

Key feature of speak and listening is Questioning Essay

The screenshot shows the EssayPro website homepage. At the top left is the EssayPro logo and navigation links: "How To Order", "Reviews", "About Us", and "Write My Essay". At the top right are links for "DBA: EPRO", "Log In", and "Sign Up". The main banner features a student sleeping at a desk with the text: "WRITING SERVICE AT YOUR CONVENIENCE", "You - Send us your homework", "We - Do it all for you", and "Grab your original paper for just \$10 per page with a free plagiarism report included". A "Write My Essay!" button is present. A "Calculate the price" calculator is overlaid on the right, showing options for "Writing", "Rewriting", and "Editing", with "Writing" selected. The calculator also shows "Essay (any type)", "College", "2 weeks", "1 page / 275 words", "Double spaces" (selected), and "Single spaces", resulting in a price of "\$11.4" and a "Write My Paper" button. At the bottom of the banner, it says "NO MORE SLEEPLESS NIGHTS... 100% PLAGIARISM-FREE ESSAYS. ANY TOPIC OR DIFFICULTY CAN BE HANDLED!". Below the banner are three review sections: "EssayPro Reviews" with a 4.9 rating, "ResellerRatings" with a 4.9 rating, and "Sitejabber" with a 4.8 rating.

LINK => <http://787787.com/writing-service?385580546>

My scheme of work, which focuses on 'Living Things and Their Habitat', will be evaluated against the crucial elements of effective teaching: subject knowledge; speaking and listening; problem solving and thinking skills; inclusion; and assessment. Taken from the Revised National Curriculum, this year two unit focusses on: 'alive', 'dead' and 'never been alive' objects; habitats and micro-habitats; variety in plants and animals, and food chains.

Subject knowledge is crucial as it is needed to scaffold learning. Vygotsky defined scaffolding as the 'role of the teachers and others in supporting the learners development' (Raymond, 2000:176). In order to build on a pupils' prior knowledge to initialize new information it is essential that the [teacher](#) has the subject knowledge to progress the learning of all children and challenge the higher attaining pupils, which Ofsted (2009) reported as a problem. My differentiated learning outcomes and expectations show that I am able to scaffold learning. The expectations, outlining what some children can progress to, illustrate that I can challenge the higher achieving pupils by providing them with additional tasks to extend their learning further. Additionally, reports taken by Ofsted (2007-2008) show that where the teacher had insufficient knowledge there was a general focus on literacy learning objectives rather than the objectives of that subject (Ofsted,

2009:7). My scheme of work has a strong emphasis on the science learning objectives with less emphasis on the cross curricular learning objectives. In order to improve my subject knowledge on this topic I read the habitats section of the Nuffield (n.d) book, 'Living Things in Their Environment'. This improved my subject knowledge as I help...

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...ents' critical thinking. Russian [Education](#) & Society, 49(9), p42–52 Teacher Vision. (n.d). Levels of Questions in Bloom's Taxonomy. Available: <https://www.teachervision.com/teachingmethods/newteacher/48445.html?page=2&detoured=1>. Last accessed 16th Dec 2013.

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