

Mapping the DfES primary induction programme to the national occupational standards for teaching assistants - Mathematics Reception module

Outline content of Mathematics Reception module for teaching assistants in primary schools		National Occupational Standards for TAs												
		2-1 Help with classroom resources and records	2-2 Help with the care and support of pupils	2-3 Provide support for learning activities	2-4 Provide effective support for your colleagues	2-5 Support literacy and numeracy activities in the classroom	3-1 Contribute to the management of pupil behaviour	3-2 Establish and maintain relationships with individual pupils and groups	3-3 Support pupils during learning activities	3-4 Review and develop your own professional practice	3-5 Assist in preparing and maintaining the learning environment	3-6 Contribute to maintaining pupils records	3-7 Observe and report on pupil performance	3-8 Contribute to the planning and evaluation of learning activities
Pre-course preparation														
1	Observation of Reception mathematics lesson					<input type="checkbox"/>							▲	
2	Observation of older children's mathematics lesson					<input type="checkbox"/>							▲	
Session 1 Key features of the National Numeracy Strategy														
3	Doing some mathematics					<input type="checkbox"/>								
4	Daily mathematics lesson (video)					<input type="checkbox"/>								
5	National Numeracy Strategy					<input type="checkbox"/>		<input type="checkbox"/>						
6	Framework for teaching mathematics					<input type="checkbox"/>		<input type="checkbox"/>						
7	Maths game			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>						
Session 2 Working with a reception class														
8	Catering for needs of reception children					<input type="checkbox"/>								
9	Three- part lesson in Reception					<input type="checkbox"/>								
10	TA's role	<input type="checkbox"/>	■	■			<input type="checkbox"/>	■						<input type="checkbox"/>
11	Mathematics game for Reception children	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>		<input type="checkbox"/>						<input type="checkbox"/>
Session 3 Language and mathematics														
12	Mathematical language					■								
13	Importance of talking about mathematics					<input type="checkbox"/>								
14	Listening to children			<input type="checkbox"/>		■		<input type="checkbox"/>				<input type="checkbox"/>		
15	Types of questions			■		■		■						
16	Children who have EAL					<input type="checkbox"/>								
Between-session activities														
17	Observation of a mental and oral starter					<input type="checkbox"/>								
18	Writing feedback notes for the teacher			▲		▲		▲				▲		
19	Planning in relation to the Framework for Teaching Mathematics					<input type="checkbox"/>		<input type="checkbox"/>					<input type="checkbox"/>	

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Session 4 Approach to counting and calculations														
20	Methods of calculation					■								
21	Mental calculation					■								
22	Counting skills					■								
Session 5 The role of the TA in the three-part mathematics lesson: Part 1														
23	Three-part daily mathematics lesson					□								
24	The introduction (mental and oral starter)			■		■		■						
25	Mathematics game for use as mental and oral starter			□		□		□						
Session 6 The role of the TA in the three-part mathematics lesson: Part 2														
26	Main teaching activity					■								
27	Working with a group			□		■		□	□					
28	Follow up activities					□								
29	The plenary					□								
30	Communicating with teachers			■		■		■				■		

KEY

- Awareness raising
- Developing knowledge
- ▲ Applying knowledge and practising skills
- Opportunity to generate evidence which may be acceptable for an NVQ

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