

**Talk-through:**

* Give an example of a common misconception you encountered during the planning or delivery of a lesson. What did you do to overcome this?
* With a focus on two different broader subject areas, discuss how you have used modelling to effectively support learning.

**Key readings and university sessions:**

* Cambridge assessment – [Getting started with key concepts](https://cambridge-community.org.uk/professional-development/gswkey/index.html)
* [Rosenshine’s Principles of Instruction](https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf) as one example of a pedagogical approach
* [What Makes Great Teaching](https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf) – Sutton Trust Report (2014)

Key reflective question: **What contribution does the notion of cultural capital within the broader curriculum, make to children’s health, wellbeing and wider development?**

**Prompt questions when being observed or evaluating your practice:**

* How did you use the interleaving of concrete and abstract examples, slowly withdrawing the concrete examples and drawing attention to the underlying structure of problems?
* How did your subject knowledge help you to explicitly teach the critical knowledge and skills over a sequence of lessons?
* Were there any gaps in your own subject knowledge that you need improve?
* Did all children have a secure foundational knowledge at the start of the lesson for you to build on? How do you know?

**Prompt questions for observing expert colleagues:**

* How does the school curriculum encompass the National Curriculum and a wider vision for successful learning?
* What different curriculum material is used by the school and what is the school’s rationale for using this?
* How do expert colleagues explicitly teach critical knowledge and skills?
* What examples do you see of an ambitious curriculum?
* How do expert colleagues incorporate spaced learning and retrieval into a sequence of lessons?

**Primary PGCE – Phase 2**

**SUBJECT AND CURRICULUM**