**Primary Curriculum Map (Strand Planning)**

***Year 1 Undergraduate Full Time***

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| **University Curriculum – Year 1** | | | | | |
| **Overview of Content**  The development of the purpose and principles of planning. Developing an understanding of the three forms of planning, short-term, medium-term and long-term planning. Identifying the key elements of an effective lesson plan. Analysing schemes of work to inform lesson planning. Developing an understanding of the medium-term plans and how they can be used to develop sequential learning. Construct a long term plan ensuring progression in learning. Constructing a lesson plan, teaching according to the plan and evaluating the learning experience. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference)** | **Learn How**  **(ITTECF reference)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture 1**  **1 hour** | To understand the purpose and principles of planning.  To understand the evaluative planning cycle which is learner focused and should be informed by assessment of the children’s prior knowledge and understanding.  To know three levels of planning, short-term lesson plans, medium-term plans and long-term plans supported by specific examples.  To know Rosenshine’s 10 principles of instruction which can be used to effectively plan for learning and teaching.  To understand the key elements of short-term planning which are incorporated into the EH planning format.  Evaluate an example of a short-term lesson plan.  To know that short term planning can be supported by schemes of work and understand that these need to be adapted to accommodate the needs of the children. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Sewell, K., (2024) *Planning the Primary National Curriculum. A complete guide for trainees and teachers. (4th Edition)* London. Sage Publishing.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Introductory questions** to establish current knowledge about planning.  **Hinge questions** to be asked following the introduction of the lesson plan format to establish understanding before moving to the example lesson plan.  Provide opportunities for **trainees to ask questions** at intervals.  **Tutor Questioning**  Trainees can identify and discuss planning for effective teaching and learning when looking at a range of lesson plans-both their own and exemplar plans with peer and tutor support.  **Tutor observation and discussion**  Trainees can construct a lesson plan with peer and tutor support.  **Peer Review**  Trainees can identify the elements of a good lesson plan with tutor and peer support.  **Plenary questions** in relation to the learning outcomes regarding knowledge, understanding and skills. |
| **Seminar 1**  **1 hour** | To understand the structure of a scheme of work and consider how these can be used to support planning for learning and teaching.  To be able to use a scheme of work to plan a 15-minute micro teach for a group of children in KS1/KS2. The learning objectives from the scheme of work will support the planning process and provide links to NC but trainees are free to claim ownership of learning and teaching by incorporating their own activities and creative ideas to enable children to meet the learning objectives.  To be able to construct a lesson plan which includes learning objectives; key vocabulary; teacher questioning, resources, risk assessment, learning opportunities and assessment strategies. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Lecture 2**  **1 hour** | Review of previous learning:  Good planning leads to good teaching.  The process of planning for learning and teaching.  Teacher subject knowledge.  Short-term, medium-term and long-term planning.  To understand the principles of planning using a case study approach. Evaluate examples of long-term and medium-term planning and discuss how this ensures progression, enables good progress and informs short-term planning.  To understand the process of short-term planning by evaluating examples of planning using Rosenshine’s 10 principles of instruction.  To be able to identify teaching learning and assessment strategies including the use of modelling, explanation, scaffolding, and questioning.  Provide opportunities for questions to ensure trainees are prepared for the micro-teach session. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Seminar 2**  **1 hour** | **Micro-teach.**  To be able to use a lesson plan constructed from a scheme of work to support learning and teaching of a group of children from KS1/KS2.  To focus on teacher questioning to support learning and teaching when teaching a group of children in KS1/KS2.  To assess learning when teaching a group of children in KS1/KS2.  To observe and evaluate learning and teaching with a specific focus on teacher questioning and assessment of learning. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Seminar 3**  **1 hour** | **Micro-teach.**  To be able to use a lesson plan constructed from a scheme of work to support learning and teaching of a group of children from KS1/KS2.  To focus on teacher questioning to support learning and teaching when teaching a group of children in KS1/KS2.  To assess learning when teaching a group of children in KS1/KS2.  To observe and evaluate learning and teaching with a specific focus on teacher questioning and assessment of learning.  Guidance re preparation for professional practice. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Seminar 4**  **1 hour** | To evaluate learning and teaching by work in pairs to peer evaluate a group micro-teaching activity focusing on teacher questioning and assessment.  To identify areas of strength within a teaching activity and consider aspects for development and improvement.  To identify targets for planning for learning and teaching to support personal development on professional practice. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Lecture 3**  **1 hour** | Review experience of planning on professional practice.  Peer discussion re the planning skills developed during professional practice (starting point, difficulties encountered, support given, skills developed)  Working in pairs, evaluate lessons from professional practice. Consider…  Do learning objectives relate to the NC PoS?  Do the activities enable the children to meet the learning objectives?  Are teacher questions recorded to identify prior knowledge, assess learning etc.  Is key vocabulary identified?  Are resources identified? Is there evidence of how resources will be organised and managed?  Is H&S considered where appropriate?  Are a range of assessment methods considered? Etc.  Consider targets set by student/mentor and how they can be achieved on future professional practices. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Seminar 5**  **2 hours** | Review previous learning re the purpose of the three forms of planning - short-term, medium-term and long-term.  Return to the PE examples of long-term and medium-term planning and evaluate how progression in knowledge and skills is built into the planning structure.  Group work: Identify a topic/subject from the NC and produce a long-term plan which will enable the children to develop substantive and disciplinary knowledge in a progressive manner.  Group Work: Peer review the long term plans constructed by peers and provide feedback which identifies the strengths of the plan and possible areas for improvement. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |
| **Seminar 6**  **2 hours** | Review previous learning re the evaluative planning cycle and emphasise the central focus of the learner.  Review previous learning re EH planning formats introduced in the lecture, lesson plan and lesson sequences plan.  Introduce the NC programme of study and identify the statutory requirements.  Consider prior knowledge that the children might have and discuss importance of this in the planning process.  Discuss the first lesson in the sequence plan and identify disciplinary knowledge, substantive knowledge, resources and assessment etc.  Group Work: Trainees to complete lesson 2 and lesson 3 in the sequence.  Feedback ideas from trainees and discuss in terms of progression in children’s substantive and disciplinary knowledge.  Use the NC programme of study to identify what the children will learn next in the sequence.  Review learning using learning outcomes for knowledge, understanding and skills. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j |

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| **School Based Curriculum – Year 1** | | | | |
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| **Subject Specific Components/s** | **Learn That**  **(ITTECF reference)** | **Learn How**  **(ITTECF reference)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**   * the principles of planning.   By the end of this phase trainees **will understand:**   * the purpose of planning.   By the end of this phase trainees **will be able to:**  write effective plans for a range of lessons with support (whole class). | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Sewell, K., (2024) *Planning the Primary National Curriculum. A complete guide for trainees and teachers. (4th Edition)* London. Sage Publishing.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  Trainees will be able to write effective plans for a range of lessons with support (whole class).  Plans will showcase trainees’ understanding of effective teaching and learning. |

***Year 2 Undergraduate Full Time***

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| **University Curriculum – Year 2** | | | | | |
| **Overview of Content**  To understand the importance of planning for adaptive teaching.  To understand how to plan a sequence of learning including planning for progression, effective questioning, distributed and spaced learning, deployment of additional adults and support for children with EAL.  To understand how to plan to avoid cognitive overload. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference)** | **Learn How**  **(ITTECF reference)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture**  **1 hour**  The importance of planning for adaptive teaching.  **Seminar**  **2 hours**  How to plan a sequence of learning. | Review of previous learning to establish trainees understanding of planning following Y1 curriculum and professional practice.  Trainees to identify their development needs for lesson planning. Tutor to adapt content of the session in relation to the trainees needs.  To know Rosensine’s (2012) principles of instruction.  To understand how Rosensine’s princioples can be used to plan effectively for learning and teaching.  To be able to evaluate a lesson plan (EH example or personal plan from professional practice) reflecting upon the importance of prior knowledge, sequencing of learning objectives, identification of composite learning, and sequencing of learning opportunities.  To be able to review a sequence plan to identify planning principles including retrieval practice and adaptive learning. Recognise the role of teacher subject knowledge in the planning process.  To learn how to   * plan a sequence of learning to ensure progression. * plan effectively for additional adults. * plan for pupils with EAL. * chunk content to avoid cognitive overload. * plan for distributed and spaced learning.   To learn that   * questioning is an essential tool for teachers and key questions should be identified at the planning stage. * plans need to be adapted on the basis of pupil progress in the preceding lesson.   To be able to peer review sequence planning. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h, 5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Formative assessment of work in curriculum seminars**  Trainees will understand that learning is progressive, and plans should be flexible and adapted on the basis of pupil progress.  They will know how to design a sequence of learning.  They will be able to write effective medium-term plans which demonstrate sequences of learning.  Trainees will show that they understand how to plan a sequence of learning to ensure progression and incorporate a range of strategies for effective learning.  **Group Discussion and Reflection.**    **In-Session Questioning.** |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues plan a sequence of learning which includes progression of ideas, effective questioning, distributed and spaced learning, deployment of additional adults and support for children with SEND and/or EAL.  Observe how expert colleagues break tasks down into constituent components over a sequence of lessons.  **Planning:** Plan for lessons in all core and selected foundation subjects.  Discuss with expert practitioners how they embed adaptive approaches into planning.  Plan for the effective use of additional adults.  **Teaching:** Rehearse and refine chunking, scaffolding, and fading in lesson planning over a sequence of lessons.  Plan, teach and evaluate a series of lessons incorporating adaptive approaches to enable all children to access a rich curriculum.  **Assessment:** Plan for the use peer and self-assessment to aid and support independent learning.  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. Consider how this information can be used to inform next steps for learning.  **Subject Knowledge:**  Discuss and analyse with expert practitioners how to implement and review flexible groupings and use groupings to support learning and promote inclusion. | | | | |
| **Subject Specific Components/s** | **Learn That**  **(ITTECF reference)** | **Learn How**  **(ITTECF reference)** | **Links to Research and Reading** | **Formative Assessment** |
| By the end of this phase trainees **will know:**   * that learning is progressive, and plans should be flexible and adapted on the basis of pupil progress.   By the end of this phase trainees **will understand:**   * how to design a sequence of learning (MTP).   By the end of this phase trainees **will be able to:**   * write effective sequences of learning (MTP). | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  Sherrington. T., (2019) *Rosenshine’s Principles in Action.* Woodbridge. John Catt Education Ltd. | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will apply what they have learned by writing sequences of plans for several subjects. |

***Year 3 Undergraduate Full Time***

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| **University Curriculum – Year 3** | | | | | |
| **Overview of Content**  To develop an understanding of the importance of sequencing learning to ensure pupil progress including adapting schemes of work to incorporate adaptive learning for pupils with SEND, opportunities to revisit learning, metacognition, learning beyond NC, grouping pupils, behaviour and motivation. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference)** | **Learn How**  **(ITTECF reference)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar**  **2 hours** | Review of planning principles.  To be able to peer review planning from professional practice in relation to good practice including:   * the planning of learning within a sequence to demonstrate progression. * planning effectively for additional adults. * incorporating key questions to formatively assess learning including the use of hinge questions. * summative assessment strategies related to the learning objectives. * strategies for adapting learning in relation to assessment data in order to ensure pupil progress. * planning appropriately to support pupils with EAL if appropriate. * the chunking of content to avoid cognitive overload. * distributed and spaced learning.   To be able to Identify individual targets for professional practice in relation to planning for learning and teaching.  To understand the impact of planning regarding teacher workload. (DfE 2016)  Discussion regarding the processes that schools use to reduce teacher workload including the trainees experience in school.  Debate re the use of schemes of work across the curriculum. Identification of the advantages, and disadvantages of using schemes of work and the need to personalise learning.  To be able to identify criteria for analysing a scheme of work.  Evaluate a scheme of work to identify good practice in relation to the key planning principles:   * sequencing learning to demonstrate progression. * key questions for formative assessment. * summative assessment strategies. * adapting learning. * the chunking of content to avoid cognitive overload. * distributed and spaced learning.   To understand and be able to Identify aspects of planning that need to be considered when implementing the scheme of work e.g. the deployment of additional adults, support for children with EAL and/or SEND, and challenge for more able children.  Annotate the scheme of work accordingly. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Lockyer. S., (2016) *Lesson Planning for Primary School Teachers.* Bloomsbury Publishing.  Planning and Resources Review Group (2016) *Eliminating unnecessary workload around planning and teaching resources. London. Department for Education.*  [Eliminating unnecessary workload around planning and teaching resources (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511257/Eliminating-unnecessary-workload-around-planning-and-teaching-resources.pdf) | **Peer Assessment**  Trainee understanding of the principles of planning.  **Formative assessment of work in curriculum seminars** |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:**  Observe how expert colleagues identify, plan for and implement reasonable adjustments for children with identified Special Educational Needs.  **Planning:**  Work closely with other teachers, SENco and members of the staff team to implement reasonable adjustments within and beyond the classroom.  Plan for children who may need adaptations beyond the classroom to support their social inclusion.  **Teaching:**  Observe, plan for and implement reasonable adjustments for children with identified special Educational Needs and Disability.  **Assessment:** Discuss with expert colleagues’ summative assessment and how formative and summative data is used to inform next steps in planning for learning and teaching.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues and consider how personal subject knowledge can be used to plan creative opportunities for learning and teaching. | | | | |
| **Subject Specific Components/s**  **(Use language “to know”, “to understand”, “to be able to”)** | **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** |
| By the end of this phase trainees **will know:**   * that sequences of learning must break down learning into small steps to take account of all learners (including those with SEND) from the outset.   By the end of this phase trainees **will understand:**   * the purpose and value of planning documentation for a range of adults and the importance of being mindful regarding workload.   By the end of this phase trainees **will be able to:**   * develop effective medium-term planning sequences which are informed by assessment of children’s learning and consider the range of needs of pupils in their class. | 3.1; 3.2; 3.4; 3.7  4.1; 4.2; 4.6; 4.8  5.1; 5.3; 5.4  6.1; 6.3; 6.4  7.4 | 2.a; 2.c  3.g  4.n  5.h  5.j | Rosenshine’s 10 Principles [Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)](https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf)  Briggs. S., (2016) *Meeting Special Educational Needs in Primary Classrooms.* Oxon: Routledge.  Glazzard, J. and Green, M., (2022) *Learning to Be a Primary Teacher.* London: Critical Publishing.  Serret, N. and Gripton, C., (2021*) Purposeful Planning for Learning: shaping learning and teaching in the primary school.* London: Rutledge.  . | **Weekly Development Summary**  **Lesson Observations**  **Link Tutor**  In school, trainees will demonstrate that they have a secure understanding of all 3 levels of planning. |