

Week & Date	Teacher & Chapter	Lesson Content
1 26.08.25	Enrolment	
2 01.09.25	Enrolment	
3 08.09.25 Mon = lessons start Tues = Freshers Fair	Katie Course induction Chapter 2 starts + Thurs F2&F3	Course induction Scheme of Work. VESPA introduction and organisation. Study skills and expectations. Assessment methods. Chapter 2 starts 2.1 The roles and functions of regulators in early years. 2.2 How key factors influence priorities and debates in education. 2.3 The scope and purpose of the EYFS and National Curriculum.
	Mary Chapter 5 starts	Chapter 5 starts 5.1 How characteristics of cognitive, physical, social and emotional learning typically develop from birth to 19 years.
	Rebecca Placement induction + Thurs G4 & A4	Placement induction Starting placement. Where will you go? What will you do? Placement assessments (Year 1 and 2). Professional qualities, professional practice and desired skills. Organisation and requirements. Applying for your DBS. Getting the most from your experience.
4 15.09.25	Katie Course induction Chapter 2 + Thurs F2&F3	Course induction Induction checklist. Common exam verbs. Introduction to the EYFS and Birth to Five Matters. Summer homework is due. Chapter 2 2.4 Skills and attributes that inform professional behaviour and why they are important to effectively support education. 2.5 Theoretical and pedagogical approaches and their application within education – Behaviourism and cognitive constructivism. 15-mark test
	Mary Chapter 5	Chapter 5 K1.3 How specific areas of development can impact holistic development. 5.2 The key concepts of attachment theory and how these support the development of friendships and relationships.
	Rebecca Placement induction	Placement induction IP and DBS updates. What to wear and first impressions. Ordering a Collyer's t-shirt.

	+ Thurs G4 & A4	Safeguarding. Activity planning.
5 22.09.25	Katie Course induction Chapter 2 + Thurs F2&F3	Course induction Effort, systems and practice in T Level Exam question structures Chapter 2 2.5 Theoretical and pedagogical approaches and their application within education – Social constructivism and connectivism.
	Mary Chapter 5	Chapter 5 5.3 How friendships and relationships can positively impact wellbeing. 5.4 Receptive and expressive language and factors affecting language acquisition. 5.5 How personal, environmental and educational factors can influence behaviour. 15-mark test
	Rebecca Placement induction + Thurs G4 & A4	Placement induction Introduction to Placement Logbook. Final arrangements (travel, appearance, timekeeping, first impressions). Placement Logbook – Work-Readiness Self-Assessment How to write an activity plan. Arrange placement initial visit.
6 29.09.25 Thurs/Fri = lessons end after this week	Katie Course induction Chapter 2 + Thurs F2&F3	Course induction Referencing skills – quotes, references, bibliography. Exam style questions. Chapter 2 2.5 Theoretical and pedagogical approaches and their application within education – Humanism. 2.6 Theoretical perspectives and their influence on education – Bandura, Piaget, Pavlov, Watson and Skinner. 15-mark test
	Mary Chapter 5	Chapter 5 5.6 How self-concept is developed and the factors that influence behaviour, cognition and social development. 5.7 The importance of adapting behaviour to meet social contexts.
	Rebecca Placement induction + Thurs G4 & A4	Placement induction Daily routines for settings – key parts of the day and students' role. Final preparation for initial visit. Students to start writing an activity plan.
7 06.10.25	Katie Placement/ESP	Placement/ESP Final checks for initial visits. Students to be working on their activity plan.

Thurs/Fri = IP1 initial visit	Chapter 2	Chapter 2 2.6 Theoretical perspectives and their influence on education – Bruner, Chomsky and Vygotsky. 2.7 The importance of using up-to-date and appropriate technology to support education.
	Mary Chapter 5	Chapter 5 5.8 The importance of setting and following policy and procedure for managing behaviour and the strategies used to set and encourage behaviour expectations. 5.9 How practitioners use information about a child or young person's home, family and care circumstances to manage behaviour. 15-mark test
8 13.10.25 PR1 self-assess Thurs = IP1 starts	Katie Placement/ ESP Chapter 2	Placement/ESP Q&A and sharing experiences of initial visit. Activity plan due. Peer feedback task and making improvements. Chapter 2 2.8 The role of metacognition in supporting education. 2.9 Characteristics of the five stages of acquiring an additional language. 2.10 How home language affects education and development. 15-mark test
	Mary Chapter 5	Chapter 5 5.10 The importance of verbal and non-verbal communication. 5.11 The approaches to develop self-regulation and resilience. 5.12 How practitioners assess risk to their own and others' safety when dealing with behaviour that challenges. Revision set for End of Chapter 5 test
9 20.10.25 PR1 teacher input	Katie Placement/ ESP Chapter 2	Placement/ESP Creating presentations of activity plan. Chapter 2 2.11 The potential communication, social and emotional needs of children and young people being taught English as an Additional Language (EAL). 2.12 The types and application of strategies to support EAL. Revision set for End of Chapter 2 test
	Mary Chapter 5 ends	Chapter 5 Revision Wed = End of Chapter 5 test (1hr + 15 minutes ET) Chapter 5 ends
Half term 27 th – 31 st November 2025		

Week & Date	Teacher & Chapter	Lesson Content
10 03.11.25 Wed = PR1 published	Katie Placement/ESP Chapter 2 ends Chapter 7 starts	Placement/ESP Presentations due Tuesday. Presenting in pairs. Introducing Assessment 1. Discuss activity idea with supervisor in placement. Chapter 2 Tues = End of Chapter 2 test (1hr + 15 minutes ET) Chapter 2 ends Chapter 7 starts 7.1 National assessments and benchmarks to inform effective pedagogy.
	Mary Chapter 1 starts	Chapter 1 starts 1.1 Types of early years and education provision available and the settings within them.
11 10.11.25 Wed = PR1 Day + open eve Thurs = open eve Fri = Wellbeing Day (no IP)	Katie Placement/ESP Chapter 7	Placement/ESP Class discussion – feedback from supervisors. What activity have you decided on? Students start Assessment 1 initial planning form, activity plan and Professional Discussion (PD) preparation. Chapter 7 7.2 The application of diagnostic, formative and summative assessment to inform professional practice. 7.3 The application of observation and reporting on children and young people’s participation, conceptual understanding and progress to support development.
	Mary Chapter 1	Chapter 1 1.2 Roles and responsibilities of general, specialist and supportive roles within the early years and education sector. 15-mark test Revision set for End of Chapter 1 test
12 17.11.25 Thurs = targeted parents evening	Katie Placement/ESP Chapter 7	Placement/ESP Initial planning form, activity plan and PD preparation due Friday. Paperwork to be uploaded onto online folders by Friday. Placement Logbook – complete First Review, including written feedback from supervisor during block week. Chapter 7 7.4 The role of the practitioner within assessment processes. 15-mark test
	Mary Chapter 1 ends	Chapter 1 Revision Wed = End of Chapter 5 test (1hr + 15 minutes ET) Chapter 1 ends

13 24.11.25	Block week 24 th – 28 th November Assessment 1 First Review	
14 01.12.25	Katie Placement/ ESP Chapter 7	Placement/ESP Block week follow-up – highlights and any concerns. Hand in Placement Logbook (first Review completed). Complete peer feedback task. Presentation creation set as homework. Chapter 7 7.5 Key concepts of models of reflection and how they can be applied in practice. 15-mark test
	Mary Chapter 3 starts	Chapter 3 starts 3.1 The purpose of current legislation and the influence of statutory guidance on policies and procedures.
15 08.12.25 PR2 self-assess	Katie Placement/ ESP Chapter 7	Placement/ESP Presentations due. Present in pairs. Introducing the Support Plan. Chapter 7 7.6 The importance of CPD and receiving developmental feedback to inform practice. 7.7 How practitioners can meet their own developmental needs. 15-mark test Revision set for End of Chapter 7 test
	Mary Chapter 3	Chapter 3 3.2 The importance of following policies and procedures. 3.3 The steps required to manage and report risk to support safeguarding and wellbeing. 3.4 When a child is at risk or in need, and how the key principles of safeguarding underpin practice.
16 15.12.25 PR2 teacher input Wed = EOT	Katie Placement/ ESP Chapter 7 ends	Placement/ESP Continue Support Plan. SPD1 – Assessment and Planning. Preparation in lesson. Set as homework. Arrange times to assess with assessor. Chapter 7 Tues = End of Chapter 7 test (1hr + 15 minutes ET) Chapter 7 ends
	Mary Chapter 3	Chapter 3 3.5 Types of abuse and the associated signs. 3.6 How people in a position of trust can manipulate and influence children and young people. 15-mark test
Holidays 18 th December – 4 th January 2026		

