene

Primary physical education (PE) tutors

**Part 2: Initial Needs Analyses in Curriculum Studies**

The Professional Standards for Qualified Teacher Status (September 2012) specify the standards of knowledge that you are required to demonstrate by the end of your training. We ask you to carry out an audit to analyse your initial needs in Curriculum Studies subjects. Remember this is to identify where you are already very strong but also to flag up what you do not know or have forgotten about so that you can revise/brush up on and complete some self-study exercises. You will have further time to do this on the PGCE course.

**You should bring a completed copy of the Needs Analysis forms to the first Curriculum Studies subject sessions in the week beginning 20 September. You will also use them to create your first Action Plan with the guidance of your Personal Tutor.**

Initial Needs Analysis in English

In order to help you to feel confident in providing evidence of this knowledge of English and knowledge of texts for use in school with children we would like you to undertake the following activities.

You will need to buy:

Reid, S., Sawyer, A. and Bennett-Hartley, M., *Achieving QTS* *Primary English: Audit and Test. Assessing Your Knowledge and Understanding* (4th edition 20014).

You can order this here <https://www.amazon.co.uk/Primary-English-Audit-Achieving-Series/dp/1446282759/ref=dp_ob_title_bk>. It is **strongly recommended** that you also look at Jane Medwell and David Wray’s book, listed \* below.

Begin the process of checking and updating your knowledge by reading the book and undertaking the tests. This will enable you to see areas in which you may need to do more revision to be secure. Most people feel that this is new material for them so don’t worry if you feel you have not covered it before. When you are in school for your preliminary practice you will probably have the opportunity to see some aspects being taught, and we encourage you to look at the glossary of terms used in the new National Curriculum:

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf>

Complete one section of the book at a time and carry out the practice tests. Record your results in each section in the appropriate boxes on the Needs Analysis form on the next page along with information about the areas you were unsure about or need to revise. Use the book and the texts listed below to support you in revising these areas. You may find other material or texts in your bookshop or library if you prefer. Keep notes of your revision work as part of your file of evidence.   
  
**Please bring a copy of your Needs Analysis results form to the first Core Primary English session in September.**

**Useful Revision Texts are:**

\* Medwell, J., Moore, G., Wray, D. and Griffiths, V. (2021). *Primary English: Knowledge and Understanding (9th Edition).* London: Learning Matters.

Eyres, I. (2007). *English for Primary and Early Years: Developing Subject Knowledge (2nd Edition)*. London: Sage.

Appleyard, N. and Appleyard K. (2009). *The Minimum Core for Language and Literacy: Knowledge, Understanding and Personal Skills (Achieving QTLS)*. Exeter: Learning Matters.

Wilson, A. and Scanlon, J. (2011). *Language Knowledge for Primary Teachers (4th Edition)* London: Routledge.

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| Initial Needs Analysis in English |

Name: Pathway:

GCSE (or equivalent) grade: Other:

(please specify e.g. TEFL)

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| CONFIDENCE WITH ENGLISH SUBJECT KNOWLEDGE *For each of the boxes below, rate your English subject knowledge as either poor, adequate or good.* | | | |
| 1 = Poor; 2 = Adequate, 3 =Good | 1 | 2 | 3 |
| * English Subject Knowledge |  |  |  |
| * English Knowledge of Texts for Children |  |  |  |
| * ICT |  |  |  |

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| **Results from auditing Knowledge using *Primary English* *Audit and Test* (Reid, Sawyer & Bennett-Hartley)** | |
| Section of Audit | Mark % |
| The Nature and Role of Standard English |  |
| The spoken and written language systems of English |  |
| Lexical Knowledge |  |
| Grammatical Knowledge |  |
| Textual Knowledge |  |
| Critical Evaluation of Texts |  |
| Terminology |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer)) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in English and prepared to offer support to others on the course |

Initial Needs Analysis in mathematics

We recognise that, for some of you, mathematics may be a subject you have not studied for some time, and that as a subject it uses subject specific vocabulary that you may have forgotten. We encourage you to undertake some revision of your mathematics and have listed some useful texts for this below.

Prior to commencing the course, we ask you to carry out the self-assessment exercises in the key text: Haylock, D. (2018) Mathematics Explained for Primary Teachers: Sixth Edition, London, Sage

Read the relevant chapters and test yourself with the self-assessment questions. Please note your confidence for each of the topics on the audit record sheet attached. You will need to present a **photocopy** of the audit record sheet at your first mathematics seminar, so can you please make sure that the comments section and the needs analysis section are completed before you start the course. This will help us in arranging appropriate support during the course.

You may find it useful to refer to some revision texts such as:

* Cooke, H. (2000) Primary Mathematics: Developing Subject Knowledge, London: Paul Chapman.
* Hopkins, C., Pope S. and Pepperell, S. (2004) Understanding Primary Mathematics, London: David Fulton Publishers
* Mooney, C. et al (2014) Primary Mathematics: Knowledge and Understanding, Exeter: Learning Matters.
* Suggate, J. et al (2010) Mathematical Knowledge for Primary Teachers: Second Edition, London: David Fulton.

GCSE revision texts such as Letts, GCSE Maths Intermediate classbook, London: Letts

Each chapter of the key text has a glossary of terms. You may also find it helpful to purchase a Glossary such as Tapson, F. (2008) Oxford Study Mathematics Dictionary, Oxford: OUP

or download the QCA mathematics glossary from: <http://www.emaths.co.uk/index.php/student-resources/other-resources/mathematics-glossary>

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| **Initial Needs Analysis in Mathematics** |

Name: Pathway:

GCSE (or equivalent) grade: ‘A’ level:

Other mathematics qualification / study (please specify):

Any other background information?

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| **Review of self-assessment exercises** |

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| --- | --- | --- | --- |
| **Topic** | **Rank** **from 1 (not confident) to 4 (very confident)** | **Topic** | Rank from 1 (not confident) to 4 (very confident) |
| Number and Place Value |  |  |  |
| Addition and Subtraction   * Mental strategies * Informal written methods * Formal written methods |  |  |  |
| Multiplication and Division   * Mental strategies * Informal written methods * Short/long division methods |  |  |  |
| Remainders and rounding |  |  |  |
| Multiples, factors and primes |  |  |  |
| Square and Cube numbers |  |  |  |
| Integers |  |  |  |
| Fractions |  |  |  |
| Decimals |  |  |  |
| Proportions, ratio and percentages |  |  |  |
| Algebra |  |  |  |
| Geometry   * 2D shapes * 3D shapes |  |  |  |

(Please use the blank ‘topic’ and ‘rank’ columns to add any other topics you feel relevant (e.g. measurement, problem solving, etc.) to evaluate your subject knowledge’)

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (1:1 support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in maths and prepared to offer support to others on the course |

Initial Needs Analysis in Science

In order to help you to feel confident in providing evidence of your subject knowledge in science we ask you to undertake the following activities.

You will need to buy the following publication for your science audit.

***Byrne, J., Christodoulou, A., Sharp, J. (2014) Primary Science Audit and Test* (Fourth Edition)*,* Exeter: Learning Matters Ltd.**

You can order this through their website at [www.learningmatters.co.uk](http://www.learningmatters.co.uk), through the distributors for Learning Matters on 0845 2309000, through Amazon or through your own bookshop.

Begin the process of checking and updating your knowledge by reading the book and undertaking the tests. This will enable you to see areas in which you may need to do more revision to be secure. Complete one section of the book at a time and carry out the practice tests. Record your results in each section in the appropriate boxes on the Science Needs Analysis form on the next page along with information about the areas you were unsure about or need to revise. Use GCSE revision texts and on-line material to support you in revising these areas. Keep notes of your revision work as part of your science file.

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| Initial Needs Analysis in Science |

Name: Pathway:

GCSE (or equivalent) grades:

A level: Other (please specify):

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| **Results from auditing Knowledge using:  *Byrne, J., Christodoulou, A., Sharp, J. (2014) Primary Science Audit and Test* (Fourth Edition)*,* Exeter: Learning Matters Ltd.** | | | |
| **Science area** | Section of Audit | Marks | **Score %** |
| **Life processes**  **(Biology)** | Functioning of organisms: green plants |  |  |
| Functioning of organism: humans & other animals |  |  |
| Interactions & Interdependencies |  |  |
| Genetics and evolution |  |  |
| **Total Mark / Score%** |  |  |
| **Materials & their properties (Chemistry)** | Particle theory, materials |  |  |
| **Physical processes**  **(Physics)** | Electricity & magnetism |  |  |
| Forces & motion |  |  |
| Light |  |  |
| Sound |  |  |
| Space |  |  |
| **Total Mark / Score%** |  |  |

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| --- | --- | --- | --- |
| CONFIDENCE WITH SCIENCE SUBJECT KNOWLEDGE *For each section, rate your science subject knowledge as either poor, satisfactory or good.* | | | |
| 1 = Poor; 2 = Satisfactory, 3 =Good | 1 | 2 | 3 |
| Biology: functioning of organisms, interactions & interdependencies, genetics and evolution. |  |  |  |
| Chemistry: particle theory, materials. |  |  |  |
| Physics: electricity and magnetism, energy, forces & motion, light, sound, space. |  |  |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in science and prepared to offer support to others on the course |

**Initial Needs Analysis in Art & Design**

Please make yourself familiar with the current NC for art & design by viewing this document, which contains additional guidance from the NSEAD:

<https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf>

(The document covers KS1-3, but you can concentrate on KS1-2)

In terms of how to translate curriculum guidance into action, this book is recommended:

Ogier, S. (2017) *Teaching Primary Art and Design*. Exeter: Learning Matters.

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| **Initial Needs Analysis in art and design** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to art and design. If you feel you have skills in this area you could share with small groups of your peers please indicate this here | | | |
| Competence with art and design | | | |
| *For each of the boxes below, rate your art and design skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * drawing |  |  |  |
| * painting |  |  |  |
| * printing |  |  |  |
| * ceramics |  |  |  |
| * Digital art |  |  |  |
| * collage |  |  |  |
| * sculpture |  |  |  |
| * textiles |  |  |  |
| * Knowledge of artists |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in art and design and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in computing**

Please make yourself familiar with the current NC for computing by viewing this document:

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf>

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| **Initial Needs Analysis in computing** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:   Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to computing. If you feel you have skills in this area you could share with small groups of your peers, please indicate this here | | | |
| Competence with computing | | | |
| *For each of the boxes below, rate your computing skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * E-safety: safe and responsible use of technology |  |  |  |
| * Algorithms, |  |  |  |
| * Designing, writing and debugging programs |  |  |  |
| * Use sequence, selection, and repetition in programs |  |  |  |
| * Logical reasoning (to explain algorithms, detect and correct errors) |  |  |  |
| * Use of inputs and outputs |  |  |  |
| * How computer networks operate and provide multiple services. How results are selected and ranked |  |  |  |
| * Using search technologies effectively |  |  |  |
| * Collect, analyse, evaluate and present data and information in a variety of ways, using a range of software and hardware, to create an array of programs, systems and content |  |  |  |
| * Opportunities for communication and collaboration online |  |  |  |
| * Evaluating online content |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in computing and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in design & technology (D&T)**

In order to help you to feel confident in your knowledge of D&T in the primary school, you should refer to the **KS2 National Curriculum for D&T** (DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf>

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| **Initial Needs Analysis in D&T** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to D&T. If you feel you have skills in this area you could share with small groups of your peers, please indicate this here | | | |
| Competence with D&T | | | |
| *For each of the boxes below, rate your D&T skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| **Designing and making products using a range of materials including:** |  |  |  |
| * textiles |  |  |  |
| * construction |  |  |  |
| * food |  |  |  |
| * creating mechanical products |  |  |  |
| * creating electrical products |  |  |  |
| * creating products using computer aided design |  |  |  |
| **Needs Analysis** | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in D&T and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in humanities**

In order to help you to feel confident in your knowledge of humanities in the primary school, you should refer to the **KS2 National Curriculum for history (**DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf>

And geography: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf>

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| **Initial Needs Analysis in humanities** | | | |
| Name: Pathway:  GCSE (or equivalent) grade: ‘A’ level:  Other (please specify):  Please describe any relevant skills, knowledge or experience you may have in relation to humanities. If you feel you have skills in this area you could share with small groups of your peers please indicate this here | | | |
| Competence with humanities | | | |
| *For each of the boxes below, rate your humanities skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 =Good** | 1 | 2 | 3 |
| * Mapping skills – drawing and using |  |  |  |
| * Graph skills – drawing and interpreting |  |  |  |
| * Use of secondary sources |  |  |  |
| * Use of artefacts |  |  |  |
| * Critical analysis |  |  |  |
| * Fieldwork – use of compass, collecting data etc |  |  |  |
| * Enquiry skills - asking relevant questions, testing conclusions, etc. |  |  |  |
| * Information processing skills - locating and using relevant information using skills of analysis and interpretation. |  |  |  |
| * Reasoning skills - giving reasons for responses, making deductions and judgements. |  |  |  |
| * Empathy skills -the ability to see the world/issues through the eyes of others |  |  |  |
| * Evaluation skills - developing criteria for judging and evaluating information |  |  |  |
| **Needs Analysis** | | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in Humanities and prepared to offer support to others on the course | | | |

**Initial Needs Analysis in Modern Languages (ML)**

To prepare for your PGCE you should audit your skills and knowledge in modern languages for the following reasons:

* ML is a compulsory part of the Key Stage 2 curriculum
* You will be given an opportunity to teach some form of ML while on school-based work
* You may have an interest in ML

In order to help you to feel confident in your knowledge of modern languages in the primary school, you should refer to the **KS2 National Curriculum for Languages** (DfE 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf>

You may then decide to revise using a GCSE revision guide or by visiting the [BBC Primary Languages](https://www.bbc.co.uk/bitesize/subjects/zdmtsbk) website.

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| Initial Needs Analysis in Modern Languages |

Name: Pathway:

Language(s) spoken:

GCSE (or equivalent) grade: A level grade:

Other: (please specify e.g. TEFL, native tongue, etc.)

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| CONFIDENCE WITH ML SUBJECT KNOWLEDGE *For each of the boxes below, rate your ML subject knowledge as either poor, adequate or good.* | | | |
| 1 = Poor; 2 = Adequate, 3 =Good | 1 | 2 | 3 |
| * Spoken language |  |  |  |
| * Written language and grammar |  |  |  |
| * Understanding spoken and written language |  |  |  |

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| **Primary languages audit** | **Comment** | **Rating (1= poor, etc.)** |
| Classroom instructions, register, basic greetings |  |  |
| Personal details (name, age, birthday, family, pets, where I live, etc.) |  |  |
| Day-to-day language (months, days, numbers, colours, time, weather) |  |  |
| Hobbies, free time, sports |  |  |
| Cultural knowledge (festivals, celebrations, stories, authentic resources, etc.) |  |  |
| Grammatical knowledge (tenses, adjectival agreement, word order, etc.) |  |  |
| Needs Analysis | | |
| Level of support you feel you might need (please tick/circle/underline)   * High (informal support from a more confident peer) * Medium (revision in informal peer groups) * Low (personal revision) * I am confident in modern languages and prepared to offer support to others on the course | | |

**Initial Needs Analysis in music**

To prepare for your PGCE you should audit your experience in music for the following reasons:

* Music is a compulsory part of the Primary curriculum, and although it may be delivered by a visiting or specialist teacher in many schools, this is not always the case.
* Research shows that there are numerous academic, psychological and social benefits to making music
* Music is fun and children love it!

In order to help you to feel confident in your knowledge of music in the primary school, you should refer to the National Curriculum for Music: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf>

You may then decide to further your knowledge by looking at the ISM Primary Music Toolkit: <https://ismtrust.org/resources/primary-toolkit>

**Initial Needs Analysis in Music**

What has been your experience of listening to, learning about, or making music up until now? You can talk about experiences in and out of school, in formal or informal contexts. It’s absolutely fine to say that you don’t feel you have much practical experience, but you could talk about music that you like to listen to, for example.

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How would you describe your confidence in the following areas:

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| --- | --- |
|  | How confident do you feel? |
| Listening to recorded music and identifying different instrumental sounds |  |
| Describing or identifying different musical styles or genres |  |
| Singing with children in a class or assembly situation |  |
| Talking to children about music in terms of the interrelated dimensions of pitch, rhythm, tempo, dynamics, timbre and texture |  |
| Using any form of musical notation to read or write down music |  |
| Taking part in or leading creative musical activities with children |  |
| Playing an instrument to accompany children’s music-making, or to demonstrate the sound of an instrument |  |

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| Needs Analysis |
| Level of support you feel you might need (please tick)   * High (informal support from a more confident peer) * Medium (revision in informal peer groups) * Low (personal revision) * I am confident in music and prepared to offer support to others on the course |

**Initial Needs Analysis in physical education (PE)**

It is important for you to know your current level of subject knowledge about primary physical education teaching. A common way of identifying and assessing subject knowledge strengths and areas for development is through a qualitative, self-evaluation of your knowledge and understanding of the subject/PE (see below).

In order to help you to feel confident in your knowledge of PE in the primary school, you should refer to the **KS1 and KS2 National Curriculum for PE** (DfE, 2013): <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf>

You might also wish to further your knowledge of primary PE by reading the following textbook and recent chapter:

Bailey, R. and Macfadyen, T. (2000) *Teaching Physical Education 5-11.* London: Continuum.

Katene, W. and King, V. (2019) *Understanding subject knowledge in primary physical education*. In: D. Pope (Ed.) *Subject knowledge for primary teaching*. London: Sage.

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| **Initial Needs Analysis in PE** | | | |
| Name: Pathway:  GCSE Level PE (or equivalent) grade: A Level PE (or equivalent) grade:  Other (please specify):  Please list or describe any relevant skills, knowledge or experience you may have in relation to PE. If you feel you have skills in this area you could share with small groups of your peers please indicate this here: | | | |
| Competence with PE | | | |
| *For each of the boxes below, rate your PE skills as either poor, adequate or good.* **1 = Poor; 2 = Adequate, 3 = Good** | 1 | 2 | 3 |
| * **Athletics** (endurance/800m & 1500m; sprinting/100m, 200m & 400m; throwing/shot putt, discus & javelin) |  |  |  |
| * **Dance** (educational/creative; other/jazz, ballet, tap, aerobic etc) |  |  |  |
| * **Games** (invasion/basketball, football, handball, hockey, netball, rugby etc) |  |  |  |
| * **Games (cont’d)** (net/wall/badminton, squash, table tennis, tennis, volleyball) |  |  |  |
| * **Games (cont’d)** (striking/fielding/baseball, cricket, rounders, softball etc) |  |  |  |
| * **Games (cont’d)** (target/archery, darts, golf etc) |  |  |  |
| * **Gymnastics** (educational; other/olympic, rhythmic, acrobatics etc) |  |  |  |
| * **Fitness** (aerobics, boxercise, cycling, pilates, running, spinning, swimming, yoga, zumba etc) |  |  |  |
| Needs Analysis | | | |
| Level of support you feel you might need (please tick ****)     * High (support from a more confident peer) * Medium (revision in peer study groups) * Low (personal revision) * I am confident in PE and prepared to offer support to others on the course | | | |

##### Initial Needs Analysis in Educational and Professional Studies

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| Initial Needs Analysis in Educational and Professional Studies |
| Name: Pathway:  Relevant qualifications: (e.g. TEFL, NVQ, Education degree/modules)  **PREVIOUS RELEVANT EXPERIENCE**: Please describe any relevant work experience you have had prior to the course, for example, working as a classroom assistant, school librarian, or teaching English as a foreign language.  **INCLUDING LEARNERS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES:** please describe any experience you have of working with children who have Special Educational Needs and/or Disabilities |

**Preparing to include children with Special Educational Needs and Disabilities  
in the Primary Classroom**

This is a useful introductory book on including children identified as having SEND in the Primary Classroom:

Briggs, S. (2016) *Meeting Special Educational Needs in the Primary Classroom: Inclusion and How to Do It* Routledge London and New York