

Understanding how to access the breadth and depth of our ITT curriculum:

Remembering that:




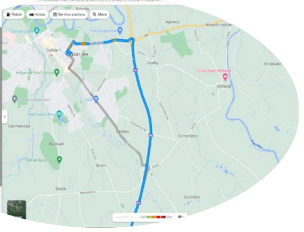
- Student teachers (trainees) are on a journey in their learning to become a teacher
- The staged expectations act as progress way markers towards the ‘end point assessment’
- The staged expectations are derived from the ITT curriculums; i.e. the things they cover before each phase of placement.
- The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- Student teachers have 2 types of learning- **(knowledge) ‘learn that’ & (skills) ‘learn how to’**.
- Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.

In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors) can best support their journey through effective target setting we have **included depth to the ITT curriculums**. This depth outlines the **‘essential’ knowledge (components)**.

For simplicity in accessing this information we have created this fully e-linked document; that allows you to work down from the staged expectation breath and explore the essential knowledge depth (displayed in knowledge organiser formats).

Below we show you the full range of ITT curriculum documents available (noting that as mentors we steer you towards 2 keys parts of this- green highlighting)

The purpose is to outline how a student journey through their curriculum is achieved with taught input and your mentor support along the way.

			
<p>Top level course documents- inc. Programme specification & module descriptor forms.</p> <p>We display this overview to you as a grid of the modules and sequence throughout the Programme- ‘course overview’</p>	<p>The progression of the ITT Curriculum.</p> <p>We display this to you as the ‘Staged Expectations’</p> <p>These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the</p>	<p>We display these to you as ‘Knowledge Organisers’</p> <p>New for 2022/23 You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.</p>	<p>Session steps of knowledge & Sequence</p> <p>This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge & skills build in a module or subject area.</p> <p>They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.</p>

BA (Hons) Primary and Early Years Education (3-11) with QTS - Original Degree

	Teaching and Learning Taught by the Personal Tutor	Specialism	Maths and English		Curriculum Carousel 1 Creative Arts to include Art, dance, drama & Music	Curriculum Carousel 2	Extras	Placements
Yr 1	LLTR4001 (20) Teaching and Learning, theories of learning and how to apply these in the classroom. Professionalism.	PEDG4301(20) Teaching and Learning	EALC4401 (20) English – Spoken Language and Reading comprehension	MATC4401 (20) Maths Introducing	CURC4301(20) Early Years Science, PE, Creative Arts	CURC4202(20) Computing D&T History Geography MFL RE	TCTR9444 The Cumbria Teacher of Reading Safeguarding - Introduction	PLCC9080 Nov – 2 weeks May – 7 weeks
Yr 2	LLTR5002 (20) Inclusion, SEND, Equality and Diversity	PEDG5204 (20) Subject Knowledge PEDG5501 (20) Learning Environments	EALC5401(10) English – Writing	MATC5402 (10) Maths- Developing	CURC5301(20) Early Years Science, PE, Creative Arts	CURC5202(20) Computing D&T History Geography MFL RE	TCTR9555 The Cumbria Teacher of Reading Safeguarding – Level 1 Cert and Prevent	PLCC9090 Feb – 6 weeks May – 2 week experiential
Yr 3 22/23	LLTR6001 (20) Change management and School Improvement	PEDG6301 (20) Cross Curricular and Thematic Planning PEDG6601 (20) Small Scale Research	EALC6401(10) English – Diverse Learners and assessment	MATC6402 (10) Maths - Extending	CURC6201 (20) Assessment	CURC6202 (20) Action Planning - write and address own Action Plan	TCTR9666 The Cumbria Teacher of Reading Safeguarding – CEOP/FGM	PLCC9095 Oct – 2 weeks March – 10 weeks Or PLCC9096 (Non QTS)

UG- Module code and title: LLTR: Investigating Learning and Teaching

Programme of work

LLTR4001 Beginning Phase

Module LLTR4001 taught in Yr 1 – see Layer 3 for further specifics introduces the students to a range of topics and begins to build the foundation of their knowledge and understanding of learning theory and teaching pedagogy. (learning theory, managing behaviour, adaptive teaching, assessment, working with others, professional behaviour). Learning activities include discussion, experiential learning and interactive activities; with opportunities to plan and teach activities to their peers. Learning on the module will be linked to beginning placements and students will be expected to further develop module learning during placements. Students will develop their understanding of their own learning and chart their progress through the curriculum, ultimately to meet the standards for achieving QTS. Students will be encouraged to develop their academic skills in reading and writing.

LLTR5001 Developing Phase

Building on Beginning phases's (yr1) LLTR4001 this module encourages the development of a personalised approach to learning and development as a teacher. Epistemological, pedagogical and sociological domains will be investigated (still linked to CCF) Students will be developing presentation skills requiring active participation and interaction as individuals and as members of small groups. Learning activities incorporate peer review, experiential learning, discussion and reflection. The module uses a case study of a child as the centre piece of the learning.

Introduction to the module – What is inclusion?
 S2. Legislative context/reflection on practice; S3. Planning for inclusion; S4. Working with other adults to meet the needs of all children; S5. Behaviour management and inclusion; S6. Inclusion – racial and multicultural issues; S7. Assignment Presentations peer appraisal; S8 Cognitive Load Theory and Meta-cognition; S9.Safeguarding; S10 Placement Prep; S11Developing Placement; S12 Final reflection and target setting of year 2

LLTR6001 Extending Phase

Understanding of how to strengthen professional knowledge by participating in wider networks and engaging critically with research and using evidence to critique practice. The dynamic and inter-related nature of current issues in education and becoming a potential agent of change.

Students continue to learn that teachers can make valuable contributions to the wider life of the school in a broad range of ways by planning and implementing a range of initiatives. They enhance their understanding of how to strengthen professional knowledge by participating in wider networks and engaging critically with research and using evidence to critique practice. The students discuss, analyse and learn with expert colleagues how experienced colleagues seek ways to support individual colleagues and work as part of a team and deconstruct this approach to develop own skills (team working, project management and action planning). They explore how to contribute positively to the wider school culture and develop a feeling of shared responsibility for improving the lives of all pupils within the school.

Rationale for sequence

This module will over 3 years develop student’s knowledge of the following disciplines:

1. Learning theory,
2. Teaching pedagogy
3. Research and academic writing
4. SEN and Inclusion
5. Managing and promoting change

Students will recognise the complimentary relationship between all these domains. University on campus teaching aims to prepare students for what High Quality Teaching and Learning in the classroom looks like with students’ roles in their own learning featuring extensively. This begins their journey towards becoming a reflective self -regulating professional teacher in which substantial theoretical knowledge informs teaching practice and vice versa whilst becoming an accomplished academic reader and writer.

This modules combination of university-based and school-focused learning, challenges the students to develop their curiosity, confidence, independence, articulacy and build resilience.

Providing knowledge and understanding of the key concepts that students require to make sense of what they see in school during placement. The module Uses the learning requirements (knowledge and skills) of the Initial Teacher Training **Core Content Framework** (ITT CCF) the students are best prepared to meet the Professional Teaching Standards for QTS, at a good or better level on extending placement..

Key literature utilised

Yr 1
 ITT Core Content Framework, DOE

Wilson, D , Conyers, M; (2016) *Teaching students to drive their brains metacognitive strategies, activities, and lesson ideas*. Alexandria, Virginia :ASCD

Shelton, F, Brownhill, S.(2008) *Effective behaviour management in the primary : Open University Press*

Dunn, D (2011) *How to be an outstanding primary school teacher: Continuum yr2*
 Hodkinson, A,(2019) *Key issues in special educational needs, disability & inclusion 3rd edition:SAGE*

Yr3
 Bates, B. (2018) *Educational leadership simplified: a guide for existing and aspiring leaders*. Edited by A. Bailey. Los Angeles: SAGE.

Fullan, M. (2016) *The new meaning of educational change*. 5th ed. London, [England]: Teachers College Press.

Kotter, J.P. (2012) *Leading change*. Boston, Massachusetts: Harvard Business Review Press.

Core Content Framework links

Core Content Framework links

B phase- session will teach to up to two CCF links all links covered ie:

S1: CCF(1&2), S2:CCF(2), S3:CCF(4), S4:CCF(3) S4:CCF(3), S5:CCF(3), S6: CCF(1&2), S7:CCF(2), S8:CCF(4), S9:CCF(3) S10:CCF(3), S11:CCF(1) S12: CCF(1), S13:CCF(6), S14:CCF(5), S15:CCF(5) S16:CCF(8), S17: Tutorial, S18:CCF(7&8), S19:CCF(Placement prep)

D phase- session will teach to up to two CCF links all links covered ie:

S1: CCF(1&2), S2:CCF(2), S3:CCF(4), S4:CCF(3) S4:CCF(3), S5:CCF(3), S6: CCF(1&2), S7:CCF(2), S8:CCF(4), S9:CCF(3) S10:CCF(3), S11:CCF(1) S12: CCF(1), S13:CCF(6), S14:CCF(5), S15:CCF(5) S16:CCF(8), S17: Tutorial, S18:CCF(7&8), S19:CCF(Placement prep)

E phase- In preparation for the final placement in which students will be judged for NQT status against the Teaching standards the sessions will focus on:

(Standard 8 – ‘Fulfil wider professional responsibilities’) and awareness of whole school issues.

Summative Assessments

Year 1 -REFLECTIVE AND RESEARCHED ESSAY

Part 1) Your response to ONE of the following questions (2000 words)

‘What are the key elements involved in,,, either:

- i) ...planning and teaching well-structured lessons?’
- ii)...adapting teaching to respond to the strengths and needs of all pupils?
- iii) ... managing behaviour effectively to ensure a good and safe learning environment?

Year 2 SUMMATIVE - CASE STUDY and VIDEO portfolio

Parts

1. Produce an informative video presentation on a researched issue (1000 words eq)
2. What are the key points about your child that you need to consider? (150words)
3. What are the implications for you as teacher of your case study child? (850 words)

YEAR 3 SUMMATIVE -PPT PRESENTATION OF A SCHOOL ACTION PLAN

TITLE: Following an exploration of some major current issues in education, you will select ONE initiative which a school may wish to implement . **Write a School Action Plan** (in the form of a PPT presentation) to support the implementation the initiative (2000 words).

Other useful information

The module merges the CCF ‘Learn that ... and Learn How... Epistemological and pedagogical ITT learning needs. .It forms a spine for other subject focused modules and placement activity contained in the Student progress Assessment Record (SPAR) Scrapbook, connections to other modules, the role of student-led learning, how this module wraps around placement.

Teachers make valuable contributions to the wider life of the school in a broad range of ways by planning and implementing a range of initiatives. The students discuss, analyse and learn with expert colleagues how to promote High Quality Teaching and Learning

Enhancement Modules PEDG4401/PEDG5301/PEDG5204/PEDG6301/PEDG6302			
Beginning	PEDG4301 provides students with an introduction to the key features of what teaching, learning and achievement in the chosen enhancement area looks like. Students explore teaching, learning and achievement in a focussed aspect of the enhancement e.g. reading for pleasure, local history etc. They will consider what a 'good' lesson in the subject or area entails and develop their understanding of planning for suitable activities using a key aspect of the chosen enhancement option.	Rationale for sequencing	Links to CCF
		These modules are an 'enhancement' to the curriculum and give trainees the opportunity to develop their understanding of teaching, and learning through the lens of a specific subject, aspect or phase. The trainees explore subject knowledge and planning in Yr 1 and the importance of environments for learning in Yr 2. In Yr 3 students individually research an aspect of the enhancement in more detail. Options are dependent on staffing and student numbers but currently include (2022/23): Fusehill: Creative Arts/Early Years/History/Maths Lancaster: English/Maths/MFL/RE London: Inclusion/English	<u>High expectations</u> : clear expectations, mutual trust <u>How children learn</u> – working memory, prior knowledge, purposeful practice and worked examples <u>Subject and curriculum</u> : misconceptions, critical thinking, building confidence <u>Classroom Practice</u> – scaffolds, questioning, steps, talk, practice <u>Adaptive Teaching</u> : SEND code, pupil difference, responsive teaching <u>Assessment</u> : assessment decisions, feedback, informing planning <u>Managing Behaviour</u> : Routines, environment, regulation, motivation <u>Professional Behaviours</u> : Professional Relationships, communication
Developing	PEDG5301 provides students with an opportunity to explore children's learning in a range of environments relating to the chosen enhancement area. Students will have opportunities to visit learning environments beyond schools and analyse how their use can support children's learning in the enhancement area. Students will begin to plan educational visits including conducting risk assessments. PEDG5204 provides students with an opportunity to continue to develop their subject knowledge (both content and pedagogical) in their chosen area. There are opportunities to consider how relevant information can be presented to an educational audience.	Examples of research and evidence	Other useful information and links
		A wide range of suitable literature and research will be referred to and used. This is focussed on the aspect chosen: <ul style="list-style-type: none"> • Laar, B. and Holderness, J. (2018) Reclaiming the Curriculum; Specialist and Creative Teaching in Primary Schools • Sherrington, T. (2019) Rosenshine's Principles in Action • Waite, S (2011) Children Learning Outside the Classroom from Birth to eleven • Cohen, L. (2018) Research methods in education • Wisker, G. (2019) The undergraduate research handbook 	Visits to suitable educational sites and settings to develop the trainees understanding are included.
Extending	PEDG6301 provides students with an opportunity to explore and analyse thematic, cross-curricular and creative approaches to teaching and learning through the lens of their chosen enhancement area. There are opportunities to explore various models and to plan and evaluate a range of activities. PEDG6302 provides students with an opportunity to undertake a small-scale research project that falls within the need to 'critique the range and nature of some of the major current issues' related to the enhancement areas A culmination of research skills developed throughout the degree and across all modules especially the study skills within core LLTR modules and research skills within the enhancements. An expectation of independent study demonstrating application of learnt research skills to an extended study and ability to relate theory to practice in a structured and insightful manner, deepening understanding of the chosen enhancement area		

English Curriculum and Sequence Document

Programme of work

Beginning Phase	In this phase students engage with the skills and pedagogy relating to understanding the role of, and teaching the knowledge and skills of, Spoken Language. This is followed by developing pedagogy and subject knowledge related to the teaching and learning of reading, taking into account the Simple View of Reading and focusing on comprehension skills and the application of decoding, including fluency. The importance of reading for purpose and developing a love of reading is emphasised. They learn to plan and teach for reading acquisition and development for a range of text types and purposes; focusing on a shared approach and linking to the constructivist learning theories. The students learn how to identify best practice and try out pedagogies in a mini teach.
Developing Phase	In this phase the students build on their knowledge of spoken language and reading, to develop their understanding of how these elements of English support and develop children’s writing skills, including, but not limited to, spelling, vocabulary, grammar and punctuation. The students learn to plan a sequence of lessons, making clear links to prior reading and subject knowledge and incorporating spoken language. They plan and teach a guided writing activity incorporating a range of adaptive tasks (including but not limited to the role of other adults) and demonstrating an awareness of formative assessment.
Extending Phase	In this phase the students build on their knowledge of all aspect of English in relation to assessment. The students develop their understanding of statutory and non-statutory assessment as well as assessment types, including formative, summative and diagnostic. The focus then highlights how assessment can be adapted to support the needs of diverse learners, including EAL and SEND and supports the students in developing intervention strategies. The students engage with practical activities linked to the assessment of children’s literacy skills and the analysis of data to support teaching and learning.

Rationale for sequence

The sequence of the English curriculum relates to the neo-Vygotskian constructivist approach reflecting the structure and progression of knowledge and skills in the teaching and learning of English that the students will experience when working with teachers and children on placements. Initially, while the pedagogy and skills of spoken language, reading and writing are explored independently; the symbiotic relationship between the different aspects is continually referenced and emphasised.

Examples of key literature utilised

Quigley, A. (2018) *Closing the vocabulary gap* . London : Routledge
<https://educationendowmentfoundation.org.uk/school-themes/literacy/>
 Moran, E. and Moir, J. (2018) ‘Closing the vocabulary gap in early years: Is “Word Aware” a possible approach?’, *Educational & Child Psychology*, 35(1), pp. 51–65.
 DfE (2021) *The Reading Framework; Teaching the foundations of literacy*
 DfE (2018) *Assessment without levels*
 Ofsted (2012) *Moving English Forward*
 Higgins, S (2015) ‘Research-based approaches to teaching writing’ in Waugh, D, Bushnell, A and Neaum, S (eds) *Beyond Early Writing*. Northwich: Critical Publishing
 Waugh, D. (2021) *Primary English for Trainee Teachers*. 3rd Edition. SAGE Publishing.
 Palincsar, Annemarie & Brown, Ann. (1984). Reciprocal teaching of comprehension-fostering and monitoring activities. *Cognition and instruction*. 1. 117-130.
 10.1207/s1532690xci0102_1. (Accessed: 6 September 2021)
 Medwell, J. et al (2021) *Primary English: Knowledge and Understanding* London: Sage

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)
How Pupils Learn— students learn that the way they structure and support learning in phonics draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum— students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (all statements)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - teaching small group and whole class phonics , how to respond to the needs of all (all statements)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (all statements)

Other useful information

Students audit their own subject knowledge each year and set targets accordingly, to achieve during B, D and E placements. Students also build their own knowledge of children’s literature to support their teaching practise.

Throughout the English curriculum explicit links are made to the TCTR modules and the importance of English in the wider curriculum.

On each placement there is an expectation, to plan, teach and assess a lesson/series of lessons in English- in line with placement guidance

Maths

Programme of work

Beginning Phase	<p>In this phase students are firstly asked to consider their own attitude to mathematics. Throughout the module they work on their confidence and an understanding of the value of mathematics in the world we live in. Discussion develops around the key features of an effective maths lesson with an emphasis on the use of resources. Links are continually made to established theorists such as Bruner and other modules are referenced. Practical activities are used to make connections with pedagogical theory helping the students develop a sense of what underpins good classroom practice. Specific areas of learning are covered looking at how teaching can be adapted to meet the needs of all children. The assignment involves the creation of a resource that is used whilst on placement. The students plan and then work with a small group of children assessing and collecting evidence around the activity.</p>
Developing Phase	<p>In this developing phase we look to build on the confidence and understanding the students have. We look at the importance of problem solving and develop an definition of problem solving in mathematics. The importance of strategies to develop mathematical thinking is discussed with links to theory. Problem solving through different areas of mathematics are considered along with cross curricular opportunities. Before placement we build on the lesson planning from year one and look at how we can develop a sequence of lessons. Whilst on placement the students collect evidence of problem solving and reasoning and this is used to support their assignment.</p>
Extending Phase	<p>This final phase is used to review our understanding and consider current issues in mathematics. Maths Mastery is examined and some of the challenges this approach to learning can bring. Statutory assessment is discussed and it's place in the assessment of children. Students look closely at working with EAL children in a mathematics lesson and also the importance of multicultural opportunities. We look at adapting lessons to ensure all children are included and look at strategies to overcome barriers to learning.</p>

Rationale for sequence

The mathematics is sequenced to help students become confident, enthusiastic and capable teachers of the subject. By starting with the students own attitudes and fears we can work on any misconceptions and start to get the students to develop a love and understanding of the subject. The key features and the theories that underpin effective teaching strategies are modelled and developed with practical ideas linked to school placements. As confidence grows the importance of problem solving, the connections of different areas of mathematics and the opportunities of cross curricular approaches more readily understood. Finally, the skills and knowledge gained from earlier phases is developed through key educational issues leading to a greater understanding of what makes a great teacher of primary mathematics. Running through all the phases is the importance of subject knowledge.

Examples of key literature utilised

Hansen, A. (ed.) (2020) Children's errors in mathematics . 5th edition. London :: Learning Matters
Haylock, D. (2019) Mathematics explained for primary teachers /. 6th edition /. Edited by R. Manning. Los Angeles :: SAGE
Boaler, J. (2016) Mathematical mindsets : unleashing students' potential through creative math, inspiring messages, and innovative teaching /. Edited by C. Dweck. San Francisco, California :: Jossey-Bass
Garry, T. (2020) Mastery in Primary Mathematics [electronic resource] / A Guide for Teachers and Leaders . London :: Bloomsbury Education

Core Content Framework links

High Expectations – Teacher expectations
Impact of high quality teaching (1-6)
How Pupils Learn— students learn that the way they structure and support learning in mathematics. It draws directly from theories around working memory, activating prior knowledge etc. (all statements)
Subject and Curriculum— students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8,)
Classroom practice – students learn to plan effective opportunities (all statements)
Adaptive Teaching - teaching small group and whole class mathematics, how to respond to the needs of all (1-4,5,6)
Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

Students audit their own knowledge of mathematics and set targets to work on based on their individual subject knowledge and experience.
The module supports students in understanding pedagogical theory but also develops their subject knowledge
They will have mathematics activities and a demo lesson modelled to them and consider what and how they would help the children to learn.
On each placement students will observe, teach and assess mathematics , developing their practice over the three phases.
At the end of each module students have a tutorial looking at their tracking document and discussing personal targets.

Early Years/module curriculum sequence document			
Beginning	<p>In this phase students develop their understanding of the structure of the EYFS, including observation and assessment processes. They begin to approach their practice in a critically reflective way, by adopting current research, theoretical perspectives and the legacies of EY pioneering approaches. They begin to plan high quality EY provision indoors and outdoors. They begin to use and be knowledgeable about the EYFS non-statutory guidance available. They start to understand how children learn and develop in the EY.</p>	<p>Rationale for sequencing</p> <p>There are two modules over the programme that cover teaching and learning in the EYFS phase. One in Year 1 and the second in Year 2. The EY element of the module begins in the very first week of the Programme in Year 1 and ends just before the two-week part of the Beginning placement. This is planned to ensure that all students have a basic knowledge of EYFS before Beginning placement, as some of them will be placed in the EYFS. They are prepared for the University's and school mentor's expectations of students. It provides an introduction to the structure of the EYFS. It focusses on how to create a long term plan for children, often known as Continuous Provision by engaging in critical and creative thinking about all aspects of the space indoors and outdoors and producing an effective daily routine plan.</p>	<p>Links to CCF</p> <p><u>High Expectations</u> - Teachers have the ability to affect and improve the wellbeing and motivation (1) Impact of high-quality teaching (6) <u>How Pupils Learn</u> – prior knowledge, starting from the child and what they know, then supporting them to develop (2) <u>Subject and Curriculum</u>– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (all statements) <u>Classroom practice</u> – students learn to plan effective opportunities (all statements) <u>Adaptive Teaching</u> - planning an enabling, inclusive environment to support the needs of all children (all statements) <u>Assessment</u> – using different kinds of assessment, understand prior learning to support next steps (all statements)</p>
		<p>The assignment comprises a portfolio of a visual plan of the space, a daily timetable of routine events and a written rationale on how the environment encourages learning. This assesses students' learning, but also equips them with the practical skills needed on their Beginning Placement.</p> <p>The second module is in Year 2. This module occurs 18 months after the first and is positioned on the timetable to have been completed before the Developing placement begins, when another group of students will undertake a placement in EYFS. It aims to review and embed basic knowledge of the EYFS encountered in Year 1, and to build on and enrich this knowledge. It prepares students to plan in much more detail and at a more sophisticated level than that required in the first module.</p>	<p>Other useful information and links</p> <p>Students audit their own subject knowledge each year and set targets accordingly, to achieve during B, D and E placements. Students also build their own knowledge of child development to support their teaching practice.</p> <ul style="list-style-type: none"> Free membership of Early Education. https://early-education.org.uk/
Developing	<p>Students deepen and embed their understanding of the principles of the EYFS, the 7 areas of learning and the Characteristics of Effective learning. They are taught to use the observation/planning cycle and to plan around children's interests and schemas, through naturally occurring themes, through adult-led experiences, through enhanced planning and retrospective planning and planning in the moment. They embed their understanding about effective, high quality interactions with young children. They engage with content which stretches their criticality by exploring historical and cultural differences in early years provision. Two important aspects of the key principles of the unique child and positive relationships are also examined in the final session which are effective relationships with parents and transitions.</p>	<p>Examples of research and evidence</p> <ul style="list-style-type: none"> DFE (2021) Early Years Foundation Stage - statutory framework that all practitioners working with children birth to 5, must provide in any setting delivering care and education which can be accessed at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2 DFE (2021) Development Matters - non statutory guidance for the Early Years Foundation Stage (DFE, 2021) can be accessed at: 	

<https://www.gov.uk/government/publications/development-matters--2>

- Birth to Five Matters (2021) - non statutory guidance by the Early Years sector for practitioners and can be found <https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>
- DfES (no date) The Effective Provision of Pre-School Provision (EPPE). Available at: <https://dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf>.
- Dowling, M. (2021) *Young children's thinking*. London: Sage.
- Ephgrave, A. (2018) *Planning in the moment with young Children: a practical guide for early years practitioners*. Abingdon: Routledge.
- Langston, A. (2019) *Evaluating early years practice: a practical tool for reflective teaching*. London: Featherstone.
- Lindon, J. and Trodd, L. (2016) *Reflective practice and early years professionalism*. 3rd. edn. London: Routledge.
- Longstaffe, M. (2020) *Provocations for learning in early years settings: a practical guide*. London: Jessica Kingsley.
- O'Connor, A. (2017) *Understanding transitions in the early years: supporting change through attachment and resilience*. 2nd edn. London: Routledge.
- Neaum, S. (2019) *Child development for early years students and practitioners*. London: Sage.
- Palaologou, I. (2021) *Child observation: a guide for students of early childhood*. 4th Edn. London: SAGE.
- Pascal, C. Bertram, T. Rouse, L. (2019) *Getting it right in the Early Years Foundation Stage: a review of the evidence*. London: Early Education.
- Siraj-Blatchford, I. (no date) Researching effective pedagogy in the early years Available at: <https://dera.ioe.ac.uk/4650>
- White, J. (2020) *Playing and learning outdoors: the practical guide and source book for excellence in outdoor provision and practice with young children*. 3rd. edn. London: Routledge.

- In the web version there is up to date research covering all aspects of early years, found at <https://www.birthto5matters.org.uk/resources/>
- Centre for Literacy in Primary Education Centre for Literacy in Primary Education <https://clpe.org.uk/>
- Community Playthings <https://www.communityplaythings.co.uk/>
- Early Years Alliance <https://www.evalliance.org.uk>
- Froebel Trust <https://www.froebel.org.uk/>
- Harvard Centre for the Developing Child <https://developingchild.harvard.edu/>
- National Children's Bureau <https://www.ncb.org.uk/>
- Sightlines Initiative Our Work <http://www.sightlines-initiative.com/malaguzzi-reggio-emilia-s-approach.html>
- Siren Films <https://www.sirenfilm.co.uk/>

Science curriculum sequence document – 3 yr Undergraduate Programmes

Beginning	<p>Introduction to Primary science and Working Scientifically (Disciplinary Subject knowledge) Interrelationship between Disciplinary and Substantive subject knowledge Subject integrity and the NC PoS for Working scientifically The nature of an enquiry subject That careful planning can support scientific literacy and knowledge. The Scientific Toolkit (Observation, Comparison, Exploration, Testing, Modelling plus Reading, Writing and Talking) The progressive nature of the toolkit and how planning can be adapted to meet all learners’ needs Using NC PoS, plan learning experiences which encompass Working Scientifically and a specific concept of substantive knowledge.</p>	<p>Component Substantive Knowledge Observation using range of senses Comparison based on observations</p> <ul style="list-style-type: none"> • Similarities and difficulties • Sorting several objects/ phenomena • Grading based on shared criteria <p>Exploration finding cause and effect links to explain comparisons Testing to formalise cause and effect links</p> <ul style="list-style-type: none"> • Fair / Controlled Variable • Pattern seeking • Test to Destruction <p>Modelling abstract concepts</p>	<p>Rationale for Sequencing</p> <ul style="list-style-type: none"> • Working Scientifically is the bedrock of all professional scientific enquiry and underpins good practice in primary science practice. • A thorough understanding of the different forms of Working Scientifically enables trainees to plan purposeful activities for learning across age phases. • Learners can find it difficult to transfer and apply knowledge, so context is important to make clear the links between scientific learning in the classroom and real-life problem solving. • Initially trainees focus on planning and delivering scientific learning experiences in their Beginning placement. • The disciplinary subject knowledge in science, in terms of Working scientifically, aligns closely with children’s ability to observe and explain their world in scientific terms. By close attention to the development of progressive thinking, students can plan effective learning 	<p>Links to CCF</p> <p><u>High Expectations</u> – Teacher expectations (3) Impact of high-quality teaching (6) <u>How Pupils Learn</u> – prior knowledge (2), weak knowledge leading to misconceptions (6) <u>Subject and Curriculum</u>– secure, critical knowledge with awareness of common misconceptions, structuring foundation components to build secure complex concepts. (2-5,7) <u>Classroom practice</u> – sequencing, scaffolding, questioning and high-quality talk, grouping (2,4-7, 9 10) <u>Adaptive Teaching</u> – support for all learners without creating artificial barriers, (1, 4,) <u>Assessment</u> – ability to plan and use fast, efficient assessment and provide feedback, both written and verbal. (1-7)</p>
	<p>Testing in Context (e.g Greasy Joe’s Café) Retrieve knowledge of forms of testing (Controlled variable, Pattern Seeking, Test to Destruction) The stages of a scientific enquiry The role of enquiry in the generation of new knowledge for</p>	<p>Component Substantive Knowledge In all forms of testing (Fair/controlled variable, Pattern Seeking, Tests to Destruction)</p> <ul style="list-style-type: none"> • Raising area of Investigation through identification of possible cause and effect link • Variable scan 		

	<p>learners and adapting planning in terms of investigative knowledge. Develop understanding of the interrelationship between disciplinary and substantive knowledge (<i>Materials and their properties: thermal insulation, dissolving, absorption, filtration</i>) The role of context in the ability to transfer learning and retain it Reading for scientific understanding and Modelling concepts The value of teacher subject knowledge and self-assessment of ability to gain and apply appropriate subject knowledge for teaching.</p>	<ul style="list-style-type: none"> • Formulation of testable question • Identification of key variables • Prediction and Hypothesis formation • Planning test methods • Carrying out test • Analysing raw results and presenting • Analysis of results • Explanation of results in terms of current scientific knowledge from reading (employing models) • Evaluation of test methods 	<p>experiences and develop questioning techniques which challenge and inspire learners.</p> <ul style="list-style-type: none"> • Trainees become skilled at assessing scientific knowledge and understanding and then enact this skill during their Developing placement. • Ability to analyse National Curriculum Programmes of Study in terms of the composite knowledge and the components that build it allows trainees to plan sequences of learning experiences which are generative and build robust knowledge. • Trainees become skilled at planning, delivering and assessing scientific learning, enacting this during the Extending placement. • The Undergraduate programme allows extended time for concepts such as the progression of conceptual development to be retrieved, revisited and enacted on placement at increasingly skilful levels. 	
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	<p>Fire and Ice (Concept Formation)</p> <ul style="list-style-type: none"> Scientific misconceptions and their persistence into adulthood (importance of checking own knowledge prior to planning) Importance of analysing a concept prior to planning, i.e. does research suggest children hold misconceptions; concrete or abstract; have all children had prior experience (challenging disadvantage)? <i>Physical Changes of state:</i> concrete and abstract concepts. Structuring experiences to scaffold learners before introduction to abstraction (constructivist principles: Hands-on Minds-on) 	<p>Component Substantive Knowledge</p> <p>Solids and liquids in concrete form (ice and water)</p> <p>Physical properties to senses</p> <p>Physical change from solid to liquid and liquid to solid (reversible change) and role of heat</p> <p>Gas a form of matter which not as easily detected by senses</p> <p>Role of heat energy in change from solid to liquid to gas using physical experiences (jelly)</p> <p>Role of heat <i>energy</i> in change using abstract concepts: kinetic particle model</p>		
	<p>Light and Seeing: Component and Composite knowledge</p> <p>Some concepts built up of smaller concepts</p> <p>Specific misconceptions which can destabilise learning</p> <p>Value of Teacher subject knowledge to structure effective curricula and sources of support.</p>	<p>Component Substantive Knowledge</p> <p>Light is needed to see</p> <p>There are sources of light</p> <p>Light travels from sources</p> <p>Light travels in straight lines</p> <p>Light can be reflected from shiny surfaces (reflective)</p> <p>Reflected light continues to travel in a straight line</p> <p>Light can be scattered by non-reflective surfaces</p> <p>Scattered light continues to travel in a straight line</p> <p>Light that travels from a surface into the pupil of the eye enables seeing.</p>		

Developing	<p>Assessment and Adaptive Planning: Electricity</p> <p>Retrieve knowledge of <i>Working Scientifically</i> (Observation, Comparison, Exploration, Testing, Modelling plus Reading, Writing and Talking)</p> <p>The mixed experienced class and need for adaptive planning</p> <p>The progression of scientific conceptual thinking (application via worked examples (<i>plants, dissolving</i>) and own example <i>switches</i>).</p> <p>Supporting development of scientific vocabulary and the value of a good vocabulary for scientific attainment</p> <p>Socratic dialogue and high-quality questioning to support learning: Hands-on Minds-on</p> <p>Practice assessing work from real children identifying key indicators and providing quality feedback.</p> <p>Abstract concepts and Modelling for upper KS2 learners who require a curriculum at Greater Depth.</p> <p>Misconceptions associated with electrical circuits. Analysis and planning for conceptual change.</p> <p>Stages of thinking and Modelling are generic across the curriculum, not specific to electricity.</p> <p>Auditing subject knowledge, especially in terms of common misconceptions is essential for teachers.</p>	<p>Component Substantive Knowledge</p> <p>Construct a simple series circuits using wires, power cell/ battery and various components (buzzers, bulbs, motors)</p> <p>Impact of change quantity / voltage of power</p> <p>Add switches of various types (snap, pressure, two-way, reed)</p> <p>The nature of circuit to be an unbroken chain of conductive material normally metal, which continues throughout all components</p> <p>Electrical current as an abstract concept – not detectable by senses</p> <p>Short circuits</p> <p>Models for electrical current: physical “human” circuits passing objects, or rope with knots.</p> <p>Analogies such as water fountain in a pond</p> <p>Solar system model of the atom and role of electrons in electrical charge and current</p> <p>Electrical conductors and insulators in terms of movement of free electrons.</p>		
	<p>Progression of Concepts: Forces</p>	<p>Component Substantive Knowledge</p>	<p>Examples of research and evidence</p>	<p>Other useful information and links</p>

<p>Inherent challenges when teaching forces –entirely abstract as only effect detectable; only live on Earth and so misconceptions are rife. Composite knowledge is built from components</p> <p>Constructivist principles [Hands-on Minds on] and strategies to effectively pre-assess learners</p> <p><i>Friction</i>: self-assessment; vocabulary development; concrete experience to build foundations for KS3 learning</p> <p><i>Water Resistance</i>: concrete Exploration experiences; physical and abstract explanations. Stages of conceptual thinking from Observation to Abstraction; adaptive planning.</p> <p><i>Gravity</i>: effective pre-assessment strategies; self-assessment; thought experiments and pupils working at Greater Depth; common misconceptions.</p> <p><i>Air Resistance</i>: abstraction; analysis of misconception that air is nothing and planning challenging experiences; heavy things and light things misconception.</p>	<p>Newtonian ideas – objects which are not moving will continue not to move until a force is exerted upon them and objects which are in motion will continue in that motion until a force is acted upon them</p> <p><i>Friction</i> – effect can be seen but not the force</p> <ul style="list-style-type: none"> • Link between friction and surfaces • High and low friction situations • Model high and low friction inducing surfaces using toothbrushes. <p><i>Water resistance</i></p> <ul style="list-style-type: none"> • Relationship between shape and resistance • Size not mass • Physical explanation using appropriate terminology • Abstract explanation using kinetic particle model <p><i>Gravitation</i></p> <ul style="list-style-type: none"> • Pull not push • Not related to air pressure, rotation of Earth, magnetic core of Earth – use of thought experiments. • Gravity is the Earth and other planets’ pull • Gravity is directly related to mass of planet • Gravity is directly related to distance from the planet 	<p>Abrahams I; Reiss, M J; Sharpe, R. (2014) <i>The impact of the 'Getting Practical: Improving Practical Work in Science' continuing professional development programme on teachers' ideas and practice in science practical work</i>. Research in Science & Technological Education, Vol.32 (3), p.263-280</p> <p>Bartos, SA; Lederman, NG (2014).Error! Hyperlink reference not valid.<i>Teachers' knowledge structures for nature of science and scientific inquiry: Conceptions and classroom practice</i>. Journal of Research in Science Teaching, Vol.51 (9), pp.1150-1184</p> <p>Lederman, NG; Lederman, JS and Antink, A. (2013) <i>Nature of science and scientific inquiry as contexts for the learning of science and achievement of scientific literacy</i>. International Journal of Education in Mathematics, Science and Technology', Volume 1(3), pp 138 – 147</p> <p>Osborne, J. (2015). <i>Practical work in science: misunderstood and badly used</i>, in <i>School Science Review</i>, Vol. 96, Issue 357, pp 16 - 24.</p> <p>Osbourne, JF. (2019). <i>Not "hands-on" but "minds-on": a response to</i></p>	<p>The interrelationship between Working Scientifically and Substantive knowledge is key to the delivery of quality science teaching and learning. One without the other is of little educational and practical value. The aim of science is to understand the world and to be able to apply knowledge to gain new understanding in a generative process. The Working Scientifically toolkit provides students will a range of enquiry methods, including different scientific Investigative methods (Fair/controlled variable, Pattern Seeking and Tests to Destruction) which can be used to plan a challenging science curriculum in school. The use of scientific vocabulary is a critical step on the journey towards scientific literacy and development of this “scientific language” is facilitated by teachers who possess good subject knowledge. The auditing materials provided are specifically designed to support students in using this language effectively in their teaching.</p>
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Module title: 3yr QTS Physical Education CURC

Programme of work

Beginning Phase	<p>In this phase students understand why we teach Physical Education and what we are trying to develop in the children that we teach. Students develop their knowledge surrounding the outcomes of Physical Education through PIES (Physical, intellectual, emotional and Social) and begin to plan simple learning episodes.</p> <p>There is a focus on Physical Literacy and Fundamental Motor skills, whilst developing the early stages of teaching dance and Games.</p> <p>Students will understand the importance of using STEP (Space, task, equipment and people) as a way to adapt teaching and to ensure a safe environment for learning.</p>
Developing Phase	<p>After beginning placement, students continue to develop progression of physical skills from fundamental motor skills.</p> <p>There is a focus on what good teaching in Physical Education looks like, with student's developing their planning in a range of activities, and utilising a range of assessment strategies to check learning. Students learn a range of curriculum areas</p> <p>Students will explore Teaching games for understanding in order to develop a range of teaching approaches in games activities.</p>

Rationale for sequence

This phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of what they are seeing in school. The initial seminar identifies the key differences between Physical Education, Physical literacy and fundamental motor skills.

The overview builds a foundation of knowledge and how this develops over key stage one and two.

It is important that students are motivated to teach Physical Education and appreciate the capacity they have to change opinion. By looking at a range of strategies for the teaching of Physical Education, students will develop an inclusive approach to teaching all areas of the physical Education National curriculum.

Examples of key literature utilised

Castle. N., Little.R., Howells. K and Carney. A (2017) Mastering Primary Physical Education. Bloomsbury Academic

Lawrence. J. (2018) Teaching Primary Physical Education (2nd Ed). Sage Publications

Pickard. A and Maude P (2021) Teaching Physical Education Creatively (2nd Ed). Routledge

Rose. J (2017) Bloomsbury curriculum basics: Teaching Primary PE: everything you need to teach Primary PE. A and C Black

Vickerman P., Maher A. (2019) Teaching Physical Education to children with special educational needs and disabilities (2nd Ed). London: Routledge Williams,

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching of Physical Education(6)

How Pupils Learn— students learn that the way they structure and support learning in physical education draws directly from theories around working memory, developing learnt responses around gross and fine motor skills.

Subject and Curriculum— students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8, 9,10)

Classroom practice – students learn to plan effective opportunities (all statements)

Adaptive Teaching - Utilising the STEP principle to adapt all activities, how to respond to the needs of all (1-4,5,6)

Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

The Physical education sessions build on subject knowledge over time, re-enforcing key concepts through a range of different curriculum areas.

The module works through the curriculum areas of Physical Education in a practical way. Participation allows for a greater understanding of how the individual skills are developed and gives the student the opportunity to break down the skills effectively in order to teach.

On each placement students will aim to observe, teach and assess physical education, developing their practice over the three phases.

Subject/module curriculum sequence document CURC4302 (drama) beginning placement (3QTS)			
Beginning	<p>Trainees will engage with the National Curriculum requirements for drama through the EYFS (Early Years Foundation Stage) 2021 statutory framework and the National Curriculum 2013 English program of study. They will learn about the essential strands for the primary key stages. These are: To appreciate and enjoy a range of different literary devices. To identify with and explore the different characters they encounter through a range of literature. To read and recite aloud with a range of intonation, volume and action. To use role-play and improvisation to develop their writing and test the quality of their ideas. To become more familiar and confident in their use of language and to write for a range of audiences. Preparing play scripts to read aloud and perform. They will learn that reading, re-reading, and rehearsing poems and plays for presentation and performance gives pupils a wonderful opportunity to discuss language, including vocabulary. To understand how performance can foster an appreciation of meaning. To perform their own compositions so that the meaning is clear to others.</p> <p>To understand how drama enables pupils with SEND to think about and consider the motives and perspectives of others. Trainees will consider and reflect on their experience of drama in school. Trainees will be made aware of the barriers to learning and how the planning of activities which give opportunities to experiment, invent and create can overcome these barriers. Alongside this, trainees will be asked to reflect on the role of the teacher in creating high quality drama lessons.</p> <p>Focus will be given to the technical skills and different conventions used in drama. Trainees will take part in activities which model the effective use of these strategies in the classroom.</p>	<p>Rationale for sequencing:</p> <p>The teaching has a focus on exploring the core strands of the subject across the key stages. This is so that trainees have a clear understanding of national expectations in this subject area. Attention is placed on the importance of drama in developing pupil confidence and in providing high-quality learning opportunities which are essential for the holistic development of children. The teaching provides knowledge and understanding of the key concepts that students require to make sense of relevant sections of the English National Curriculum 2013. Students are introduced to a range of different techniques for using performance to explore ideas connected with the understanding of character in literacy. This involves thinking about motives and the connection between expression and different abilities and experiences. They are then introduced to a range of simple techniques for exploring characters they have begun to create through performance.</p> <p>Students are then introduced to the idea of performing and reading scripts – in particular poetry and narrative that they have chosen or written for themselves. They are taught about using rehearsal, tone and voice and different actions in order to read those scripts in front of others. They are also taught to think about the audience and how they may engage them with the performance.</p>	<p>Links to CCF:</p> <p><u>High Expectations</u> – Teacher expectations Impact of high-quality teaching (1-6) <u>How Pupils Learn</u>— students learn the way to structure and support learning in drama for pupils to immerse themselves in the subject (2, 6, 7, 9) <u>Subject and Curriculum</u>– Teacher subject knowledge is crucial (2-7) <u>Classroom practice</u> – students learn to plan effective drama (2-4, 6-9) <u>Adaptive Teaching</u> - understanding of differences and needs that may be addressed through drama(1, 3, 7) <u>Assessment</u> – addressing the iterative process of assessment in drama. Also understand how drama is linked to assessment in English. (1, 2, 4, 5)</p>
		<p>Examples of research and evidence</p> <p>Woolard B.G. (2009) <i>Teaching Primary Drama</i>, Routledge, London. Farmer, D. (2011) <i>Learning Through Drama in the Primary Years</i> London: Winston, J and Tandy, M. (2001) <i>Beginning Drama 4 - 11</i> David Fulton London: Bloomfield. A. (2000) <i>Teaching Integrated Arts in the Primary School: Dance, Drama, Music, and the Visual Arts</i>. Fulton. London Carlton, J.P. (2012) <i>Story Drama in the Special Needs Classroom Step-by-Step Lesson Plans for Teaching Through Dramatic Play</i>. Jessica Kingsley. Chalmers, D. (2015) <i>A practical guide to teaching drama to children in the Early Years Foundation Stage</i>. Routledge Bailey, S. (2021) <i>Drama for the Inclusive Classroom : Activities to Support Curriculum and Social-Emotional Learning</i>. Routledge, An Eye On Education Book.</p>	<p>Other information:</p> <p>Discussions and exemplars will be based on students' own experiences and observations of drama on school-based placements. Links made to placement curriculum target setting where appropriate.</p>

Curriculum focus: Music

Essential knowledge

Be	
Beginning and Developing Phase	<p>Trainees will engage with the National Curriculum requirements for music through the lens of the DfE 2021 Model Music Curriculum. They will understand that the four strands are: singing, listening, composing and musicianship.</p> <p>Trainees will learn the progression of learning in each strand from Year 1- Year 6 and in the Foundation Stage.</p> <p>In singing, trainees will learn how to teach progression in singing; vocal warm-ups, vocal soundscapes, chants simple songs and rounds. Trainees will understand how the pentatonic scale is used to develop simple harmony and move onto understanding triads..</p> <p>They learn and apply key vocabulary: dynamics, forte, piano. Trainees use simple chants to understand key concepts of pulse, ostinato, and layering and use this knowledge to apply to developing planning a lesson</p> <p>Following this, trainees apply their knowledge of vocabulary to 'listening'. They develop their questioning skills to draw out musical concepts from a piece of music and learn how to respond to the music through graphic visualisation. Trainees learn that composition follows on from listening and learn how to use tuned and untuned percussion to develop compositions, playing with accuracy, fluency, control and expression. Trainees learn basic staff notation and how to use symbolic and staff notation to communicate their compositions. Trainees then apply their understanding to planning for progression of learning in Music. They learn how to adapt published planning for the needs of a range of learners and understand the importance of a systematic, scaffolded progression of skills, knowledge and understanding in music.</p>
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Rationale for sequence

Learning is planned to begin with an overview of the National Curriculum, Model Music Curriculum 2021 and the EYFS. This provides the rationale for exploring the subject through the strands of singing, listening, composing and musicianship. In the Early Years this is further explored through the strands within the Foundation Stage. Singing is taught first and is given more time as this provides a good context for setting a foundation for understanding musical vocabulary and concepts that can then be applied to the other three strands. Following this listening is taught as a set of skills that provide a scaffold for composing which in turn scaffolds musicianship. Students apply their growing understanding planning learning through teaching singing and then the other three strands provide a vehicle for planning for progression of learning in music through half termly plan.

Examples of key literature utilised

Research Review series – Music. Available at: <https://www.gov.uk/government/publications/research-review-series-music>

Burak, S. (2019). Self-efficacy of pre-school and primary school pre-service teachers in musical ability and music teaching. *International Journal of Music Education*. 37. (2). <https://doi.org/10.1177%2F0255761419833083>

Burnard, P and Murphy, R. (2013). *Teaching Music Creatively*. London. Routledge.

Daubney, A. (2017). *Teaching Primary Music*. London. Sage.

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)

How Pupils Learn— students learn that the way they structure and support learning in Music draws directly from theories around working memory, activating prior knowledge etc. (all statements)

Subject and Curriculum— students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,8, 9,10)

Classroom practice – students learn to plan effective opportunities (all statements)

Adaptive Teaching - sensory needs of learners, how to respond to the needs of all (1-4,5,6)

Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Behaviour Management – clear instruction, routine, least intrusive interventions, checking understanding (1,2,5)

Other useful information

Trainees develop their understanding of Early years and primary Music through school-based learning. They consider and reflect upon the music teaching they have engaged with in school and compare with the music learning and teaching in centre-based training. They triangulate their learning through exploring further reading, materials such as WHAT SHOULD AN EXCELLENT PRIMARY MUSIC SESSION LOOK LIKE? [HTTPS://MUSICEDUCATIONSOLUTIONS.CO.UK/WHAT-DOES-AN-EXCELLENT-PRIMARY-MUSIC-LESSON-LOOK-LIKE/](https://musiceducationsolutions.co.uk/what-does-an-excellent-primary-music-lesson-look-like/) provide a useful tool to explore, discuss and benchmark their developing understanding of primary Music.

Q3 CURC Computing Subject/module curriculum sequence document			
Beginning	<p>The students are introduced to the aim of the NC, its three strands and their characteristics alongside the expectations for children at the end of KS1 and KS2 in each strand of the Computing NC.</p> <p>There is a focus on Computational Thinking (CT) and the Computer Science (CS) strand and associated vocabulary, concepts and a range of pedagogical approaches and resources with the focus on the importance of subject knowledge and engaging learners.</p> <p>As preparation for their Beginning placement, we also look at the progression of knowledge, skills and understanding developed in the primary school and how individual lesson planning fits into this learning journey.</p>	<p>Rationale for sequencing</p> <p>Computing is sequenced to help students become confident, enthusiastic, and capable teachers of the subject. By developing student` subject knowledge in areas of computing where there is generally least confidence we can work on any misconceptions and start to get the students to develop a love and understanding of the subject. Computer Science and Computational Thinking, which is at the heart of the Computing NC are therefore introduced first, followed by Information Technology. Digital Literacy is `dripped` into the different modules with specific inputs on online safeguarding included as part of preplacement input.</p> <p>By the end of the three modules, students will have developed their subject knowledge in the three strands, so they feel more confident to deliver the computing NC in school. Their knowledge and understanding of planning will have developed from single lessons to sequences to thematic approaches. Students will have been introduced to practical ideas linked to school placements and key features and theories that underpin effective teaching of computing, including subject specific pedagogy which will have been modelled and evaluated. There will have been opportunities to observe and personally enact these in school.</p>	<p>Links to CCF</p> <p><u>High Expectations:</u> Teacher expectations, Impact of high-quality teaching (2-4, 6)</p> <p><u>How Pupils Learn:</u> students learn that the way they structure and support learning in computing should draw directly from theories around working memory, activating prior knowledge etc. (all statements)</p> <p><u>Subject and Curriculum:</u> students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial. Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills (1-8)</p> <p><u>Classroom practice:</u> students learn to plan effective opportunities for learning using a range of interactive strategies (1-10)</p> <p><u>Adaptive Teaching:</u> teaching small group and whole class computing, how to respond to the needs of all (1-5,7)</p> <p><u>Assessment:</u> using different kinds of assessment, understand prior learning to support next steps (1,2,4-6)</p> <p><u>Managing behaviour:</u> using a variety of approaches that ensure children can access learning conveyed with and through digital technology (1,2,4,7)</p> <p><u>Professional behaviours</u> – knowing where to go for help and guidance (1-2,7)</p>
	Developing	<p>In this developing phase we look to build on students` confidence and understanding. We focus on developing students` subject knowledge linked to computing systems and networks and how these enable communication and collaboration. This leads into a focus on the Information Technology (IT) strand, the key concepts and skills that need to be taught and suitable pedagogical approaches. This includes using software for creative computing for example video, animation, sound editing, digital art, data handling and the use of purposeful, cross curricular contexts for developing IT knowledge, understanding and skills. The use of software to support inclusion, including alternative ways of them expressing their understanding in other subjects is also included</p> <p>Before placement we build on the lesson planning from year one and look at how we can develop a sequence of lessons.</p>	<p>Examples of research and evidence</p> <p>Batty, N. and Metcalfe, J.(2022) <i>Safeguarding</i> (Chapter11). In: Cooper, H and Elton-Chalcraft, S. (eds.) Professional Studies in Primary Education, 4th edition. SAGE Publications, London, UK.</p> <p>Bell T., Vahrenhold J. (2018) CS Unplugged—How Is It Used, and Does It Work?. In: Böckenhauer HJ., Komm D., Unger W. (eds) <i>Adventures Between Lower Bounds and Higher Altitudes.</i>, vol 11011. Springer, Cham.</p> <p>Morris, D., Uppal, G. and Wells, D. (2017) <i>Teaching computational thinking and coding in primary schools.</i> London: Learning Matters</p> <p>Raspberry Pi The Big Book of Computing Pedagogy Available to download at https://helloworld.raspberrypi.org/issues/0</p> <p>Turvey, K., Potter, J., Burton, J., Allen, J. and Sharp, J. (2016) <i>Primary Computing and Digital Technologies: Knowledge, Understanding and Practice.</i> Seventh Edition. Los Angeles: Learning Matters</p>

Subject/module curriculum sequence document - Art			
Beginning	<ul style="list-style-type: none"> Understand the requirements of National Curriculum and Early Years Foundation Stage Understand what is meant by creativity and why it is an important part of the EYFS and Key Stage 1 and 2 curriculums Know the value and purpose of the Arts and why it is an important part of the curriculum, society, work and culture Know the importance of the Arts in providing equality and accessibility to all An understanding of the four pedagogies-make, idea, knowledge and evaluate Knowledge and understanding of the elements of art and a range of techniques and processes Plan for drawing and collage using make, ideas, knowledge and evaluate model. 	<p>Rationale for sequencing</p> <p>The module starts with a focus on exploring the core values of the subject and extend their understanding to the process of art and design. The core values are then modelled and experienced in a practical context.</p> <p>The first phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of the Art and Design National Curriculum. Students will understand that the elements of art are shape, space line, texture, colour, pattern space and tone. They will learn techniques and skills in collage, drawing, painting, colour mixing, ceramics, print making textiles and three-dimensional modelling. Students will be given hands on experience to develop their skills in these specific techniques. Once students have a grasp of these skills, they will then plan sequences of lesson which incorporate them using the make, idea, knowledge and evaluate model.</p> <p>During the second phase, their knowledge of Art and Design curriculum is further developed into their understanding of critical studies and its role and purpose in the classroom. Students are introduced to the skills which are developed during artistic activities: invention, analysis, expression, imagination, and observation. The students' experiences and understanding are then challenged through creating a lesson plan which develop these processing skills.</p> <p>The third phase further develops processes and skills in textiles and three-dimensional work. Students will evaluate assessment material and strategies to measure progress in Art and Design</p>	<p>Links to CCF</p> <p><u>High Expectations</u> – Teacher expectations Impact of high quality teaching (1-6) <u>How Pupils Learn</u>— students learn the way to structure and support learning in art and design for pupils to immerse themselves in the subject (2, 6, 7, 9) <u>Subject and Curriculum</u>– Teacher subject knowledge is crucial (2-7) <u>Classroom practice</u> – students learn to plan effective art and design (2-4, 6-9) <u>Adaptive Teaching</u> - understanding of differences and needs with the art and design environment (1, 3, 7) <u>Assessment</u> – addressing the iterative process of assessment in art and design (1, 2, 4, 5)</p>
	Developing	<ul style="list-style-type: none"> Practical celebration of the artistic process through sketchbooks Role of the teacher in an art and design lesson Valuing the work of other artists Understand how to use works of art and craft as a starting point and how to talk about works of art and craft with pupils Develop skills and knowledge in the processes and techniques of clay and printing Know that the processing skills which are taught in art and design: invention, analysis, expression, imagination and observation Develop lesson plans which develop processing skills: invention, analysis, expression, imagination, and observation 	<p>Examples of research and evidence</p> <p>https://www.artscouncil.org.uk/sites/default/files/download-file/Governor%20Guides%20-%20Arts%2C%20Culture%20and%20Creativity.pdf</p> <p>Barnes, R. (2006) <i>Teaching art to young children 4-9</i>. 2nd edn. Abingdon: Routledge Falmer</p> <p>Gregory, P et al. (2020) <i>Mastering Primary Art and Design</i>. London: Bloomsbury Academic. Hallam, J., Das Gupta, M. and Lee, H. (2011) 'Shaping children's artwork in primary classes insights from teacher child interaction during art activities' in <i>International Journal of Early Years Education</i>, 19 (3-4) pp 193-205.</p> <p>Hearne, S, Cox, S. and Watts, R. (2014) <i>Readings in Primary Art Education</i>. London: Intellect Books.</p> <p>Hope, G. (2008) <i>Thinking and Learning Through Drawing</i>. London: Sage.</p> <p>Key, P. & Stillman, J. (2009) <i>Teaching Primary Art And Design</i>, Exeter: Learning Matters.</p> <p>Ogier, S. (2017) <i>Teaching Primary Art and Design</i>. Learning Matters</p>

Design Technology Curriculum and Sequence Document

Beginning Phase	<p>Learn that: the Design process supports development of products ‘fit for purpose’ both functionally and aesthetically</p> <p>Topic area :Textiles Make activity -Design and manufacture focus Textiles–Puppets, Bags , slippers</p> <ul style="list-style-type: none"> • The 8 step process of DT, involving disciplinary skills and knowledge, should underpin planning; • skills from the DT toolkit are used by designers and manufacturers. • We can progress children’s skills through careful planning in a scaffolded, structured way. <p>Learn how to:</p> <ul style="list-style-type: none"> • Recognise the process and tools of Design and manufacture (disciplinary understanding) which can help children learn scientific concepts (Substantive knowledge) • Generate DT activities to support learning and awareness of specific branches of Design and Technology namely the areas of design, materials, structures, mechanisms, electrical control and nutrition. • Apply skills, knowledge and understanding from the National Curriculum into practice. Plan activities that reflect the process below: CONTEXT ; INVESTIGATE and EVALUATE - Look at products that currently meet that NEED and reflect on how they might be improved ; NEEDS ANALYSIS (criteria/specification); GENERATING IDEAS – sketch and reflect on how and why these ideas may be suitable.; FOCUSED PRACTICAL TASKS; DESIGN AND MAKE ACTIVITY – Chose materials and processes, consider H&S then make prototypes / development products for testing.; ASSESS AND OPTIMISE- How do you determine fitness for purpose? Test and make improvements. PRESENTATION • Substantive skills related to textiles such as sewing, properties of different fabrics and adhesives, etc <p>Topic area: Moving Mechanisms Make activity: Pop-up books and cards</p> <p>Planning :</p> <ul style="list-style-type: none"> • Cross curricular and or thematic approaches because conceptual thinking skills alone have limited value without a substantive understanding of the process, knowledge of materials or functionality and referencing of appropriate scientific and mathematical principles. • Craft activities and DT are NOT the same thing. • DT should develop the concept of the definition of quality as a product that is “FIT FOR PURPOSE”. For example Products must meet an aesthetic and/or a functional need whilst being durable enough for a required life before failure. •Using the design method creatively. •Substantive skills related to paper engineering such as properties of different adhesives, use of craft knives and self-healing boards, etc <p>•PDA Topic area: Cooking and nutrition •Make activity: Learn to make simple savour dishes <input type="checkbox"/>The national curriculum requirements in relation to food.</p>
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Developing Phase	<p>Learn that: Social Constructivist principles allow children to create high quality products through structured, planned, well resourced learning experiences. Assessment of pupils’ Conceptual Thinking skills informs teachers’ planning for classes, groups and individuals (Adaptive planning) – doing the right thing, at the right time, in the right way.</p> <p>Topic area :Moving Vehicles Make activity -Design and manufacture a wheeled vehicle</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design method (from Beginning phase) <input type="checkbox"/> Wheeled vehicles Substantive knowledge fixed and loose wheels and axels <input type="checkbox"/> Substantive knowledge of wood working tool use / use of reclaimed materials <input type="checkbox"/> links to science i.e. friction and mathematics i.e. geometry and accurate measurement. <p>Topic area :Moving Vehicles Make activity – manufacture test and optimise a wheeled vehicle</p> <ul style="list-style-type: none"> <input type="checkbox"/> The design process brings together science, Mathematics visualisation skills and uses these when problem solving. <input type="checkbox"/> Revisit the need for attention to detail and how prototyping can help make the decision-making process more useful and effective. <input type="checkbox"/> Understand and use mechanical systems in their products [for example, gears, pulleys, cams, axles, levers and linkages] <p>Topic area : Static Structures and Environmental recycling Make activity – Using a defined amount of paper and thin card design a tall tower to take a load of 750 g.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The methodical investigation of the stability, strength and rigidity of a structures. <input type="checkbox"/> The basic objective in structural analysis and design is to produce a structure capable of resisting all applied loads without failure during its intended life <input type="checkbox"/> To know how struts fail and learn how struts can be strengthened. Struts are made from paper.
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Design Technology Curriculum and Sequence Document

Programme of work

Extending Phase	<p>Learn that: Carefully planned sequences of activity create a curriculum which generates new, usable knowledge for children which can be retained (Medium Term Planning). Long Term school planning allows increasingly skilful application of designerly behaviours (Disciplinary Knowledge) and retention of scientific and engineering subject knowledge (Substantive knowledge)</p> <p>Topic area : Leavers & Linkages and Pneumatics Make activity – Exploring and prototyping mechanisms devised of levers & linkages and pneumatics</p> <ul style="list-style-type: none"> Revisit the process of DT, involving disciplinary skills and knowledge, which should underpin planning; We can progress children’s skills through careful planning in a scaffolded, structured way. <p>Learn how :</p> <ul style="list-style-type: none"> Levers, pivots, and a fulcrum can create and change movement within a mechanism. Confidently use terminology. (Substantive knowledge) Precision in design and execution is essential for mechanisms to work effectively (or at all!) Application of mathematical measuring skills to engineering projects. <p>Topic area: Cams and Gearing Make activity: Design and Make Cam Toy and gearing construction kits</p> <ul style="list-style-type: none"> Develop skills with woodworking tools and materials / reclaimed materials to produce in order to teach children effective tool use techniques Evaluate potential of constructions kits such as Lego technic for teaching structures and mechanisms elements of NC Substantive knowledge related to topic specific vocabulary <p>PDA Topic area: Professional Development and meeting the Teaching Standards in DT</p> <ul style="list-style-type: none"> Reflect upon own subject knowledge and skills in terms of DT audit and plan further actions as appropriate.
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Rationale for sequence	Examples of key literature utilised	Core Content Framework links	Other useful information
Develop student’s knowledge of the requirements for Design Technology and the specific subject and pedagogical knowledge required to teach the subject effectively. Students will recognise the complimentary relationship between the domains of behaviour management, pedagogy, curriculum, assessment and professional behaviours in relation to Design Technology.	<p>Richardson, R.; (1996), <i>Planning primary design & technology</i>; London: John Murray</p> <p>Ball, D. L., Thames, M. H., & Phelps, G. (2008) Content knowledge for teachers: What makes it special? <i>Journal of Teacher Education</i>, 2008 59: 389 DOI: 10.1177/0022487108324554 [Online] Accessible from: https://www.math.ksu.edu/~bennett/onlinehw/qcenter/ballmkt.pdf.</p> <p>BAYNES, K. Design education: <u>what’s</u> the point?. <i>Design and Technology Education: An International Journal</i>, [S.l.], v. 11, n. 3, may 2008. ISSN 1360-1431. Available at: <https://ojs.lboro.ac.uk/DATE/article/view/Journal_11.3_10_06_R></p> <p>EGGLESTON, John. Design & Technology Teaching. <i>Design & Technology Teaching</i>, [S.l.], v. 24, n. 2, Aug. 2009. ISSN 0958-3017. Available at: <https://ojs.lboro.ac.uk/DTT/article/view/889></p> <p>Lawson, B. (2006), <i>How designers think: the design process demystified</i>, 4th ed., Oxford; Burlington, MA: Elsevier/Architectural.</p> <p>Lim S, Lim-Ratnam C, Atencio, M. (2012) <i>Understanding the Processes Behind Student Designing: Cases from Singapore</i>. National Institute of Education, Nanyang Technological University, Singapore</p>	<p><u>High Expectations</u> – Teacher expectations (3) Impact of high quality teaching of the process of design and technology (6)</p> <p><u>How Pupils Learn</u>— students learn that the design process followed underpins learning in DT. It draws directly from theories around working memory to apply understanding of other subjects (particularly science and maths) and the developing of hand skills using a range of tools.</p> <p><u>Subject and Curriculum</u>— students are regularly checking their own subject knowledge alongside developing an awareness of how technology has progressed and is likely to develop in the future. Teacher subject knowledge is crucial (2-5,7,8, 9,10)</p> <p><u>Classroom practice</u> – students learn to plan effective sequences’ of learning opportunities that lead to a defined outcome (all statements)</p> <p><u>Adaptive Teaching</u> - Learn how to model and scaffold the learning of skills utilising the DT process to develop creativity, and problem solving through teamwork. How to respond to the needs of all (1-4,5,6)</p> <p><u>Assessment</u> –using different kinds of assessment, understand prior learning to support next steps to converge on an understanding of Quality as being ‘Fit for Purpose’ (1,2,4-6)</p>	<p>Successful learning in DT Success Criteria look like:</p> <p>Enabling -I CAN the working out how things work and why they are fit for purpose</p> <p>Capability and skills I CAN draw and model and communicate thoughts and ideas to others</p> <p>Confidence -I CAN articulate opinions on what I like and dislike and state why.</p> <p>Recognition- I CAN pick the appropriate tools, techniques and processes</p> <p>Safety Awareness- I CAN work safely</p> <p>Understanding -I CAN explain how the world around me works and predict change in the future</p> <p>Knowledge- I CAN select materials based on their properties.</p> <p>Team working –I CAN work with others to meet time objectives</p> <p>Commitment- I CAN show commitment to a challenge and achieve the objective.</p>

History – CURC4201/CURC5202			
Beginning	<p>CURC4202 - 1 hr lecture + 3 x 2hr Introduction to the National Curriculum & EYFS Key concepts in History – Chronology, Knowledge and Understanding, ‘Being an Historian’, Historical Enquiry and Interpretation Using Primary Sources: Visual Images, objects, Documents, Local History, Archaeological evidence- including examples of activities for EYFS. Introducing second-order concepts – e.g. significance – people – Dawson/Counsell’s definitions</p>	<p>Rationale for sequencing</p> <p>The students need to understand the basics of history and how to teach engaging lessons, what primary source evidence is and how to use it with children in Yr 1. In Yr 2 we move on to explore secondary sources, second-order concepts, and considerations such as diversity, equality and SEND. These link in to our LLTR (Education Studies modules) and the Staged expectations for our placements. In the Yr 3 Module we examine assessment in history and how history can be used as a basis for good cross curricular teaching. We firmly believe the students need to understand what history as a discipline is before combining it with other subjects or the essential nature of history can be lost.</p>	<p>Links to CCF</p> <p>How Pupils Learn (Standard 2 – ‘Promote good progress’): 1, 2, 6, 7, 8, 9</p> <p>Subject and Curriculum (Standard 3 – ‘Demonstrate good subject and curriculum knowledge’): 1-10</p> <p>Classroom Practice (Standard 4 – ‘Plan and teach well-structured lessons’): 1-8</p> <p>Adaptive Teaching (Standard 5 – ‘Adapt teaching’): 1-5, 7</p> <p>Assessment (Standard 6 – ‘Make accurate and productive use of assessment’): 1-7</p>
		<p>CURC5202 – 3 x 2hr Developing Tier 3 Vocabulary – discussion and debate, stories and storytelling, role play and drama. Progression – practical examples e.g. Remembrance Day – ordering the activities for a whole school event, consideration of language development Long term planning for history, choosing the suitable units, threads and pathways for second -order concepts Inclusion and SEND in History – Quality first teaching, what does progress look like, adaptations</p>	<p>Examples of research and evidence</p> <p>Cooper, H. (2014) Writing History 7-11. Historical Writing in different genres. London and New York. David Fulton. Dixon, L. and Hales, A. (2014) Bringing History Alive through Local People and Places London: Routledge Doull, K. Russell, C. and Hales, A. (2019) Mastering Primary History London: Bloomsbury Moore, H. (2017) Using Artefacts and Sources Creatively, in H. Cooper (ed.) Teaching History Creatively, 2nd edition. London: Routledge, pp. 1-87. Temple, S. (2017) Using Archives Creatively. pp 87-104. Cooper, H. (ed) Teaching History Creatively. London. Routledge. Turner-Bisset, R. (2012) Creative Teaching- History in the Primary School 2nd Edition Abingdon: David Fulton – although it’s now dated this is a good basic introduction to teaching history Quigley, A. (2018) Closing the [Vocabulary] gap Abingdon: Routledge</p>
Developing			

Module title: CURC Curriculum Carousel Geography

Programme of work

Beginning Phase

In this phase students are introduced to the subject of 'geography' through an academic and practical school-based lens, they reflect on their own learning and experiences, learn the subject's nature and needs (that geography is the study of everything on the planet, the need to widen children's experiences, the study of people and places, the need for geography to be taught well in schools, the development of knowledge and understanding and interest about the world at a variety of scales, the relevance to people's lives, the promotion of positive attitudes and values) the 7 key concepts (place, space, diversity, interdependence, changing physical and human features, environmental interaction and scale) and Catling's 10 threads of geographical learning (me in the world, neighbourhood and community, connecting to the wider world, other people, other place and me, seeing and representing the world, encountering issues, seeing change and effect, caring for the world, heading into the future and the world today).

Students learn and experience examples of geographical skills (developing vocabulary, using and making maps, fieldwork, communicating ideas, use of ICT, thinking and problem solving skills, interpersonal skills and using a variety of secondary sources), they are introduced to the National Curriculum and learn what notions of good practice in primary geography are. Students are introduced to the wide learning potential of the subject and will learn the importance of connecting good teaching, with a sequence of key enquiry questions, geographical skills and the NC requirements. Students conduct an audit of current confidence in primary geography, are made aware of the essential importance of teacher subject knowledge for planning quality geography.

Developing Phase

In this phase students will learn how to plan good geography lessons and will be introduced to ways in which geography might be assessed through formative processes and a variety of summative means. Students are introduced to a wide variety of learning sources and that can be used to support children's learning (written sources, stories, photographs, maps, artefacts etc) and are introduced to the importance of fieldwork and successful fieldwork practice (including use of risk assessment, exemplar planning example, fieldwork within a sequence of learning and a variety of fieldwork techniques for use with children (recording techniques, observation, interpersonal skills, thinking and problem solving, engaging the senses, use of ICT and development of language) and that learning may be adapted for different children's learning needs. Students will be introduced to the notion of creative teaching in geography and will explore academic notions of creativity as well as being introduced a wide selection of examples and pedagogical approaches. Students will complete a topic mind map to develop their subject interest and confidence, including ways in which a teacher might amplify geographical learning in schools through creative and cross-curricular teaching,

Rationale for sequence

The beginning phase programme offers a rich introduction to primary geography by providing knowledge and understanding of the nature of the subject, of key geographical concepts and learning expectations (including notions of high quality geography and the requirement to adapt teaching where necessary) and focusses on informing and enthusing student teachers, The D phases focuses on what to include when planning effective geography (including fieldwork) and an introduction to subject skills. This phase aims to move from informing and enthusing to empowering students to be able to plan, teach and assess geography confidently on placement. Phase E aims to continue to inform, enthuse and empower by enriching student appreciation of the potential of geography in schools and how it may be most effectively taught. Upon completion of the course students should feel ready to apply concepts of high quality *teaching* to notions of high quality *geography* and feel confident to be able to independently plan, resource, teach, assess and critically reflect on the teaching of geography on their E placement and beyond. Students will critically reflect on their own experiences as learners, will examine the wide power and potential of the subject and will consider their role in the future success of geography in schools - students are given the tools and ways of thinking for this quality 'geography journey' to begin.

Examples of key literature utilised

- Barlow, A and Whitehouse, S. (2019) *Mastering Primary Geography*. London: Bloomsbury Academic
- Catling, S and Willy, T. (2010) *Teaching Primary Geography: Learning Matters*
- Catling, S and Willy, T (2018) *Understanding and Teaching Primary Geography*: London: Sage
- Cooper, H {Ed} (2006). *Geography 3-11 A Guide for Teachers*. London: Fulton
- Pike, S (2015) *Learning Primary Geography*. London: Routledge
- Rowley, C and Cooper, H (2009). *Cross-curricular Approaches to Teaching and Learning*. London: Sage
- Scoffham, S (2013) *Teaching Geography Creatively*: Routledge. London
- Scoffham, S (2010) *The Primary Geography Handbook*. Geographical Association

Core Content Framework links

High Expectations – Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils. (2) Teacher expectations (3) Impact of high quality teaching (6)

How Pupils Learn— students learn that the way they structure and support learning in geography draws directly from theories around working memory, activating prior knowledge etc. (all statements)

Subject and Curriculum— students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (1-7)

Classroom practice – students learn to plan effective opportunities (1,2,6,7,11)

Adaptive Teaching - the importance of inclusive and adaptable geography that cater for the needs of all (1-3)

Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Managing Behaviour – all children have the opportunity to experience success (4)

Professional Behaviours – (2,4,& 7) Wider contribution, working with parents etc

Other useful information

In each phase students are encouraged to critically reflect upon their school-based experiences of geography thus far, to revisit their geography audit to seek ways to focus further development of knowledge, skill and understanding and to be thinking ahead to further familiarize themselves with the expectations for placement key stages and how high quality geography links to concepts of high quality teaching as explored in core and masters modules. Students are encouraged on placements to watch and teach geography and to discuss geography provision with school-based colleagues, including geography leader. Throughout B, D and E phase students are encouraged to access geography support materials and to seek support from tutors if necessary, whilst also being encouraged to seek the opportunity to teach geography and to try (with support) to plan, lead and reflect upon a fieldtrip (or outdoor learning) experience.

Foreign Languages Curriculum Carousel

Programme of work

Beginning Phase	<p>Languages in primary education/ Context: Familiarisation with documents (KS2 framework for languages, Language programme of Study KS2 /programmes of work). Completion of a subject audit: identification of strengths and areas for development. Introduction to the strands (Oracy /Literacy/ Intercultural Understanding). Students are shown how to embed IU in a KS2 Language topic: á l'école : Comparison of French school day and English school day; use of authentic material to introduce and practice vocab (video, French timetables for primary school children, bilingual stories, displays etc.). Students introduced to ideas for activities that could be created to develop IU on several topics or that can be embedded in the FL classroom such as celebrations/ events/ greetings/ food/etc.</p>
Developing Phase	<p>To understand the planning process: to plan and teach well-structured lessons which enable pupils to make progress in Modern Languages. Learning Plan: Tutor models a lesson on 'clothes' using a variety of pedagogical approaches and resources to introduce, consolidate and practice vocabulary and structures. Students are introduced to the different building block of language progression: phonics/vocabulary/grammar using activities that develop listening, speaking, reading and writing skills. Approaches to cross curricular opportunities and how to make MFL inclusive to all learners are a considered (supported with reading). Analysis of the content of 2 French lesson plans: opportunity to discuss and give feedback on the structure, cross curricular links and inclusive approaches of each LP.</p>
Extending Phase	<p>There is no direct input on MFL in the extending phase, however the CURC module currently gives students the opportunity to work on their own targets and developing substantive subject knowledge for MFL may be one of their targets.</p>

Rationale for sequence

The **beginning** phase helps the students to remove preconceptions about Language teaching and learning and gain confidence in teaching FL using 'Raising Intercultural Understanding awareness' in the Language classroom as a focus. Students are made aware that motivational factors such as:

- pupils' perception of the usefulness of the language and involvement in intercultural activities and exchanges
- discovering more about other cultures and peoples, the context in which the language is rooted(Ofsted, 2021), are also relevant to language teaching and learning.

In the **developing** phase, students are introduced to the planning process, with a focus on structuring language learning.

Tutor models a language lesson, deconstructing learning and demonstrating activities/practical ideas, and strategies that underpin effective language teaching. Opportunities for cross curricular approaches are discussed.

In the **extending** phase it is the responsibility of students to autonomously increase their subject knowledge.

Examples of key literature utilised

- British Council (No date) , Primary Language Starter Pack
Connor, J. (2017) Addressing needs and disability in the curriculum Modern Foreign Languages, London, Routledge.
Ellis, P. &Harris, L . (2018) Approaches to Learning and Teaching MFL: a toolkit for international teachers. Cambridge university press.
Jones, J. & Coffey, S. (2012) Modern Foreign Languages from 5 to 11 London: David Fulton : Chapter 8-9
Kirsh, C.(2008) Teaching Languages in the Primary School . Continuum books, London
Sharpe, K. (2001) Modern Foreign Languages in the primary school London: Kogan Page
Mitchell, R. &Myles, F. (2019) Learning French in the UK setting: Policy, classroom engagement and attainable learning outcomes. Apples – Journal of Applied Language Studies Vol. 13, 1, 2019, 69–93
Watts, C., Forder, C., Phillips, H. (2012) Living Languages: an integrated approach of teaching Foreign Languages in Primary Schools. London, Routledge.

Core Content Framework links

High Expectations –How Pupils Learn— Students learn that the way they structure and support learning in Languages. It draws directly from theories around working memory, activating prior knowledge etc. (all statements)

Subject and Curriculum—Teacher subject knowledge is crucial . Using modelling, explanations and scaffolds, acknowledging that novices need more structure early in a domain/Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
Classroom practice –Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible (all statements)

Adaptive Teaching _ - Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success .

Assessment _ – using different kinds of assessment, understand prior learning to support next steps.

Other useful information

Students complete their own MFL audit and identify areas of development , they are encouraged to set their own targets and put in place an Action Plan.

Subject/module curriculum sequence document – CURC 4202 & CURC 5202 Religious Education element			
Beginning	<p>- Students are taught about the unique place and nature of RE in the primary curriculum and the legal requirements for RE and Collective Worship.</p> <p>- Students are invited to consider their own attitudes to religions and Religious Education and the baggage they bring to the subject.</p> <p>- Through interactive modelled snippets of engaging RE lessons students reflect on key features of effective RE and different types of knowledge in RE (Ofsted2021).</p> <p>- Students are introduced to different types of concepts in RE. They are shown how to identify and use concepts to help them plan RE lessons.</p> <p>- Students complete a subject knowledge audit and are given research task to use recommended books and reputable websites, so they understand where to go to develop their own subject knowledge gaps.</p>	Rationale for sequencing	Links to CCF
		<p>The RE is sequenced to help students become confident, enthusiastic and capable teachers of the subject. By starting with the students own attitudes and barriers in the beginning phase we can work on any misconceptions and support the students to develop an enthusiasm for and understanding of the subject and its impact for learners.</p> <p>The key features and the theories that underpin effective teaching strategies are modelled and developed with practical ideas linked to school placements. Opportunities for cross curricular approaches as well as discrete RE are discussed in the developing phase.</p> <p>In the extending phase the responsibility moves to the student to autonomously increase their substantive subject knowledge; their understanding about ‘ways of knowing’ and their personal knowledge.</p>	<p><u>High Expectations</u> – Teacher expectations Impact of high quality teaching (1-6) <u>How Pupils Learn</u>— students learn about effective RE pedagogy and how to combat religious stereotypes. (all statements) <u>Subject and Curriculum</u>— students are regularly checking their own substantive subject knowledge. (2-5,7,8,) <u>Classroom practice</u> – students learn how to plan effective RE lessons (all statements) <u>Adaptive Teaching</u> - teaching whole class RE, how to respond to the needs of all (1-4,5,6) <u>Assessment</u> – using different kinds of assessment in RE, understand prior learning to support next steps. (1,2,4-6) <u>Professional Behaviours</u> – Teachers need to model respect for religions and worldviews.</p>
Developing	<p>Following the beginning placement, students are taught about unique aspects of planning and assessment in RE to build on their generic input on this in their course and on placement.</p> <p>Students look at key concepts; how to plan for progression and cross-curricular opportunities with RE. They are encouraged to represent religions as diverse and global. They consider how to make RE inclusive to all learners.</p> <p>Students are given further research tasks to build up their substantive subject knowledge. They consider the role of visits and visitors to enrich RE teaching.</p>	Examples of research and evidence	Other useful information and links
		<ul style="list-style-type: none"> • Clarke, C. and Woodhead, L. (2018) A new settlement Revised :Religion and Belief in school available at http://faithdebates.org.uk/wp-content/uploads/2018/07/Clarke-Woodhead-A-New-Settlement-Revised.pdf • Elton-Chalcraft, S. ed (2015) <i>Teaching RE Creatively</i> London: Routledge (2nd edition due 2023) • James, M & Stern, J (2019) <i>Mastering Primary Religious Education</i>. London: Bloomsbury • Ofsted (2021) Research Review Series: Religious Education. London: Ofsted. • Webster, M. (2010) <i>Creative Approaches to Teaching Primary RE</i>. Harlow:Pearson. 	<p>Students audit their own knowledge of Religions and Belief systems and are encouraged to set personal professional targets to develop their own knowledge. The RE input in the CURC modules supports students in understanding disciplinary knowledge (Ofsted 2021) in RE, but also develop their substantive knowledge. On each placement students will have opportunities to observe, teach and assess RE, developing their practice over the three phases. The tutor will be available throughout their course for individual support and advice.</p>

Subject/module curriculum sequence document Safeguarding			
This runs through the Programme management sessions linked to placement preparation			
Beginning	An introduction to safeguarding. Prior to Beginning placement 1 students consider what 'safeguarding' is and are introduced to key legislation and types of abuse. They are instructed on their role when in school as a trainee teacher.	Rationale for sequencing	Links to CCF
	Students' knowledge and understanding is further developed prior to Beginning placement 2. Previous learning is recapped and developed, including confidentiality and information sharing. Online safety is introduced and the impact of cyberbullying. Students are required to complete Prevent training.	Due to the sensitive nature of 'safeguarding', it is introduced at key points in students' course and carefully developed throughout their studies.	High Expectations – well-being, role models, trust and respect, life chances Subject and Curriculum – build confidence, secure subject knowledge, explicit teaching Classroom practice – questioning, classroom talk, Adaptive teaching – understanding difference, targeted support, additional/adapted support Managing Behaviour – secure environments, resilience Professional behaviours – professional development, reflective practice, relationships
Developing	Students' knowledge and understanding of 'safeguarding' is reviewed and then further developed. School policies relating to 'safeguarding' are considered and trainee teacher responsibilities are addressed. Students explore children as individuals and as part of a family and class. Online safety is further developed with a specific focus on children with SEND; students are also encouraged to consider their own online presence and how to protect themselves	Examples of research and evidence	Other useful information and links
	Students are required to complete level 1 Safeguarding training (provided online by local authorities).	<p>Keeping Children Safe in Education (DfE, 2021) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</p> <p>What to do if you're worried a child is being abused - Advice for practitioners (DfE, 2015) https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</p> <p>Statutory Framework for the EYFS (DfE, 2021) – Section 3 https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> <p>Cumbria Safeguarding Children Partnership https://www.cumbriasafeguardingchildren.co.uk/</p> <p>United Nations Convention on the Rights of the Child http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_summary.pdf</p> <p>NSPCC Information for Teachers https://learning.nspcc.org.uk/safeguarding-child-protection-schools/teaching-resources-lesson-plans</p> <p>The Troubled Families Programme (England) (2020) file:///C:/Users/metca/Downloads/CBP-7585%20(4).pdf</p>	Students are required to undertake specific tasks prior to placement, such as downloading and reading 'Keeping Children Safe in Education' and printing part 1 to keep in placement folder. These tasks have to be shared with the personal tutor at pre-placement tutorials.
Extending	Students are reminded of their responsibilities regarding safeguarding during pre-placement lectures.		
	<p>Students receive Child Exploitation and On-line Protection (CEOP) training to enhance their knowledge and understanding of safeguarding, child protection and online safety. Once completed the students can access the ThinkUKnow resources to use in their own teaching.</p> <p>Students are also advised to undertake FGM online training to ensure they are aware of the signs and know what to do and where to get support.</p>		Safeguarding sessions are either embedded within PLCC or LLTR modules.

Module code and title: TCTR9444/9555/9666: The Cumbria Teacher of Reading (UG Q3)

Core Content Framework links

High Expectations – Teacher expectations (3) Impact of high quality teaching (6)

How Pupils Learn— students learn that the way they structure and support learning in phonics draws directly from theories around working memory, activating prior knowledge etc. (all statements)

Subject and Curriculum– students are regularly checking their own subject knowledge. Teacher subject knowledge is crucial (2-5,7,9,10)

Classroom practice – students learn to plan effective opportunities (all statements)

Adaptive Teaching - teaching small group and whole class phonics , how to respond to the needs of all (1-4,5,6)

Assessment – using different kinds of assessment, understand prior learning to support next steps. (1,2,4-6)

Other useful information

e.g. links to English Learning Journal, connections to other modules, the role of student-led learning, how this module wraps around placement

Students audit their own beginning knowledge of phonics and set a target to work on based on their individual subject knowledge and experience.

Our module supports students in following the learning journey of a child in their progress in learning to read.

They have phonics activities and a demo lesson modelled to them and consider what and how they would help the children to learn.

This takes place immediately prior to placement. Students plan and deliver a taught session to the group, giving and receiving feedback in the first two phases.

On each placement students observe, teach and assess phonics, developing their practice over the three phases.

After developing placement, Students will take a phonics subject knowledge audit prior to returning to university based learning – this is marked in the first session back. It identifies student who need additional input and support

Rationale for sequence

This phase provides knowledge and understanding of the key terminology and concepts that students require to make sense of what they are seeing in school. The 1st seminar introduces students to the precursors to successful learning in phonics. Phonics will be one of the key areas of the curriculum that students will come across when they engage in school based learning. It is important that they are aware of how and why phonics schemes are used in schools to plan for children’s learning. Students reflect on learning in school and how their understanding of the teaching of phonics has developed through their teaching and assessment of children. Their knowledge of the children’s learning journey is extended to consider the importance of focusing on the skill of segmenting words with adjacent consonants. Students are then ready in their learning and development to go deeper into intervention support for reading, assessing individual need and gaining some tools to support this process.

Key literature utilised

Jolliffe, W., Waugh, D. and Carss, A. (2019) *Teaching systematic synthetic phonics in primary schools* . 3rd edition. London: Learning Matters.

Quigley, A. (2018) *Closing the vocabulary gap* . London : Routledge <https://educationendowmentfoundation.org.uk/school-themes/literacy/>

Moran, E. and Moir, J. (2018) ‘Closing the vocabulary gap in early years: Is “Word Aware” a possible approach?’, *Educational & Child Psychology*, 35(1), pp. 51–65.

Duff, F. J., Mengoni, S. E., Bailey, A. M. and Snowling, M. J. (2015) ‘Validity and sensitivity of the phonics screening check: implications for practice’, *Journal of research in reading*. Blackwell Publishing Ltd, 38(2), pp. 109–123

Programme of work

Beginning Phase	In this phase students engage with the Simple view of reading, and Rose’s principles of effective SSP. This is followed by early phonics, the importance of speaking and listening, phonics for EAL. Students understand the importance of a phased scheme and explore Letters and Sounds. Students understand the structure of a phonics lesson in phases 2/3 and how to assess. They learn how to segment and blend and use the alphabetic code. They learn key language (phoneme, grapheme etc). They learn to plan and structure a phonics lesson in phases 2/3, how to identify best practice and engage in a mini teach
Developing Phase	After beginning placement, students continue to explore children’s phonological progression into phases 4,5 and 6. There is more focus on phase 5, phonics into spelling and teaching tricky words. They explore statutory phonics assessment in KS1. They move on to consider transition to KS2, ‘word reading’ requirements and key terms such as ‘morpheme’. Students learn how to teach children adjacent consonants, use phoneme frames and teach encoding and decoding. They learn how to assess at phase 5, plan a spelling session and use morphemic knowledge.
Extending Phase	After developing placement students develop familiarity with phonics and reading assessment and tracking. They develop their use of teaching assistants in the classroom and look at how to identify and support a range of reading abilities. Following this students carry out a miscue analysis running record on a child’s reading and explore some of the implications for them in terms of book choice and support moving forward, particularly around comprehension. The module finishes by looking at reading interventions, catch up programmes and a closer look at reading recovery..