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

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Module** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE 1103**  **(ongoing throughout the module)** | 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 | **2.1**  **2.2**  **2.5**  **2.6**  **2.7**  **2.8** | **2a**  (children’s interests)  **2.b** (adult led tasks)  **2.e** (children’s interests)  **2.f** (continuous provision opportunities)  **2.g** (linked to C and L)  **2.j** (Enhancements to Continuous Provision)  **2.k** (adult led and child initiated experiences) | 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. | Questioning and Observation during play sessions.  Learning Journey |
| **EYE1102** | Session One  The unique child – contextualising learning in relation to the prior experiences, interests and relationships each child participates in. | **2.1**  **2.2**  **2.3**  **2.5** | **2a**  **2f**  **2g**  **2K** | 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/> | Learning Jorney |
| **EYE1102** | Session 2  Lecture 2/Seminar2 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 | **2.1**  **2.2** | **2a** | 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/> |  |
| **EYE**  **1102** | Exploring the Characteristics of Effective Learning; The barriers that might hinder how children learn effectively including the idea of learning through play. | **2.1**  **2.2** | 2b | Owen, K (2021) Play in the early years  SAGE Publications Ltd  London; Thousand Oaks, California  Tassoni, P (2016) Reducing educational disadvantage: a strategic approach in the early years Featherstone Education,  London | Weekly meetings  Weekly development summaries  Lesson observations |
| **EYE1100**  **EAD** | EAD music – how young children’s musical learning develops | **2.2, 2.7, 2.8, 2.5**  **2.1, 2.2, 2.7, 2.8** | 2c, 2h, 2i,H2j, 2k |  |
| **EYE1100 EAD Art and Design** | EAD – Art and Design  Session 1 How to support young children in the development of their artistic abilities through curriculum design | **2.1**  **2.2**  **2.7**  **2.9** | **2a**  **2b**  **2c**  **2i** | Eglinton, K.A. (2003). Art in the Early Years (1st ed.). Routledge. https://doi.org/10.4324/9780203464946 |
| **EYE1100**  **PD** | PD – How to support children develop their gross and fine motor skills and the importance of developing fundamental movement skills | **2.2, 2.7, 2.8, 2.5**  **2.1, 2.2, 2.7, 2.8** | **2c, 2h, 2i, 2j, 2k** | <https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report> |
| **EYE1100 Maths** | 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. | **2.2, 2.7, 2.8, 2.5**  **2.1, 2.2, 2.7, 2.8** | 2c, 2h, 2i, 2j, 2k | 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. |  |
| **EYE1100 The Early Years Professional** | 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. | **2.1**  **2.4**  **2.5**  **2.7**  **2.8** | **2.a**  **2.d**  **2.e**  **2.f**  **2.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. |  |

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| **School Based Curriculum – Year 1** | | | | |
| **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  **Teaching:**  Apply strategies that support children during continuous provision  Understand how to interact effective with children to ensure progress is made  **Assessment:**  Check prior knowledge and understanding during continuous provision  **Subject Knowledge:**  Discuss and analyse strategies with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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. | 2.2, 2.7, 2.8, 2.5 | 2h, 2i, 2j, 2k | 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 |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Module** | **Session Content Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **EYE2010 Session 1 Reflective Practitioner** | 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 | 2.3, 2.4, 2.5, 2.6 | 2a, 2b | **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.** | Discussion and Questioning |
| **EYE2010 Session 2 Reflective Practitioner** | 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. | 2.2, 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. |  |
| **EYE**  **2005** | Gain a deeper understanding of how learning is impacted by a variety of factors and the interplay between them. | 1.2, 1.4, 1.6, 5.2, 8 1,8.2, 8.7 | 8c, 8.g, |  | Weekly mentor meetings  Lessons obs  Mentor and link tutor meetings |
| **EYE2009** | 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, 1.5, 1.6, 1.7  4.1, 4.5, |  | 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, |
| **EYE2007** | 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 – Session 1&2  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. | 2.1, 2.2, 2.3, 2.4, 2.7, 2.8 | 2a  2c,  2d,  2e  2h  2i  2j  2k | PE - OFSTED Research Review PE (2022).  GALLAHUE et al (2022) Understanding Motor Development  NCETM materials and videos. |

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| **School Based Curriculum – Year 2** | | | | |
| **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.  **Assessment:**  Check prior knowledge and understanding during lessons.  **Subject Knowledge:**  Encourage pupils to share emerging understanding and points of confusion so that misconceptions can be addressed.  Explaining how new content builds on what is already known.  Discuss and analyse strategies with expert colleagues. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF 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 | 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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***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **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** |
| **EYE 3005** | Critically reflecting on how previous research has helped us to understand current practice and apply that to our own research. | 1.2, 1.4, 1.6, 5.2, 8 1,8.2, 8.7 | 8c, 8.g, |  | A small scale research project |
| **EYE 3007** | Considering the purpose of a scheme of work, pros and cons and how to use a SoW to support planning; effectively adapting schemes to take the needs of individual learners into consideration and building on prior learning. | 1.1, 1.3, 1.6, 2.2, 2.6, |  |  |  |
| **EYE3009** | Reflecting on knowledge of child development and individual needs when considering the implementation of strategies to manage behaviour.  Reflection on effective teaching and how planning/ teaching lessons where all children are engaged, individual needs are met and children are appropriately challenged, has an impact on behaviour.  Consideration of responsibility in subject lead role of the importance ensuring curriculum sequencing. | 1.1, 1.3, 4.10, 5.1, 5.2, 7.3, 7.4, 7.5, 7.7  3.1 | 1b, 1c, 1d, 1e |  | Critical reflection and discussion |
| **EYE 3010**  **PP Preparations** | To understand what working memory is and how to use this knowledge to inform planning and aid development  To be able to plan sequentially using prior knowledge of children's capabilities and understand the importance of not introducing new ideas too quickly  To be able to plan opportunities for regular, purposeful practice and spacing practice to help consolidate learning  To be able to identify potential misconceptions and plan how to address these  To understand the role long term memory has in a child’s development and how it can change when children integrate new ideas with existing knowledge  To understand the role modelling can have in supporting children learn | 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9 | 2d, 2e, 2f, 2g, 2h. | 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>  *The Multiple Identities of the Reception Teacher : Pedagogy and Purpose*, edited by Anna Cox, and Gillian Sykes, SAGE Publications, Limited, 2016.  Beigi, R. and Routledge (Firm) (2021) *Early years pedagogy in practice : a guide for students and practitioners*. First edn. Abingdon, Oxon: Routledge, Taylor & Francis Group. | Critical reflection and discussion  Planning exercises |
| **EYE3010**  **Subject sessions** | Exploring the impact of dyscalculia on working and long term memory. Developing a range of ideas to support children with dyscalculia to learn and retain mathematical facts.  PD - Learning involves a lasting change in pupils’ capabilities in relation to their physical development  SSP – Trainees will learn that adherence and fidelity to the programme is vital to ensure children are successful in their learning.  Trainees will learn that intentional and incidental SSP teaching support children in embedding learning to their long term memory as well as providing opportunities to recall taught information.  Trainees will learn that it is important that all adults supporting children in their learning provide consistent worked models for the skills of blending and segmenting and the application of these. | 2.3, 2.4,  2.1, 2.7, 2.8  2.7  2.8  2.9 | 2d  2.c  2.b  2.d  2.j | Bird, R. (2021) *Dyscalculia Toolkit: supporting learning difficulties in maths*. London: Sage.  OFSTED Research Review PE (2022).  DfE Reading Framework (2023)  Waugh, D. & Gill, A. (2017) *Phonics: Getting it right in a week.* St Albans: Critical Publishing |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:**  Through discussion and observation with expert colleagues, consider the role of sequencing in curriculum design.  **Planning:**  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:**  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:**  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:**  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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| 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 | 1,2,3,4,5,6,7,8,9 | 1a,b,2,3a,3b,4a,4b,5a,5b, 6a,6b |  | Child profile |