**Primary Early Years Curriculum Map How Children Learn**

***Postgraduate***

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| **University Curriculum - EYFS** | | | | | |
| **Module** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture**  **Coverage**  **EYFS** | Exploring the impact of play on learning and development; Theoretical models of play; High quality learning environments and resources to support learning and development; Indoor and Outdoor learning experiences; The use of the play environment for regular pupil practice | LT2.1  LT2.5  LT2.7 | LH2.a  LH2.b  LH2.e  LH2.f  LH2.g  LH2.j  LH2.k | Allen, S., Whalley, ME., Lee, M. & Scollan, A. (2020) Developing Professional Practice in the Early Years. OUP.  Lindon, J., & Brodie, K. (2016) Understanding Child Development. London: Hodder Education.  Ephgrave, A. (2018). Planning in the Moment with Young Children. Routledge. |  |
| The unique child – contextualising learning in relation to the prior experiences, interests and relationships each child participates in. | LT2.1 | LH2.g  LH2.f  LH2.K | Beigi, R. (2021) Early Years Pedagogy in practice: a guide for students and practitioners. Abingdon, Oxon ; New York, NY : Routledge, Taylor & Francis Group, 2021.  <https://birthto5matters.org.uk/> |  |
| Positive Relationships – Exploring how relationships formed in the setting can support children in their learning by taking into account prior knowledge and knowing when to introduce next steps | LT2.1  LT2.2 | LH2.a | Beigi, R. (2021) Early Years Pedagogy in practice: a guide for students and practitioners. Abingdon, Oxon ; New York, NY : Routledge, Taylor & Francis Group, 2021.  <https://birthto5matters.org.uk/> |  |
| Exploring the OAP cycle to reflect on learning opportunities provided; Ensuring that environments and activities meet the needs of the children; Child-led and Adult-led approaches to learning; Planning in the Moment; the Characteristics of Effective Teaching and Learning. | LT2.1  LT2.4  LT2.5  LT2.7  LT2.8 | LH2.a  LH2.d  LH2.e  LH2.f  Lh2.g | Allen, S. 2020. *Developing Professional Practice in the Early Years.* London: OUP.  McEvoy, J. and McMahon, S. 2019. *Child Centred Planning and the Early Years Foundation Stage.* London: Learning Matters.  Fisher, J. 2013. *Starting from the child: Teaching and Learning in the Foundation Stage.* OUP.  Moylett, H. 2022. *Characteristics of Effective Early Learning: Helping young children become learners for life.* 2nd Edition. LONDON: OUP. |  |
| **Subject Specific Sessions**  **EYFS** | EAD music – how young children’s musical learning develops | LT2.2, LT2.7, LT2.8, LT2.5  2.1, 2.2, 2.7, 2.8 | LH2h, LH2i, LH2j, LH2k  2c |  |  |
| PD – How to support children develop their gross and fine motor skills and the importance of developing fundamental movement skills | LT2.2, LT2.7, LT2.8, LT2.5  2.1, 2.2, 2.7, 2.8 | LH2h, LH2i, LH2j, LH2k  2c | <https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report> |
| Maths – how young children experience mathematical concepts through play.  Discussion around the importance of enhancing areas of provision in order to practice mathematical concepts.  Focus on the links between adult led and child led spaced practice.  Planning – understand how children learn through play and how to interact effectively with children to ensure progress is made and knowledge is strong. | LT2.2, LT2.7, LT2.8, LT2.5  2.1, 2.2, 2.7, 2.8 | LH2h, LH2i, LH2j, LH2k  2c | Department for Education (2021) *Statutory framework for the early years foundation stage*.  Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> (Accessed: 22 November 2021).  Department for Education (2021) *Development Matters*. Available at: <https://www.gov.uk/government/publications/development-matters--2>  Early Education (2021) *Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage*. Available at: <https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>  Montague-Smith, A, Cotton, T, Hanson, A. and Price, A. (2018) Mathematics in Early Years Education. Oxon: Routledge. |  |
| **University Curriculum – National Curriculum** | | | | | |
| **Module** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Coverage**  **National Curriculum** | Discussion around the memory padlet resource to understand the difference between working memory and long term memory and the impact of this in a key stage 1 classroom  Discussion around planning for professional practice.  The importance of not over-planning and knowing that the working memory has limited capacity.  Developing their understanding of how to sequence their lessons so that they have a secure understanding before moving through more complex content. | 2.3, 2.4, 2.5 |  | **Meguerdichian, M., Walker, K. and Bajaj, K., 2016. Working memory is limited: improving knowledge transfer by optimising simulation through cognitive load theory. BMJ Simulation and Technology Enhanced Learning, 2(4), pp.131-138.** | WDS meeting with PAT  Lessons obs  Learning journey |
| 2.2, 2.6, 2.7, 2.8 | 2d, 2e | Sewell, K. (2021) *Planning the primary national curriculum: a complete guide for trainees and teachers*. Los Angeles: Learning Matters. |
|  | Gain a deeper understanding of how learning is impacted by a variety of factors and the interplay between them.  Students will critically evaluate the impact of national early years policies on current early years pedagogy and where prior knowledge is used to integrate new ideas.  Students will explore international early years models of early years pedagogy, recognise the 'Rights of the Child' and its impact on early years pedagogy and articulate their own personal pedagogy, based on a sound knowledge and critical reflection on underpinning research evidence. They develop their understanding of how learning involves a lasting change in pupils’ capabilities or understanding. | 1.2, 1.4, 1.6, 5.2, 8 1,8.2, 8.7 | 8c, 8.g, | McInnes, K. (2019) Playful learning in the early years –through the eyes of children, Education 3-13, 47:7, 796-805  Biesta, G. Good education in an age of measurement: on the need to reconnect with the question of purpose in education. Educ Asse EvalAcc 21, 33–46 (2009).https://doi.org/10.1007/s11092-008-9064-9https://rdcu.be/c4ZdaThornton, |
| 1.2 |  |
| **Subject Specific sessions – National Curriculum** | Music - How children’s learning in music in KS1 develops – including progression of musical knowledge and vocal development.  PE – Understand how children develop fundamental movement skills in KS1, attacking and defending principals and tactics to support them during invasion games (Declarative/Procedural knowledge).  SSP – How children’s learning in SSP is impacted by memory; children require opportunities to revisit and review prior learning alongside new learning in order to maximise short term memory and commit information to long term memory  Maths - Exploring the mastery approach to teaching and learning. Discussions around the five big ideas of mastery and how in particular, models and representations support children’s learning. Analysing the place of working memory and long- term memory within fluency. | LT2.3  LT2.4  LT2.1, LT2.2, LT2.3, LT2.7, LT2.8 | LT2.a  LT2.c,d,e  LH2c, LH2d, LH2h, LH2i, LH2j, LH2k | PE - OFSTED Research Review PE (2022).  GALLAHUE et al (2022) Understanding Motor Development  NCETM materials and videos. |

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| **School Based Curriculum - EYFS** | | | | |
| **Observing:**  Observe how expert colleagues use strategies to support children during continuous provision  **Planning:**  Observe how expert colleagues plan the environment in order to support and extend learning  Observing how expert colleagues plan regular review and practice of key ideas and concepts over time.  Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging tasks during continuous provision.  **Teaching:**  Apply strategies that support children during continuous provision  Understand how to interact effectively with children to ensure progress is made  **Assessment:**  Check prior knowledge and understanding during continuous provision  Use assessment strategies/methods to track the progress of individual children and the whole cohort  **Subject Knowledge:**  Discuss and analyse strategies with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know that the environment can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests.  Understand that regular purposeful and spaced practice can support long term memory.  Be able to identify prior knowledge through playful experiences and enhance this via adult led and continuous provision opportunities. | LT2.2, LT2.7, LT2.8, LT2.5 | LH2h, LH2i, LH2j, LH2k | Allen, S., Whalley, ME., Lee, M. & Scollan, A. (2020) Developing Professional Practice in the Early Years. OUP.  Lindon, J., & Brodie, K. (2016) Understanding Child Development. London: Hodder Education.  Ephgrave, A. (2018). Planning in the Moment with Young Children. Routledge. | Child profile- focus on scaffolding, accommodation and assimilation  WDS meeting with mentor  lesson observations |

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| **School Based Curriculum – National Curriculum** | | | | |
| **Observing:**  Observe how expert colleagues use strategies to support memory and deeper learning.  How to reduce distractions that take attention away from what is being taught.  **Planning:**  Observe how expert colleagues break tasks down into constituent components, to support working memory.  Through effective mentoring know how to take into account pupil’s prior knowledge and when planning how much new information to introduce.  How to sequence lessons so that pupils secure foundational knowledge before encountering more complex knowledge.  **Teaching:**  Consider strategies to support and reduce cognitive load and support working memory, including breaking complex materials into smaller steps.  Through curriculum design, balance exposition, repetition, practice and retrieval of critical knowledge and skills.  Through curriculum design, increase challenge with practice and retrieval as knowledge becomes more secure.  **Assessment:**  Check prior knowledge and understanding during lessons.  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 and use this information to feed into curriculum design and continuous provision  **Subject Knowledge:**  Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.  Discuss and analyse strategies with expert colleagues.  Through curriculum design, rehearse and refine sequencing lessons.  How to identify possible misconceptions and plan how to prevent these from forming.  Linking what pupils already know to what is being taught. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know the role the teacher plays to support learning and memory. Understand strategies including worked examples and modelling    The impact of targeted questioning on pupils’ retrieval and recall  Know the importance of a carefully sequenced curriculum that utilises both adult led and child initiated learning  Understand the role of curriculum design with consideration to how children learn utilising both indoor and outdoor environments  Be able to design provision that supports the needs of all learners and challenges them | 1,2,4,5,6,7,8,9 | 1a,b,2,3a,3b,4a,4b,5a,5b,6a,6b | Anon., n.d. Cognitive Science Approaches in The Classroom: A review of the evidence| Education Endowment Foundation | EEF [online]. [online]. Available from: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/meta cognition-and-self-regulation.  GLAZZARD, J. and STONES, S., 2021. Evidence based primary teaching. Los Angeles: Learning Matters. | Child profile:  Scaffolding - what scaffolding has the teacher provided to support the child’s engagement and understanding of the subject matter?  Fading – how has the teacher gradually withdrawn support to encourage the child to work and think more independently.  Working memory – what strategies do they observe to support working memory. |

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| **School Based Curriculum – EYFS Reception** | | | | |
| **Observing:**  Observe how expert colleagues use strategies to support children during continuous provision  **Planning:**  Observe how expert colleagues plan the environment in order to support and extend learning  Observing how expert colleagues plan regular review and practice of key ideas and concepts over time.  Discussing and analysing with expert colleagues how to design practice, generation and retrieval tasks that provide just enough support so that pupils experience a high success rate when attempting challenging tasks during continuous provision.  **Teaching:**  Apply strategies that support children during continuous provision  Understand how to interact effectively with children to ensure progress is made  **Assessment:**  Check prior knowledge and understanding during continuous provision  Use assessment strategies/methods to track the progress of individual children and the whole cohort  **Subject Knowledge:**  Discuss and analyse strategies with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know how to lead the team in order to promote an environment that can support children’s learning so that prior knowledge is accounted for through pre-school experiences and children’s interests.  Be able to work with parents on utilising children’s interests as part of the longer term planning process.  Understand that regular purposeful and spaced practice can support long term memory and practice can utilise the indoor and outdoor environment.  Understand the benefits of outdoor learning environments and the positive impact that this can have on children with individual learning needs.  Understand the potential impact of children playing with concepts that are actively taught later in the curriculum, and the impact this may have on them developing misconceptions. | LT2.2, LT2.7, LT2.8, LT2.5 | LH2h, LH2i, LH2j, LH2k | Allen, S., Whalley, ME., Lee, M. & Scollan, A. (2020) Developing Professional Practice in the Early Years. OUP.  Lindon, J., & Brodie, K. (2016) Understanding Child Development. London: Hodder Education.  Ephgrave, A. (2018). Planning in the Moment with Young Children. Routledge. | Child profile- focus on scaffolding, accommodation and assimilation  WDS meeting with mentor  lesson observations |