**Primary Early Years 3-7 Curriculum Map EAL**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **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** |
| **Module 1006**  **Introduction to values in education**  **Session 2 Children’s rights, equality and protected characteristics and sustainability** | Children with EAL  Part of Learning Episode 2 presentation (along with disability, race)  Exploring the difficulties children who are learning EAL experience within the classroom  Developing an understanding of the importance of respecting their home language  Understanding the need to have high expectations of learners of English | 1.3, 1.4, 2.4, 2.10, 5.2 , 5.5 | 5a,a 5b, 5g | [EAL Teachers’ (Un)Preparedness to Implement Classroom Practice for Multiliteracies Pedagogy | SpringerLink](https://link.springer.com/chapter/10.1007/978-3-030-41211-1_4)  [Equity, Diversity and Inclusion - The Bell Foundation (bell-foundation.org.uk)](https://www.bell-foundation.org.uk/about-us/diversity-equity-and-inclusion/)  [EAL SEN and Inclusion - NALDIC](https://naldic.org.uk/the-eal-learner/groups/eal-learners-additional-needs/eal-sen-and-inclusion/) | As already done in the Module (if so) with the addition of EAL aspect so that students discuss and reftlect |
| **Module 1008**  **Session 3** | Teaching EAL children in Early Years  - additional input on Unique child  Understanding that all children are unique and that EAL learners have much knowledge and many skills to bring to the setting  Using children’s interests as a way of promoting language for EAL learners | 5.2, 5.5  4.3, 4.7, 4.9 | 5b, 5g | [Catering for EAL/D students' language needs in mainstream classes: Early childhood teachers' perspectives and practices in one Australian setting | Australian Journal of Teacher Education (Online) (informit.org)](https://search.informit.org/doi/abs/10.3316/INFORMIT.855760600925421)  [Flashcards - The Bell Foundation (bell-foundation.org.uk)](https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/flashcards/) | Activity in pairs: design a play based activity for EAL children in a nursery setting |
| **Module 1009**  **Session on communication and language** | Multi/bilingualism aspect added in the presentation.  Exploring how EAL learners can be supported whilst early language acquisition is taking place | 4.3, 4.7, 4.9, 5.2 | 5.a | [Great idea: enhancing classroom talk](https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/great-ideas/enhancing-classroom-talk/)  [The knowledge base of teaching in linguistically diverse contexts: 10 grounded principles of multilingual classroom pedagogy for EAL](https://www.tandfonline.com/doi/full/10.1080/14708477.2017.1368136) | Include EAL aspect on ‘What do you remember slide’ in Communication and Language session 2 |
| **Module 1010**  **Session on Understanding the world** | People, culture and communities – make links to EAL | 8.4. | 1.d | [Developing EAL Learners’ Intercultural Sensitivity Through a Digital Literacy Project | TESL Canada Journal](https://teslcanadajournal.ca/index.php/tesl/article/view/1199) | Group reading activity on culture and EAL |
| **EYE1009 maths session 1** | The importance of providing mathematical play opportunities for supporting EAL learners. | 4.4, 4.7, 4.9, 5.1, 5.2 | 4b | Montague-Smith, A, Cotton, T, Hanson, A. and Price, A. (2018) Mathematics in Early Years Education. Oxon: Routledge. | Learning Journey |
| **EYE1009 maths session** | Exploring the extent to which mathematics is a universal language in terms of numeral recognition and mathematical processes. The place of manipulatives for children with EAL to demonstrate their mathematical ability. | 4.4, 4.7, 4.9, 5.1, 5.2 | 4b | https://www.naldic.org.uk/Resources/NALDIC/Initial%20Teacher%20Education/Documents/Maths1.pdf | Learning Journey |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in EAL, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in EAL, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in EAL 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 reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand the characteristics of EAL learners and support approaches  Students will understand the characteristics of EAL learners so that they know how to identify them. They will also know a range of approaches that will enable them to support them. | 6.1 4.1, 4.3, 4.7 | 4b, 4e, 4f 5a | [Full article: Supporting pupils with EAL and their teachers in Ireland: the need for a co-ordinated strategy (tandfonline.com)](https://www.tandfonline.com/doi/full/10.1080/09500782.2011.629052)  [The Bell foundation](https://www.bell-foundation.org.uk/) | Weekly Development Summary  Lesson Observations  Link Tutor |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **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** |
| **EYE 2005** | Gain a deeper understanding of how learning is impacted by a variety of factors and the interplay between them. | 5.2, 5.7, 8 1,8.2, 8.7 | 8c, 8.g, |  | **Research proposal** |
| **Module 2006**  **Extending understanding of educational values**  **Values - Levelling Up and Cultural Capital (Week 2 Seminar 1 and 2)** | EAL aspect added on ‘struggling parents’  Exploring definitions of cultural capital and how it is reflected across a range of diverse families.  Developing strategies to support families of EAL learners in terms of communication and potential cultural differences. | 8.4 | 1.d | [Transactional school-home-school communication: Addressing the mismatches between migrant parents' and teachers' views of parental knowledge, engagement and the barriers to engagement - ScienceDirect](https://www.sciencedirect.com/science/article/pii/S0742051X17304894)  [Blog: Working with parents to support the learning of EAL pupils - The Bell Foundation (bell-foundation.org.uk)](https://www.bell-foundation.org.uk/news/blog-working-with-parents-to-support-the-learning-of-eal-pupils/) | Real life scenario: setting actions for supporting EAL pupils with the cooperation of parents |
| **Module 2007**  **Creative curriculum**  **Session world map – music (Martyn, Heidi)** | EAL learners and the world – how to bring different cultures into the session  Exploring how cultural influences and acknowledgement can affect children’s engagement with a positive impact on children’s language acquisition | 3.1. | 3.d, | [Supporting EAL children in the early years setting | Practical Pre-School (magonlinelibrary.com)](https://www.magonlinelibrary.com/doi/full/10.12968/prps.2012.1.140.12)  [The development of comprehension and reading‐related skills in children learning English as an additional language and their monolingual, English‐speaking peers - Burgoyne - 2011 - British Journal of Educational Psychology - Wiley Online Library](https://bpspsychub.onlinelibrary.wiley.com/doi/full/10.1348/000709910X504122) | Add EAL aspect on world-map session |
| **Module 2008**  **Session 9 – vulnerable groups** | EAL presentation that focuses on different vulnerable groups of learners to identify common themes.  Exploring strategies that support this groups of learners whilst also acknowledging the potential family support required. | 5.7 | 5.g | [English as an Additional Language: assumptions and challenges (sagepub.com)](https://journals.sagepub.com/doi/pdf/10.1177/0892020608090404) | Activities as planned already |
| **Module 2010**  **Reflective practitioner** | EAL planning task. Using an outline of a class with high numbers of EAL learners trainees need to make decisions on the support that is required for them to engage in learning. | 3.3. | 3.a | [100 Ideas for Early Years Practitioners: Supporting EAL Learners - Marianne Sargent - Google Books](https://books.google.co.uk/books?hl=en&lr=&id=8a0yEAAAQBAJ&oi=fnd&pg=PP1&dq=EAL+early+years+support&ots=CzVNJwrJDx&sig=0ChtkvxKUtniTkZZG7wj_IPUau4&redir_esc=y#v=onepage&q=EAL%20early%20years%20support&f=false) | Informal questioning and observations. |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in EAL, 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 approaches in all core and selected foundation subjects.  **Assessment :**  Draw conclusions about what pupils have learnt by looking at patterns of performance over several assessments with support and scaffolding from expert colleagues  **Subject Knowledge :** Discuss and analyse subject specific components (EAL) 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** |
| Students will know and recognise specific adaptive teaching to meet the needs of learners with EAL  Students will recognise and develop an understanding of assessment and assessment tools that are suitable for a range of learners with EAL  Students will be able to understand and to consider different approaches during planning to meet the needs of EAL learners. | LT2:1,  LT4:9,  LT4:3,  LT5:2,  LT6:7 | LH3h,  LH5n,  LH6c | MIKE GERSHON, 2022. *EAL Toolkit* [online] Available <https://mikegershon.com/download/eal-toolkit/>  The Bell Foundation  <https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>  Core Content Framework 2019 | Weekly Development Summary  Lesson Observations  Link Tutor feedback and discussion |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **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** |
| **EYE 3005** | Critically reflecting on how previous research has helped us to understand current practice and apply that to our own research. | 5.2, 5.7, 8 1,8.2, 8.7 | 8c, 8.g, |  | Research Proposal |
| **Module 3010** | Lesson planning considerations of those with communication difficulties  Developing an understanding of the strategies to support all children with communication difficulties including potentially those with EAL. | 5. 1 | 5.e | [English as an Additional Language in the Early Years: Linking theory to practice - Malini Mistry, Krishan Sood - Google Books](https://books.google.co.uk/books?hl=en&lr=&id=zeCTBwAAQBAJ&oi=fnd&pg=PP1&dq=EAL+early+years+support&ots=Qf7RMyh_0N&sig=ig3KSLP1e68hw7UqgHJXIN-gwVg&redir_esc=y#v=onepage&q=EAL%20early%20years%20support&f=false) | Lesson planning |
| **Module 3007**  **Episode 2** | Link outdoor learning with vocabulary development for EAL children  Exploring how children with EAL can exhibit different language skills in the outdoor and indoor environment | 5.7 | 5h | [Full\_Report\_FV3\_copy-libre.pdf (d1wqtxts1xzle7.cloudfront.net)](https://d1wqtxts1xzle7.cloudfront.net/34695861/Full_Report_FV3_copy-libre.pdf?1410412275=&response-content-disposition=inline%3B+filename%3DSchool_approaches_to_the_education_of_EA.pdf&Expires=1686065364&Signature=HfHpwjHIVw4Lx9E8L6eOf1b77zChi76RvJtn3Dw6GiNgjluToNlGRIgyrG9pQW7oeS7DYyLOd7d2sm6LqQUwBigQjBRNLOruGZ8NS18RqM3fo7erqsdnOZsni4NwVHFhQrPYg1KNmsMyUqkDhgc6t082aUHEuJr-RhZknDqMiORsiBGNxAYlGxkNkKcnvvXwA79JP8xYbI8i37z1eTMec1sY~EbfqSI4eT5jNO1Ihkg0rRGTNNsqj01Bouj0PSgTKUYeuTTjBjCVRrHntzEO~1aDIReDnGUVznn~0~FgL6RUCBuHud~A8SxZhbQs42-5rzdmn6OG6ajYfgfsSnldqQ__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA) | Embedding EAL provision into outdoor learning – students provide examples in group work activities |
| **Module 3010**  **Episode 1** | Behaviour and Learning – links to EAL children  Developing strategies to lead on behaviour management and how children with EAL might exhibit both good and poor behaviour. | 7.2 | 7b. | [Creating an inclusive environment for supporting children with English (taylorfrancis.com)](https://www.taylorfrancis.com/chapters/edit/10.4324/9781315780108-3/creating-inclusive-environment-supporting-children-english-additional-language-sharron-galley) | If working with EAL pupils, work with mentor to embed inclusive practice for these pupils |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:**  Observe how expert colleagues use and deconstruct approaches, in EAL, in at least one lesson throughout school.  **Planning:**  Plan a sequence of lessons in all core and foundation subjects.  **Teaching:**  Rehearse and refine 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 (EAL) 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** |
| Students will know that they have professional responsibilities in relations to inclusion (e.g. The Equality Act, 2010).  Understand which activities that are context embedded and cognitively demanding for children with EAL.  Students will understand the need to structure the environment to support a range of learners including those with EAL.  Students will be able to identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils. They will be able to apply knowledge of cognition and neuroscience when planning adult led activities to avoid overloading working memory. | LT1:5,  LT6:1,  LT6:4,  LT6:5 | LH2s,  LH2b,  LH2c | BAKER. C. AND WRIGHT. W.E., *2021 Foundations of Bilingual Education and Bilingualism*. Bristol: Multilingual Matters.  NASSEA: Improving teaching and learning for EAL, Black and minority ethnic pupils.  <https://www.nassea.org.uk/>  SHIN. S. J., 2017 *Bilingualism in schools and society: Language, identity, and policy*. New York: Routledge. | Weekly Development Summary.  Mentor discussion.  Lesson Observations.  Link Tutor feedback. |