**Primary 5-11 / Primary Early Years 3-7 Curriculum Map (Planning Strand)**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture 1**  **1 hour** | Introduce the purpose and principles of planning.  Discuss the evaluative planning cycle which is learner focused and should be informed by assessment of the children’s prior knowledge and understanding.  Consider three levels of planning, short-term lesson plans, medium-term plans and long-term plans via specific examples.  Discuss Rosenshine’s 10 principles of instruction in relation to planning for learning and teaching.  Focus discussion on the key elements of short-term planning using the EH planning format.  Evaluate an example of a short-term lesson plan.  Discuss teacher workload and consider the use of a lesson sequence plan to identify progression in learning. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Planning and Resources Review Group (2016) *Eliminating unnecessary workload around planning and teaching resources. London. Department for Education*  [Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf)  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Introductory questions** to establish current knowledge about planning.  **Hinge questions** to be asked following the introduction of the lesson plan format to establish understanding before moving to the example lesson plan.  Provide opportunities for **trainees to ask questions** at intervals throughout the lecture. |
| **Lecture 2**  **On-line**  **30 minutes** | Review of previous learning linked to lecture.  Good planning leads to good teaching.  The process of planning for learning and teaching.  Teacher subject knowledge.  Short-, medium- and long-term planning.  Evaluate the principles of planning using a case study approach. Review examples of long-term and medium-term planning and discuss how this enables progress and informs short-term planning.  Evaluate a short-term planning example using Rosenshine’s 10 principles of instruction.  Identify teaching learning and assessment strategies including the use of modelling, explanation, scaffolding, fading and questioning.  Review an example of a medium-term (sequence) plan and identify good practice including   * the planning of learning within a sequence to demonstrate progression * planning effectively for additional adults * incorporating key questions to formatively assess learning including the use of hinge questions * summative assessment strategies related to the learning objectives * strategies for adapting learning in relation to assessment data in order to ensure pupil progress * planning appropriately to support pupils with EAL if appropriate * the chunking of content to avoid cognitive overload * distributed and spaced learning | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd.  Planning and Resources Review Group (2016) *Eliminating unnecessary workload around planning and teaching resources. London. Department for Education*  [Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf) | **Introductory questions** to establish current knowledge about planning.  **Tutor Questioning**  Trainees can identify and discuss planning for effective teaching and learning when looking at a range of lesson plans-both their own and exemplar plans with peer and tutor support.  **Tutor observation and discussion**  Trainees can construct a lesson plan with peer and tutor support.  **Peer Review**  Trainees can identify the elements of a good lesson plan with tutor and peer support. |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**   * the principles of planning.   By the end of this phase trainees **will understand:**   * the purpose of planning.   By the end of this phase trainees **will be able to:**  write effective plans for a range of lessons with support (whole class). | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  Trainees will be able to write effective plans for a range of lessons with support (whole class).  Plans will showcase trainees’ understanding of effective teaching and learning. |

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| **School Based Curriculum – Development Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan, as appropriate, for a sequence of lessons in all core and selected foundation subjects.  Plan, as appropriate, one lesson / group activity in all remaining subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Draw conclusions about what pupils have learnt by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**   * that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.   By the end of this phase trainees **will understand:**   * how to design a sequence of learning (MTP).   By the end of this phase trainees **will be able to:**  write effective sequences of learning (MTP). | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will apply what they have learned by writing sequences of plans for several subjects. |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school.  **Planning :** Plan a sequence of lessons in all core and foundation subjects.  **Teaching :** Rehearse and refine particular approaches in all core and selected foundation subjects.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **Subject Knowledge :** Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s**  **(know, understand, can do)** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**   * that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.   By the end of this phase trainees **will understand:**   * the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.   By the end of this phase trainees **will be able to:**   * develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will demonstrate that they have a secure understanding of all 3 levels of planning. |