**Primary 5-11 Strand Map (Planning)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **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.  Review 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. | **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.  **Plenary questions** in relation to the learning outcomes regarding knowledge, understanding and skills. |
| **Session 1**  **2 hours** | 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 the progression in substantive and disciplinary knowledge.  Group task to construct a lesson plan for one lesson in the sequence.  Peer review of lesson plan to include discussion regarding the inclusion of prior knowledge, possible misconceptions, learning outcomes, assessment, learning objectives, key vocabulary, resources and risk assessment, the role of the teacher, the use of adult support and evidence of progression within the sequence of learning.  Review of 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. | **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. |
| **Session 2**  **2 hours** | Self-check true/false questions to review previous learning.  Introduce learning objectives for knowledge, understanding and skill.  Review previous learning re the evaluative planning cycle introduced in the lecture and emphasise the central focus of the learner.  Review previous learning re EH planning formats introduced in the lecture, lesson plan and lesson sequences plan.  Introduce the NC programme of study and identify the statutory requirements.  Consider prior knowledge that the children might have and discuss importance of this in the planning process.  Discuss the first lesson in the sequence plan and identify disciplinary knowledge, substantive knowledge, resources and assessment etc.  Group Work: Trainees to complete lesson 2 and lesson 3 in the sequence.  Feedback ideas from trainees and discuss in terms of progression in children’s substantive and disciplinary knowledge.  Use the NC programme of study to identify what the children will learn next in the sequence.  Review learning using learning outcomes for knowledge, understanding and skills.  Guidance re preparation for professional practice. | 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)  Sharp. J. et al., (2021) *Primary Science: Teaching Theory and Practice*, 9th Ed. Exeter. Learning Matters.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Introductory questions** to establish current knowledge about planning.  **Tutor questioning**  Review of sequence lesson plan format focusing on prior knowledge, substantive and disciplinary knowledge, formative assessment etc.  Consideration of learning opportunities including adaptive learning, and the deployment of adult support.  **Tutor observation and discussion**  Trainees can construct a sequence plan with peer and tutor support.  **Peer Review**  Trainees can identify elements of progression withing a sequence plan with tutor and peer support. |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components in ……. for one lesson  **Teaching :** Rehearse and refine particular approaches for a group/whole class. Plan for 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. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **3 hours** | Review of previous learning to establish trainees understanding of planning following Y1 curriculum and professional practice.  Trainees to identify their development needs for lesson planning. Tutor to adapt content of the session in relation to the trainees needs.  Review of Rosensine’s (2012) principles of instruction.  Evaluation of lesson plan example leading to a focus on medium term planning including the importance of prior knowledge, identification of composite learning, sequencing of learning objectives and learning opportunities.  Review sequence plan to identify planning principles including retrieval practice and adaptive learning. Recognise the role of teacher subject knowledge in the planning process.  Planning task will enable trainees to learn how to   * plan a sequence of learning to ensure progression * plan effectively for additional adults * plan for pupils with EAL * chunk content to avoid cognitive overload * plan for distributed and spaced learning   They will also learn that   * questioning is an essential tool for teachers and key questions should be identified at the planning stage * plans need to be adapted on the basis of pupil progress in the preceding lesson   Peer review of sequence planning and review of 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.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Formative assessment of work in curriculum seminars**  Trainees will understand that learning is progressive and plans should be flexible and adapted on the basis of pupil progress.  They will know how to design a sequence of learning.  They will be able to write effective medium-term plans which demonstrate sequences of learning.  Trainees will show that they understand how to plan a sequence of learning to ensure progression and incorporate a range of strategies for effective learning. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components over a sequence of lessons. Plan for lessons in all core and selected foundation subjects.  Plan one lesson 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.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will apply what they have learned by writing sequences of plans for several subjects. |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF REFs)** | **Learn How**  **(CCF REFs)** | **Links to Research and Reading** | **Formative Assessment mode** | |
| **Session 1**  **2 hours** | Review of planning principles.  Peer review of planning from professional practice in relation to 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   Identification of individual targets for professional practice in relation to planning for learning and teaching.  Discussion regarding teacher workload in relation to planning and teaching resources (DfE 2016)  Discussion regarding the processes that schools use to reduce teacher workload including the trainees experience in school.  Debate re the use of schemes of work across the curriculum. Identification of the advantages, and disadvantages of using schemes of work and the need to personalise learning.  Identify criteria for analysing a scheme of work.  Evaluate a scheme of work to identify good practice in relation to the key planning principles   * sequencing learning to demonstrate progression * key questions for formative assessment * summative assessment strategies * adapting learning * the chunking of content to avoid cognitive overload * distributed and spaced learning   Identify aspects of planning that need to be considered when implementing the scheme of work e.g. the deployment of additional adults, support for children with EAL and/or SEND, and challenge for more able children.  Annotate the scheme of work accordingly.  Review 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.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury 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)  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | | **Peer Assessment**  Trainee understanding of the principles of planning.  **Formative assessment of work in curriculum seminars**  Teacher workload  Evaluating schemes of work |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach 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.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will demonstrate that they have a secure understanding of all 3 levels of planning. |