

Week & Date	Teacher & PO	Lesson Content
1 26.08.25		Enrolment (no lessons)
2 01.09.25		Enrolment (no lessons)
3 08.09.25 Mon = lessons start Tues = IP3 starts SPD4 – assessing starts	Katie PO3 starts (K3.1, K3.2)	Introduction to Year 2 Core results debrief and implications for final grade. Plans for resits established. 1:1 discussion Summer due homework – dates/times for SPD4 . PO3 starts K3.1 How well-considered planning and provision supports children’s educational development and progress K3.2 The purpose of observation, assessment and planning to support children’s progress (continues next week) Assignment 2 First impressions of IP3. Set the scene for Year 2 – IP days/block weeks, assessment visits, planning for maximum achievement, end date. Permission to observe Ch X – to discuss with supervisor. Introducing Assessment 6. Assignment 3 Setting the scene for Assignment 3.
	Rebecca PO2 starts (K2.1, K2.2, K2.3)	PO2 starts K2.1 Different forms of attachment that children develop and analyse, and evaluating key aspects of attachment theories related to current practice and the key person (recap from Year 1) K2.2 The features of secure attachment and how it impacts positively on children’s development and behaviour (recap from Year 1) K2.3 The potential positive and negative effects of transitions and significant events on children’s relationships and holistic development (recap from Year 1) Assignment 1 Setting the scene for Assignment 1.
4 15.09.25 SPD4 - assessing continues Assessment 6 – times/ dates set	Katie PO3 (K3.2, K3.3)	PO3 K3.2 The purpose of observation, assessment and planning to support children’s progress (continued) K3.3 A range of developmental indicators that may suggest a child is in need of additional support Assignment 2 Assessment 6 – reminder: observation permission letter needs to be signed. Observation (checklist). Create a maths checklist using EYFS and Birth to Five.

		<p>Start observing child X. Mock Exam grading explained. Set dates/times for Assessment 6 (mock).</p> <p>Assignment 3 Advantages and disadvantages of each method of observation (snapshot, narrative, checklist). Covered in PO3.</p> <p>Fri – C3&C4 – Classroom swap.</p>
	<p>Rebecca PO2 (K2.4, K2.5, K2.6)</p>	<p>PO2 K2.4 Typical behaviours for age and stage of development (recap from Year 1) K2.5 Implications of a range of behavioural signs and approaches to their management (recap from Year 1) K2.6 The concept of self-regulation in children, the stages of self-regulation and how self-regulation support children's development (can spread across to next week if needed)</p> <p>Assignment 1 Activity planning – analyse content from each section. What makes an effective plan?</p>
<p>5 22.09.25</p> <p>SPD4 – last week to assess</p>	<p>Katie PO3 (K3.4, K3.5)</p>	<p>PO3 K3.4 Different types of assessment and their purpose K3.5 Practitioner responsibilities to undertake continued professional development Fri = Revision for End of PO3 test – analyse preliminary material</p> <p>Assignment 2 Checklists complete for child X this week. Discussion with supervisor re activity to promote decided next steps. Start completing initial Planning sheet, activity plan, observation chart. SPD4 in lesson and workshop time.</p> <p>Assignment 3 Observation practice for child X.</p>
	<p>Rebecca PO2 (K2.7, K2.8)</p>	<p>PO2 K2.7 Factors affecting children's behaviour (recap from Year 1) K2.8 How children's effective and ineffective communication skills may impact on relationships with others</p> <p>Assignment 1 Create the 'coloured document' to show how each PO fits into activity plan. Where does PO3 fit into the activity plan? Allocation of marks.</p>
<p>6 29.09.25</p>	<p>Katie PO3 ends</p>	<p>PO3 Revision for End of PO3 test Fri = End of PO3 test</p>

SPD5 introduce d – arrange times with assessor		<p>PO3 ends</p> <p>Assignment 2 Workshop Assessment 6 paperwork. Complete by Friday. Workshop time used to complete any remaining SPDs.</p> <p>SPD5 – SEND and inclusive practice. Arrange times to assess with assessor.</p> <p>Assignment 3 Observation practice for child X.</p>
	Rebecca PO2 (K2.9, K2.10)	<p>PO1 K2.9 How a range of factors can affect children’s self-concept K2.10 Effective practice to develop self-efficacy in children Recap and revision Thurs = Revision for End of PO2 test – analyse preliminary material</p> <p>Assignment 1 Increasing the quality of writing. Analyse examples.</p>
7 06.10.25	<p>Block week 6th – 10th October Assessment 6 – Mock Exam SPD5</p>	
8 13.10.25 PR1 self-assess SPD5 – assessing continues	Katie PO1 starts (K1.1)	<p>PO3 Feedback from PO3 test.</p> <p>PO1 starts K1.1 The expected patterns of children's development from birth to 7 years.</p> <p>Assignment 2 Block week follow-up. Complete evidence mapping.</p> <p>SPD6 – Partnership working. Set times with assessor (after half term).</p> <p>Assignment 3 Summer 2024 OS EYE Assignment 3 series. Start by looking at Part 1A question paper. Carry out narrative observation of child X.</p>
	Rebecca PO2 ends PO4 starts (K4.1, K4.2)	<p>PO2 Mon = End of PO2 test PO2 ends</p> <p>PO4 starts K4.1 The key principles of safeguarding K4.2 The different types of abuse and the associated signs of abuse</p>

		Assignment 1 PO Content in Activity Plan format – how do we fit all 5 POs into activity plan sections? Look at exemplar activity plan and identify the different PO content using marking guidance.
9 20.10.25 PR1 teacher input	Katie PO1 (K1.2)	PO1 K1.2 How a range of biological and environmental factors may impact on children’s learning and development (recap Year 1). Assignment 2 ‘Mop up’ assessment in IP or plan for PD assessment in college. Finalise assessment 7 dates/times (if required). Continue preparation for SPD6 (assessing starts after half term). Assignment 3 Summer 2024 OS EYE Assignment 3 series. Part 1A question paper. Carry out snapshot observations of child X (between 6 and 8 observations).
	Rebecca PO4 (K4.3, K4.4)	PO4 K4.3 The importance of health and wellbeing to aspects of babies’ and children's development. K4.4 Factors that contribute to children’s wellbeing and the signs that indicate a child needs support. Assignment 1 End of PO2 test feedback.
Half term 27 th – 31 st November 2025		

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10 03.11.25 Wed = PR1 published SPD6 – assessing starts	Katie PO1 (K1.3, K1.4, K1.5)	PO1 K1.3 How areas of children’s development can impact on holistic development within play and early education (recap from Year 1). K1.4 How children develop speech and language and the differences between the two. K1.5 The expected stages of language acquisition and how a range of biological and environmental factors can affect the speed of acquisition (recap from Year 1). Assignment 2 Assignment 2 Part 2 preparation – aiming for high grades! Analysis of chief examiners report & moderators report & standardisation training materials. SPD7, SPD8 and SPD9 (all safeguarding). To be assessed before Christmas. Assessment Workshop – individual target setting and plans discussed with students. Assignment 3 Summer 2024 OS EYE Assignment 3 series. Continue to carry out snapshot observations of child X (between 6 and 8 observations). Complete in placement and over block week.
	Rebecca PO4 (K4.5)	PO2 Feedback from PO2 test. PO4 K4.5 How meeting basic care needs impacts on children’s self-actualisation. Assignment 1 Activity planning preparation in Assignment 1 format.
11 10.11.25 Wed = PR1 Day + open evening	Block week 10 th – 13 th November (Mon-Thurs) Mop up assessment as needed by individual students SPDs as needed Friday = Wellbeing Day (no IP)	
12 17.11.25 Thurs = targeted	Katie PO1 (K1.6, K1.7)	PO1 K1.6 How daily exposure to stories and rhymes supports development of communication and vocabulary. K1.7 The potential effects and long-term impact on a child’s holistic development if atypical development is not recognised.

<p>parents evening</p> <p>Remaining SPDs – continue to assess</p>		<p>Assignment 2 Final preparation for any ‘mop-up’ assessments. Skills still left to achieve – how? When?</p> <p>Assignment 3 Summer 2024 OS EYE Assignment 3 series. Bring in your narrative, 6-8 snapshots and checklist observation (from Assessment 6). Write the aim for each observation, looking at previous examples.</p>
	<p>Rebecca PO4 (K4.6, K4.7, K4.8)</p>	<p>PO4 K4.6 How practitioners use a range of strategies to support children to develop self-care skills. K4.7 How sleep and rest enhances babies’ and children’s holistic development. K4.8 The concept of a balanced diet for babies and children aged 0-7 years (may continue next week).</p> <p>Assignment 1 Activity planning preparation in Assignment 1 format.</p>
<p>13 24.11.25</p> <p>Remaining SPDs – continue to assess</p>	<p>Katie PO1 (K1.8, K1.9)</p>	<p>PO1 K1.8 The current statutory requirements for the EYFS and Key Stage 1 National Curriculum. K1.9 The links between the EYFS and KS1 National Curriculum.</p> <p>Assignment 2 Skills book checking & skills sign-off. Follow up SPD if needed. Continue Assessment plans for IP block week assessments (if needed).</p> <p>Assignment 3 Evaluate strengths and weaknesses of practitioners when completing observations. CPD practitioners could use to improve their observational skills and practice.</p>
	<p>Rebecca PO4 (K4.8, K4.9)</p>	<p>PO4 K4.8 The concept of a balanced diet for babies and children aged 0-7 years (continued from last week) K4.9 The signs and symptoms of common illnesses and infections</p> <p>Assignment 1 Activity planning preparation in Assignment 1 format.</p>
<p>14 01.12.25</p>	<p>Block week 1st – 5th December</p> <p>Mop-up assessments (Observations & SPD7 + SPD8 + SPD9)</p>	
<p>15 08.12.25</p>	<p>Katie</p>	<p>PO1 K1.10 The purpose of a range of pedagogical strategies to support children’s development of early literacy.</p>

PR2 self-assess Remaining SPDs – continue to assess	PO1 (K.10, K1.11, K1.12)	<p>K1.11 The purpose of a range of strategies to support children’s development of early writing skills.</p> <p>K1.12 How daily routines, games and stories can be used to support children’s development, learning and mathematical understanding.</p> <p>Assignment 2 Introducing SO1. Skills book checking, tracking, final sign offs. Continue assessing SPDs.</p> <p>Assignment 3 Identify own strengths and weaknesses when carrying out observations. What CPD could you use to improve your observational skills and practice?</p>
	Rebecca PO4 (K4.10, K4.11)	<p>PO4 K4.10 How illnesses and infections are spread and effective practice to prevent and control infection.</p> <p>Assignment 1 PO Content in Activity Plan format – how we fit all 5 POs into activity plan sections. Look at exemplar activity plan and identify the different PO content using marking guidance.</p>
16 15.12.25 PR2 teacher input	Katie PO1 (K1.13)	<p>PO1 K1.13 The purpose of a range of strategies to promote mathematical thinking and approaches that encourage early reasoning</p> <p>Mon 12.15pm = Xmas celebration!</p>
Remaining SPDs – continue to assess Wed = EOT	Rebecca PO4 (K4.11)	<p>PO4 K4.11 The difference between an accident and emergency situation, preventions and precautions, and limitations of own role (continue after holidays).</p> <p>Mon 12.15pm = Xmas celebration</p>
Holidays 18 th December – 4 th January 2026		