

Mentor interaction: Developing the sequencing of teaching and learning in a scheme of work

In your next mentor interaction you will share and discuss the sequence, main objectives and possible assessment opportunities of your scheme of work with your mentor. To prepare you for this, watch Maria's or Emily's video, or read the transcripts beneath the videos, to see how they sequenced their scheme of work, and then complete the task underneath and submit it to your mentor using the assignment tool linked below.

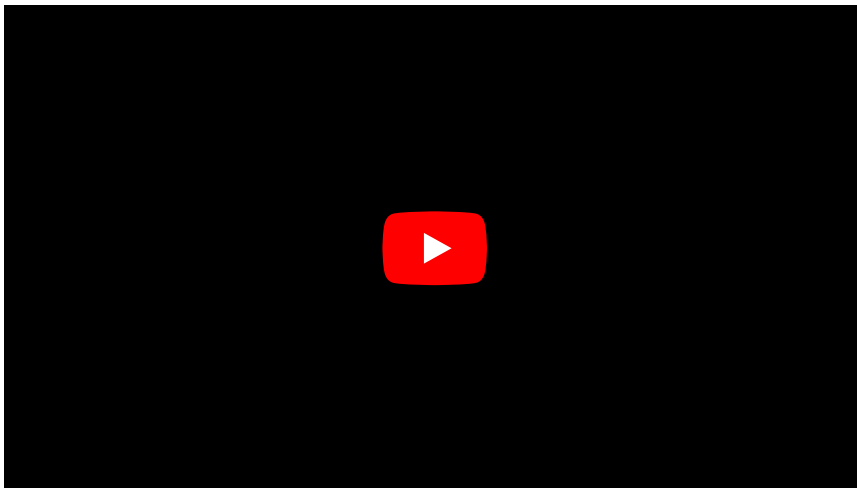
Maria - Early Years



Direct Link: [Sequencing a scheme of work - Early Years](#)

Transcript: [Sequencing a scheme of work - Early Years](#)

Emily - Primary and Secondary



Direct Link: [Sequencing a scheme of work - Primary and Secondary](#)

Transcript: [Sequencing a scheme of work - Primary and Secondary](#)



Over to you!

Complete the following two tasks and submit your ideas to your mentor using the [assignment tool](#):

1. **Sequence content** - use the following points to guide you through sequencing the essential concepts, knowledge, skills and vocabulary in your own scheme of work:
 - Begin to organise the content (concepts, knowledge, skills) into a logical order
 - Identify where you will be introducing new content (including new vocabulary)
 - Identify the explicit links to draw between this new content and the core concepts and principles in the subject (i.e. pupils' prior knowledge and the big ideas of the subject)

- Identify assessment opportunities
- 2. **Add extra detail** - after sequencing:
 - Formulate learning objectives to be achieved across the scheme of work
 - Begin to estimate the time it will take to teach each learning objective (an objective could run over a number of lessons)
 - Plan in assessment opportunities

Reflection

When you have finished your first attempt at sequencing your learning objectives and associated content, ask yourself these questions:

- Will pupils master foundational knowledge and knowledge required for later content?
- Is the flow of the curriculum logical and coherent?
- Do the learning objectives ensure that pupils' thinking is focused on the key ideas within the subject?
- Is there enough time for the content to be well-taught, e.g. enough time for pupil practice and formative assessment?
- If assessment opportunities are identified, is the purpose of the assessment clear?

Remember, your submissions here are not graded or formally assessed, and are here for you to share your ideas and responses with your mentor for future discussion.