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

***Post Graduate Programme***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum** | | | | | |
| **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** |
| **Contemporary issues in Early Childhood Education** | | | | | |
| **Session 1** | Understand the characteristics of EAL learners and support approaches  Understand that supporting children with EAL is focused around quality first teaching  Develop an understanding of how young children acquire language  Develop an understanding of how the environment and play opportunities influences children’s confidence with language acquisition  Know how to support EAL learners within subject teaching ensuring high expectations are maintained of subject understanding. | 6.1 | 5.a | [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/) | Group activity: explore in groups EY assessments and add/identify EAL aspects |
| **Session 2** | Teaching EAL children in Early Years  Develop understanding of how teaching can be adapted for children with EAL  Know how to structure the play environment to promote optimal opportunities for children to engage with language | 5.7 | 5.g | [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 |
| Being a teacher-researcher | | | | | |
| **Session 1** | Current research on EAL in Early Years: support and practice  Understanding of what research informs best strategies of supporting children with EAL. | 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) | Individual work: students to find a source on EAL that links to their planned research |
| Placement support | | | | | |
| **Session 1** | EAL learners and the world – how to bring different cultures in the session  Exploring the cultural background of children and the importance of supporting their home language | 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) | Weekly Development Summary  Lesson Observations  Link Tutor |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Nursery** | | | | |
| **Observing :** Observe how expert colleagues use and deconstruct approaches, in this strand, in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components, in this strand, for at least one lesson.  **Teaching :** Rehearse and refine particular approaches in this strand for a group/whole class. Deliver group/whole class teaching.  **Assessment :** Develop strategies to check prior knowledge and understanding during lessons.  **Subject Knowledge :** Discuss and analyse strand 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** |
| Students will know, observe and recognise strategies to support children with EAL in a play environment  Students can understand and begin to recognise adaptive teaching approaches to adult led learning and within continuous provision.  Students can discuss techniques and strategies related to individual learners with expert colleagues. | 4.7, 2.1, 4.1, 4.10 | 4a, 4b, 4p, 8h | [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/) | Weekly Development Summary  Lesson Observations  Link Tutor feedback  Self reflection |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum - Developmental** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in this strand, 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 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** |
| **Key Stage 1**  Students will know, observe and recognise specific adaptive teaching to meet the needs of EAL learners within core and foundation subjects.  Understand and develop their use of different approaches during planning to meet the needs of EAL learners.  Students can recognise and develop an understanding of assessment and assessment tools  **Reception**  Students will know, observe and recognise specific adaptive teaching to meet the needs of EAL learners within the prime and specific areas of learning.  Understand and develop their use of different approaches during planning to meet the needs of EAL learners within the continuous provision areas.  Students can recognise and develop an understanding of assessment and assessment tools in relation to EAL learners | 2.1, 4.1, 4.10, 4.7 | 4a 4b 4p 8n | BELL FOUNDATION, 2022. *Effective teaching of EAL* [online] Available from <https://www.bell-foundation.org.uk/eal-programme/guidance/effective-teaching-of-eal-learners/>  Core Content Framework 2019  GLAZZARD AND GREEN 2022 Learning to be a primary teacher: core knowledge and understanding. | Weekly Development Summary  Lesson Observations  Link Tutor |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Consolidation** | | | | |
| **Observing :**  Observe how expert colleagues use and deconstruct approaches, in this strand, in at least one lesson throughout school.  **Planning :**  Plan a sequence of lessons in all core and foundation subjects to account for the needs of learners with EAL  **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** |
| Students know the 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.  Can identify groups of children (EAL) and employ strategies to support outcomes for disadvantaged pupils.  Apply knowledge of cognition and neuroscience when planning teaching 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. |