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

***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** |
| **Session 1** | Planning has a clear purpose & principles; and there are 3 levels of planning which serve different functions (STP, MTP and LTP).  The key principles of lesson planning in the Early Years Foundation Stage including the observation, assessment and planning cycle  To plan the key elements of an effective adult-led plan  Effective plans can impactfully direct additional staff within the learning environment  The role of assessment in the planning cycle and how to use this to inform planning (and to link this with learning objectives) | 1.3  3.1  3.3, 4.3  8. 1  6.1, 6.4 | 3d  5c  5h  6c | Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).  Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39. | Submission/discussion of lesson plans created  Group discussions |
| **Session 2** | How to identify levels of involvement during continuous provision  How to interact effectively with children during continuous provision so that progress is made  How to incorporate the key principles of the EYFS (Prime/specific areas of learning/CoEL) when planning for continuous provision (Inside and out)  Utilising a child's interests during interactions and continuous provision is an essential tool for ensuring progress  How to identify and utilize the characteristics of effective learning to ensure progress for the unique child  Understanding the unique child is essential to being able to plan for children successfully | 4.1  4.8  4.7 | 6d  8a  3j  4c  3f | Ephgrave, A. (2013) The reception year in action. 2nd edn. Hoboken: Taylor and Francis.  Ephgrave, A. (2015) The nursery year in action : following children's interests through the year. London: Routledge, Taylor & Francis Group.  Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge.  Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press. | Presentations of areas of CP and questioning of these  Group disucssions |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing :** Observe how expert colleagues translate planning into a lesson  **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 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 teachers manage workload and wellbeing by planning efficiently and sharing the load  To be able to engage effectively with children during continuous provision  To be able to identify the elements of a good lesson plan through observing expert colleagues  To understand that schools plan in different ways (including planning in the moment, annotation and adaptation of existing plans) but that the principles remain the same | 8.2  5.3  4.1  4.5 | 8p 8s  4p  4e |  | 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** |
| **Lecture** | Develop further knowledge of the three levels of planning (STP, MTP and LTP) and in each type of planning learning is sequenced carefully to ensure progression.  Develop knowledge of the structure of effective lesson planning in NC that is reflective of research informed strategies such as Rosenshine’s principles.  Develop knowledge of the role of assessment in the planning cycle and how to use this to inform planning including key questions and learning objective and outcomes. | 1.3, 3.2, 3.3  2.4  4.2, 4.3, 4.4, 4.5, 4.6  4.6 | 2d, 3a, 3c, 3d  4i, 4o  6a | Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Sherrington, T. and Caviglioli, O. (2019) Rosenshine's principles in action. Melton, Woodbridge: John Catt Educational.  Sherrington, T. and Caviglioli, O. (2020) Teaching walkthrus : five-step guides to instructional coaching. Melton, Woodbridge: John Catt Educational.  Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39. | Exploration of teacher and EHU planning  Submission/discussion of lesson plans created.  Group discussions |
| **Seminar 1** | Develop knowledge and understanding that when planning learning, it is carefully sequenced within and across sequences of lessons to support the development of knowledge and skills and progress and that plans can be adapted on the basis of pupil progress in the preceding lesson.  Further explore the structure of effective lesson planning Rosenshine’s principles. and that include:   * small steps * review and checking prior learning * modelling * reduce and avoid overloading working memory * regular purposeful practise * use of questioning | 4.6, 5.5  2.4  4.2, 4.3, 4.4, 4.5, 4.6 | 2h  4i, 4o |  |
| **Seminar 2** | Develop further knowledge and understanding of the importance of subject and curriculum knowledge to develop effective planning.  Recognise that NC subjects each have subject specific pedagogies and the plans for each subject will reflect similar and differing teaching approaches.  Know and understand the importance of planning for adaptive teaching in the NC that includes high expectations and equitable access to learning outcomes for all groups especially disadvantaged groups such as SEND and EAL and develops scaffolding for support and opportunities for stretch and challenge.  Recognise the importance of effective deployment and communication with additional adults and include them in planning effectively and efficiently to impact on the children’s learning.  Identify how to manage workload when planning effectively by using high-quality resources and mentor support. | 3.1. 3.2  4.2  5.1, 5.2, 5.3, 5.4, 5.5  8.5  6.1, 6.4 | 3a, 3d, 3f  3j  5h, 5j, 5k, 5o  8p, 8s |  |  |

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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 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 use assessment to inform planning.  To be able to evaluate the effectiveness of lessons they have planned to inform future planning  To understand how to manage workload and wellbeing by planning efficiently and sharing the load  To be able to plan for additional adults  Understand how to plan inclusive and aspirational lessons by utilising adaptive teaching methods to meet all learners needs  Understand that teachers break down the national curriculum end points into component knowledge in their STP. | 4.5, 4.6, 4.7  8.1, 8.7  8.16, 8.19  5.7, 8.11, 8.12, 8.15  1.1, 5.1  4.1 | 6c  5o  4a | Ephgrave, A. (2013) The reception year in action. 2nd edn. Hoboken: Taylor and Francis.  Ephgrave, A. (2015) The nursery year in action : following children's interests through the year. London: Routledge, Taylor & Francis Group.  Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge.  Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press.  Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).  Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39. | Weekly Development Summary  Lesson Observations  Link 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** |
| **Session**  **coverage** | The context for workload issues for primary teachers and recognise ways in which these can be reduced  Teachers plan for small step progression so that curriculum design takes account of pupils with SEND from the outset  The importance of sequencing learning to ensure progression (within and across lessons)  The purpose of planning in the EYFS and the NC, integrating subject-specific pedagogy where necessary  The lesson planning cycle in the EYFS which is supported by a secure understanding of child development  When planning, effective use of support staff can impact on pupil progress  That high behavioural expectations begin in the planning stage and the impact this can have  How to plan effectively for continuous provision and how their role within this can be effective in extending children’s learning | 6.7  5.2  3.7 4.2  4.1 4.2  8.5  1.3 1.4 1.6  3.2 | 5h  5d  3d  4c  8i  1c  5g | Ephgrave, A. (2013) The reception year in action. 2nd edn. Hoboken: Taylor and Francis.  Ephgrave, A. (2015) The nursery year in action : following children's interests through the year. London: Routledge, Taylor & Francis Group.  Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge.  Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press.  Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).  Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39. |  |

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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 reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To understand how subject leaders go about designing their long-term plan  To understand how teachers annotate schemes of work  To know how schools plan for homework  To understand how teachers manage workload and wellbeing by planning efficiently and sharing the load  To be able to manage and be responsible for areas of learning during continuous provision  To be able to plan a sequence of lessons in school across a range of areas of learning or subjects (scaffolded to progress from group to whole with support initially) in the NC  To be able to plan a sequence of learning (MTP) which takes into account prior knowledge | 2.8  3.6, 5.9  1.4  8.16, 8.19  4.1, 4.4, 4.5, 5.3  2.1, 2.4, 2.7, 6.5 | 2h  3f 5.i  1d  8p 8s  4a,d,e 5c  2.a 6e | Ephgrave, A. (2013) The reception year in action. 2nd edn. Hoboken: Taylor and Francis.  Ephgrave, A. (2015) The nursery year in action : following children's interests through the year. London: Routledge, Taylor & Francis Group.  Ephgrave, A. (2018) Planning in the moment with young children : a practical guide for early years practitioners and parents. Milton Park, Abingdon, Oxon: Routledge.  Fisher, J. (2016) Interacting or interfering? : improving interactions in the early years. Maidenhead: Open University Press.  Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).  Rosenshine, B. (2012) Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, 36(1), p12-39. | Weekly Development Summary  Lesson Observations  Link Tutor |