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

***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** |
| **EYE 1007** | Environments should reflect pupils' prior experiences allowing them to take age-appropriate risks in their learning knowing that this is part of the learning process  |  1.1, 4.1, 7.1, 7.4, 7.6 | 7b, 7f, 7g, 7l, 7p | Williams, L. (2017) *Positive behaviour management in early years settings : an essential guide*. London: Jessica Kingsley.Statutory Framework for the Early Years Foundation Stage (2021) Department for Education (DfE)DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary> | Learning Journey |
|  **EYE 1010** | How to create and organise routines at the beginning of the school year using information gathered about the children prior to entry.  |  1.4, 1.5, 7.2, 7.5, 7.8, 8.2, 8.6 |  7b, 7e, 7g, 7j, 7l | Rogers, B. and McPherson, E. (2014) *Behaviour management with young children : crucial first steps with children 3-7 years*. Second edn. Los Angeles: SAGE.Birth to Five Matters (2021) Early Education   | Create a portfolio that contains an example of an observation, planning and teaching cycle supported by a critical rational and an action plan leading into your next professional practice. |
| **EYE 1007** | That through play pupils are motivated by extrinsic factors (related to recognition and reward) and intrinsic factors (related to identity and values).  | 7.4, 7.6 |  7p | Sally Hester, Lisa Moran & Elizabeth Richards (2022) Reimagining Children's Behaviour and Behaviour Management “Otherwise”: A Critical Commentary on the English Early Years Foundation Stage (EYFS), Child Care in Practice, 28:3, 305-320, DOI: [10.1080/13575279.2021.1895075](https://doi.org/10.1080/13575279.2021.1895075)<https://birthto5matters.org.uk/> | Learning Journey |
| **EYE 1007** | The environment can help children to self-regulate ones emotions which affects a pupils ability to learn in line with Principles and Themes.  |  7.1, 7.3 |  7.f | Overland, E., Barber, J. and Sackville-Ford, M. (eds) (2020) *Behaviour management : an essential guide for student and newly qualified teachers*. Abingdon, Oxon: Routledge. doi: 10.4324/9780429402104.<https://birthto5matters.org.uk/> | Learning Journey |
| **EYE1008** | The ability to self-regulate one’s emotions affects pupil’s ability to learn, success in school and future lives. | 7.3 | 7.l | 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/> | Discussion/Learning Journey |
| **EYE1008** | Building effective relationships is easier when pupils believe that their feelings will be considered and understood. | 7.5 | 7.b 7.n | 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/> | Discussion/Learning Journey |
| **EYE1008** | Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment. | 7.1 | 7.b, 7.k | MacBlain, S. (2018) Learning Theories for Early Years Practice (p. ix). SAGE Publications.  | Discussion/Learning Journey |
| **EYE1008** | A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs. | 7.2 | 7.b 7.k | MacBlain, S. (2018) Learning Theories for Early Years Practice (p. ix). SAGE Publications. | Discussion/Learning Journey |

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| **School Based Curriculum – Year 1** |
| **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 reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know that there is a range of factors that affect pupil behaviour both within and outside the classroom. |  7.3 |  7.b, 1.c | COE, R., ALOISI, C., HIGGINS, S. and MAJOR, L., 2014. What Makes Great Teaching. Review of the Underpinning Research. *Suttontrust.com* [online]. Available from: <https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf> | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To understand that building effective relationships is supported when pupils’ feelings are considered and understood. |  7.3 |  13 | ROGERS, B., 2015. *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support.* SAGE: London | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To be able to create an effective, supportive and safe learning environment. | 7.7 |  5.g, 7.d, 7.e, 7.g | Birth to Five Matters (2021) Early Education <https://birthto5matters.org.uk/>  | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To be able to to communicate effectively with expert colleagues to support excellent behaviour and classroom management in a supportive and inclusive environment. |  7.1, 1.4 |  2d | Bennett, T., 2020. *Creating culture: how school leaders can optimise behaviour*Department for Education, 2017. *Case studies of behaviour management practices in schools rated Outstanding* | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To understand how teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour. |  1.6 | 5.g, 7.d, 5.e, 7.g | https://www.gov.uk/government/speeches/research-commentary-managing-behaviour | Weekly Development Summary Lesson ObservationsLink 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**  |
| **EYE2010** | Building effective relationships is supported when pupils’ feelings are considered and understood. | **7.7** |  **5.g, 7.d, 7.e, 7.g** | BENNETT, T., 2016. *Developing behaviour management content for ITT. Available from:* [Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-in-schools)BOMBER, L., 2020. *Know Me To Teach Me.* London: Worth Publishing | Learning Journey |
| **EYE 2008** | How teachers have the ability to affect and improve wellbeing and motivation which impacts positively on pupil behaviour. | **1.6** | **5.g, 7.d, 5.e, 7.g** | HASTINGS, R., BAKER, P., GORE, N. and HUGHES, C., 2013. A conceptual framework for understanding why challenging behaviours occur in people with developmental disabilities. *International Journal of Positive Behaviour Support* [online]. 3 (2).  | Employ the ABC (antecedent, behaviour consequence) approach with mentor to support discussion |
| **EYE 2008** | That there is a range of factors that affect pupil behaviour both within and outside the classroom. |  **7.3** | **7.b, 3**  | https://www.gov.uk/government/speeches/research-commentary-managing-behaviour | Challenging behaviour seminar scenarios |
| **EYE2010** | Expertly manage behaviour and motivation to have a positive impact on pupils’ attitudes and aspirations |  **7.1,1.4**  |  **7.i** | DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary> | Learning Journey |
| **EYE 2008** | Behaviour through a creative curriculum. Critical reflection on the use of rewards and sanctions as a behaviour management strategy. The importance of explicitly teaching routines and how this is done in practice | **1.1,1.6, 2.7, 3.1, 7.1, 7.4, 7.5** | **7b, 7h, 7i, 7j, 7n, 7o** | DEPARTMENT FOR EDUCATION, 2019. The trainee teacher behavioural toolkit: a summary. *GOV.UK* [online]. Available from: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary> | WDS |
| **EYE 2007** | PE – The differences between managing behaviour in PE to classroom subject | **1.6** | **7j** |  | WDS |

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| **School Based Curriculum – Year 2** |
| **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 reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Be able to set clear and appropriate expectations for children | 1.5 | 1.e | Bennet, T., 2017. *Creating a Culture: How School Leaders Can Optimise Behaviour.*  London: CrownOne Education: Putting Children First. 2014. Behaviour Audit: with suggestions for school evidence. One EducationINSTITUTE, E., 2018. Bullying: A review of the evidence - Education Policy Institute. *Education Policy Institute* [online]. Available from: <https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/>  | Weekly Development Summary Lesson ObservationsLink Tutor Weekly Development Summary Lesson ObservationsLink Tutor  |
| Know where to go for further support for children with specific behaviours | 5.7 | 5.a | Perry, D.F. &Conners- Burrow,N. (2016) Addressing Early Adversity Through Mental Health Consultation in Early Childhood Settings. Family Relations, Vol 65:1 | Weekly Development Summary Lesson ObservationsLink Tutor  |
|  |  |  2a | Greenspan, S.I. and Greenspan, S., 2009. *The secure child: Helping our children feel safe and confident in a changing world*. Da Capo Press. | Weekly Development Summary Lesson ObservationsLink Tutor  |
| Be able to plan clearly structured learning opportunities  | 7.1, 1.4 | 5g | Dionne, M. & Martini, R. (2011) Floortime play with a child with autism: A single-subject study. Revue Canadienne D’ergotherapie, Juin 2011, 78(3). | Weekly Development Summary Lesson ObservationsLink Tutor  |
| Be able to use effective communication strategies to engage with parents/carers  | 5.7, 8.4 |  7.m | **Education Endowment Foundation**[**https://educationendowmentfoundation.org.uk/education-evidence/guidance-**reports/behaviour](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | Weekly Development Summary Lesson ObservationsLink Tutor  |

**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 3008** | Understand how child development influences how children react to feelings and things that happen a round them. | 7.3 |  7.c | Greenspan, S.I. and Greenspan, S., 2009. *The secure child: Helping our children feel safe and confident in a changing world*. Da Capo Press |  |
| **EYE 3009** | Impact of School and classroom culture on behaviourDeveloping personal principals around managing behaviour for learning drawing on knowledge of frameworks of leadership and knowledge. Trainee’s ability to develop effective strategies to manage behaviour for learning which are developed using knowledge of current policy guidance, child development, how children learn and factors which impact behaviour. | 7 | 7 | BENNETT, T., 2016. *Developing behaviour management content for ITT. Available from:* [Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/behaviour-in-schools)Trainee Teacher Behavioural Toolkit<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary>EEF – Improving behviour in schools report<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour><https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1694569218> | presentation outlining personal principles for managing behaviour for learning.  |
| **EYE 3010** |  |  (LT 7.2, LT 7.5) |  ( LH 7.1) | INSTITUTE, E., 2018. Bullying: A review of the evidence - Education Policy Institute. *Education Policy Institute* [online]. Available from: <https://epi.org.uk/publications-and-research/bullying-a-review-of-the-evidence/>  |  |

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| **School Based Curriculum – Year 3** |
| **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 reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to implement strategies manage behaviour for learning within the context of school’s behaviour policy and wider policy context.  | (LT 1.5) |  (LH 1.5) |  | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To be able to implement effective strategies to manage behaviour for learning which are developed based on developing positive relationships with children.  |  (LT 5.7) | (LH 5.1) |  | Weekly Development Summary Lesson ObservationsLink Tutor  |
| To become skilled in managing behaviour effectively, using a range of strategies and based on knowledge of child development, how children learn, individual needs and factors which impact behaviour. |  | (LH2a) |  | Weekly Development Summary Lesson ObservationsLink Tutor  |
|  | (LT 7.1, LT 1.4) | (LH 5.7) |  | Weekly Development Summary Lesson ObservationsLink Tutor  |
|  | (LT 5.7, LT 8.4) |  (LH 7.13) |  | Weekly Development Summary Lesson ObservationsLink Tutor  |