**Primary Early Years (3-7 years) Initial Teacher Education: Curriculum Plan**

**Subject/Strand: Expressive Arts and Design: Creating with Materials and Design and Technology Postgraduate Programme**

**Links to Practical knowledge, Substantive/theory, Disciplinary**

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| **Curriculum Vision:****Through our initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary Early Years teacher trainees will**:• be able to plan and teach high quality design and technology national curriculum lessons and early years foundation stage provision for expressive arts and design: creating with materials• gain knowledge and understanding to develop a range of skills, learning behaviours and attitudes to support progress across the curriculum• know that high quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation• develop confidence and promote an enthusiasm for design and technology and believe all children can be successful in the subject regardless of social background or other circumstances and that this is our moral purpose as educators |
| **Phase 1** |
| **University Based Learning** | **School Based Learning – Introductory** |
|  | **Learn That** | **Learn How** | **Learn That** | **Learn How** |  |
| **Component Knowledge** | * ‘Expressive Arts and Design: Creating with Materials’ (EAD:CwM) is one of the specific areas of learning in the Early Years Foundation Stage (EYFS) statutory framework that specifies the requirements for learning and development

**LT 2.1, LT 3.3, LT 3.7** | * To articulate the value of EAD:CwM to develop children’s artistic awareness that supports their imagination and creativity through exploring with a range of materials to develop their understanding, self-expression, vocabulary and ability to communicate

**LH 1.1, LH 1.2, LH 2.2, LH 2.8** |  | * EAD:CwM is integrated as a specific area into the curriculum

**LH 3.3** | **Intent** |
| * The EYFS curriculum is underpinned by the Characteristics of Effective Learning (CoEL) and this should be reflected in children’s engagement in EAD:CwMcreating, designing and making experiences

**LT 1.1, LT 1.5, LT 2.1 LT 3.6** | * The CoEL supports children’s learning and development through EAD:CwM

**LH 1.1, LH1.2, LH 1.3, LH 1.4, LH 3.14** |   | * EAD:CwM and the CoEL are integrated into provision

**LH 1.1, LH 1.2, LH 1.3, LH 1.4, LH 3.14** |
| * Foundational knowledge and skills of design and making are built primarily through EAD:CwM and children require access to a variety of high-quality resources to enable them to be creative to design, make and evaluate

**LT 2.2, LT 3.2, LT 4.2** | * To recognise essential knowledge and skills: designing, making and evaluating

**LH 3.1, LH 3.4, LH 4.1** |  |  |
| * EAD:CwM is connected with other aspects of the curriculum due to the holistic nature of the EYFS

**LT 3.2, LT 3.7** |  |  | * Observe and identify ways in which EAD:CwM is connected to other areas of the EYFS curriculum

**LH 3.1, LH 3.2, LH 3.3** |
| * Secure subject knowledge in design and technology (D&T) is required to teach EAD:CwM

**LT 3.1, LT 3.2** | * To develop subject knowledge in D&T using available resources

**LH 3.1, LH 8.1, LH 8.4** | * Subject knowledge in D&T is essential to inform planning, teaching and assessing in EAD:CwM

**LT 3.2** | * To use subject knowledge in design, making and evaluating effectively to plan, teach, assess and evaluate an adult-led activity in a nursery setting

**LH 2.1, LH 2.2, LH 2.3, LH 3.1, LH 3.4** |
| * EAD: CwM involves exploration of materials, safely using tools, elements of design, exploration of technique, constant evaluation and opportunities to be creative

**LT 3.1** | * Open-ended access to materials such as loose parts and tools for regular and repeated practice can provide challenge and support children’s acquisition of knowledge and skills

**LH 2.7, LH 2.8 , LH 2.10, LH 3.4** |  |  |
| * Exploring with materials allows children to express, explore and communicate effectively either verbally or non-verbally

**LT 3.2, LT 3.5, LT 3.6, LT 3.7** | * Children’s individual perspectives will be captured when creating for a specific purpose such as objects/props to support role-play

**LH 4.1** |  |  |
| * Learning in EAD:CwM takes place through explicit teaching in adult-led focused activities through scaffolding and modelling and through well-planned continuous provision

**LT 3.5, LT 4.2, LT 4.3, LT 4.4, LT 4.9** | * Recognise that young children will learn through expert adult support to scaffold, model and guide combined with opportunities in play through continuous provision to promote inquiry and problem solve

**LH 4.1, LH 4.2, LH 4.3, LH 4.10** |  | * An experienced teacher uses direct instruction to support children to develop designing, making and evaluating knowledge and skills in EAD:CwM

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Observing children in continuous provision supports and develops learning EAD:CwM by enabling prior learning to be identified and misconceptions to be anticipated and addressed

**LT 2.2, LT 2.6, LT 4.4, LT 5.2** | * Observation of children supports identifying children’s prior knowledge and anticipating and addressing children’s misconceptions which are usually based on their experience

**LH 2.1, LH 2.5, LH 2.6** |  | * An experienced teacher uses observation to support children to develop designing and making knowledge and skills in EAD:CwM

**LH 4.1, LH 4.2, LH 4.3, LH 4.11** |
| * Inclusive approaches in adult-led and continuous provision EAD:CwM activities will support all learners

**LT 5.3, LT 5.7** | * Adapting practice in EAD:CwM focusing on designing and making supports different learners such as SEND and EAL as well as providing challenge

**LH 2.11, LH 5.1, LH 5.2, LH 5.8** | * EAD:CwM planning and teaching needs to be adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) to ensure their individual progress with mentor support initially

**LT 4.2, LT 5.2, LT 5.3, LH 5.5** | * To adapt planning and teaching to be inclusive for all learners with initial support from the mentor

**LH 5.2, LH 5.5** |
| * The role of the adult is important to facilitate and offer enriching language and new vocabulary in EAD:CwM

**LT 3.10, LT 4.7** | * To develop contexts to develop children’s vocabulary

**LH 3.21, LH 4.13, LH 4.15** |  |  |
| * Use of questioning checks prior knowledge, assesses and scaffolds learning in EAD:CwM

**LT 4.6, LT 5.1, LT 6.1** | * Open questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support progress in EAD:CwM

**LH 5.12, LH 6.6, LH 4.15** | * A teacher’s use of questioning can ascertain prior knowledge, further learning and assess children’s knowledge and understanding in EAD:CwM

**LT 4.6, LT 5.1, LT 6.1** | * With initial mentor support, use effective questioning to ascertain prior knowledge, further learning and support assessment in EAD:CwM

**LT 4.6, LT 5.1, LT 6.1** |
| * Learning of skills and knowledge through EAD:CwM needs to be sequenced carefully to facilitate transferral to the long term memory and this is supported by children learning new ideas by linking those ideas to existing knowledge and organising information (schemata), repeated practice, supporting retrieval and avoiding overloading working memory

**LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** | * The ways children learn impacts on progress and how relevant research and theory shapes classroom practice

**LH 2.2, LH 2.3, LH 2.7, LH 2.10, LH 3.10, LH 4.5, LH 8.1** | * A teacher carefully sequences their teaching to support schemata, repeated practice, retrieval and avoiding overloading working memory

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2**   | * With support from the mentor, begin to sequence teaching to reflect a developing understanding of how memory affects learning

 **LT 2.3, LT 2.4, LT 2.7, LT 2.8, LT 3.7, LT 4.2** |
| * Learning Outside the Classroom (LOtC) supports children in EAD:CwM

**LT 2.1** | * To identify opportunities for LOtC that involve designing, making and evaluating for example using large construction materials

**LH 2.7, LH 3.1** | * Outdoor learning is an essential part of provision to develop knowledge and skills for designing and making

**LH 2.7** | * To engage in outdoor learning through provision and/or adult led learning to develop knowledge and skills for designing and making

**LH 2.7, LH 3.1** |
| **Assessment** | **Assessment: University Based Learning** | **Assessment: School Based Learning** |  |
| Formative assessment approaches: * Initial confidence and subject knowledge audit
* Tutor questioning
* Peer discussions and focused tasks – plan for adult-led learning and provision using a story
* Subject Progress reviews - PebblePad portfolio reflections
 | Assessed throughout Professional Practice 1: Introductory * Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress report
* Reflections in blue book including child observation
 | **Impact** |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * That EAD:CwM in the EYFS curriculum develops imagination and creativity through exploring with a range of materials
* Some key features of planning, teaching and assessing in EAD: CwM
 | * That EAD:CwM involves learning and teaching of designing, making and evaluating

Some different pedagogical approaches that can be to support learning in EAD:CwM to enable all children to make good progress | Plan quality EAD:CwM adult led activity/ties and an aspect in continuous provision with the support of mentors that considers prior learning, adaptive teaching, subject-specific pedagogy and assessment |
| **Research** | **KEY RESEARCH****That trainees will know that informs teaching and learning in Science**  |
| * BENSON, C. and LAWSON, S. (eds) (2017) Teaching design and technology creatively
* DESIGN AND TECHNOLOGY ASSOCIATION [www.data.org.uk](http://www.data.org.uk)
* DFE., 2021. Development Matters
* DFE., 2021. Early Years Foundation Stage Statutory Framework
* DFE., 2021. Exemplification videos and Areas of Learning videos: <https://www.youtube.com/playlist?list=PL7914115EB65911A5>
* EARLY EDUCATION., 2021. Birth to Five Matters
* FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/3-5-years/>
* PALAIOLOGOU, I., 2021. The early years foundation stage : theory and practice.
* SAVVA, A. and ERAKLEOUS, V., 2018. “Play-Based Art Activities in Early Years: Teachers’ Thinking and Practice.
* Tassoni, P., 2021. Revised EYFS – In focus… Expressive arts and design (Nursery World) <https://www.nurseryworld.co.uk/features/article/revised-eyfs-in-focus-expressive-arts-and-design>
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| **Phase 2** |
| **University Based Learning** |
|  | **Learn That** | **Learn How** |  |
| **Component Knowledge** | * There are links between EYFS EAD:CwM and National Curriculum (NC) Design and Technology (D&T) and progression of knowledge and skills

**LT 3.1. LT 3.3** | * Young children's knowledge, skills and understanding progress from the EYFS EAD:CwM to NC D&T

**LH 3.1, LH 3.3, LH 3.4** | **Intent** |
| * D&T is one of the foundation subjects with its own rationale, identity, benefits, key values and underpinning principles such as the iterative process of designing and making

**LT 1.6, LT 3.1, LT 3.2, LT 3.3. LT 3.5** | * To articulate the value of D&T in the curriculum and the iterative process

**LH 3.1** |
| * There are two strands to NC D&T: the first is organised into: design, make, evaluate and technical knowledge (substantive knowledge) and utilising these knowledge and skills (disciplinary knowledge) and the second is cooking and nutrition

**LT 3.1** |  |
| * Secure subject specific knowledge is needed for D&T to support children mastering key knowledge and specific technical knowledge and skills associated with different strands skills and develop critical thinking

**LT 3.2, LT 3.3, LT 3.6** | * To use research develop and deepen subject knowledge and associated vocabulary

**LH 8.2** |
| * Children need to investigate and evaluate existing products before designing their own

**LT 2.2** | * To provide opportunities for children to research and evaluate existing products

**LH 2.4, LH 3.10, LH 3.14** |
| * Products are designed and made with a specific need/problem in mind and have a specific audience and they are designed using strategies such as annotated drawings and mock ups

**LT 2.9** | * To provide appropriate and meaningful scenarios for children to design a simple product in accordance with a design brief

**LH 4.10** |
| * Products are made using a variety of materials and tools including construction materials and textiles and that there are specific skills and technical knowledge that needs to be taught such as mechanisms

**LT 3.2. LT 3.3, LT 3.4, LT 3.5, LT 3.6** | * Design and make products using a simple mechanism such as a slider, pop-up, wheel and fixed pivot

**LH 3.4, LH 3.5** |
| * Appropriate tools and resources need to be provided for children to select from to make their product and there are basic health, safety and food hygiene rules e.g. children need to be taught how use simple tools such as scissors and sewing needles safely

**LT 3.5** | * To identify basic skills that children require for specific making tasks and teach these skills, including rules for health and safety and managing risk

**LH 4.5** |
| * Products need to be evaluated for their effectiveness using simple criteria with the initial brief in mind

**LT 6.4, LT 6.5, LT 6.6** | * To support children in evaluating the effectiveness of their finished products against a given criteria.

**LH 4.13** |
| * There are advantages to children working collaboratively, such as encouraging high quality classroom talk to articulate key ideas, consolidate understanding and develop and extend subject-specific D&T vocabulary

**LT 2.7, LT 3.10, LT 4.7, LT 4.9** | * Developing strategies such as paired working can support learning of key D&T techniques and vocabulary can help to embed learning in children’s long-term memory

**LH 3.20, LH 4.1,** **LT 4.7** |
| * Medium-term plans for a series of lessons identify the composite knowledge, component knowledge and a carefully structured sequence of learning reflecting the design, make, evaluate process to support remembering and knowing more

**LT 3.1, LT 3.3, LT 3.5** | * A series of lessons in D&T are clearly sequenced using a four/five step process to break down learning into components in order to support children’s progress of key knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** |
| * Short-term plans identify a clear sequence of learning to build on prior learning, connect knowledge and skills and by clearly sequencing components to facilitate progress towards a composite outcome within a lesson (small steps so not to overload the working memory)

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 3. 3, LT 4.2** | * Single lessons in D&T are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, practice and retrieval of key concepts, knowledge and skills

**LH 2.4, LH 3.1, LH 3.6, LH 4.1** |
| * Strategies for adaptive teaching in D&T include questioning, targeted support, flexible groupings and deployment of TAs

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** |  |
| * Formative assessment in D&T provides information about children’s knowledge and skills during the lesson

**LT 6.1** | * Formative assessment informs teaching and learning and strategies include prior-learning, questioning and identifying misconceptions

**LH 6.1, LH 6.5** |
| **Phase 2** |
| **School based learning - Developmental** |
|  | **Learn That** | **Learn How** |  |
|  | * A school’s EYFS EAD:CwM/NC D&T curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn within a coherent wider vision for successful learning

**LT 3.1** |  |  |
| * Schools have high-quality medium-term EYFS EAD:CwM/NC D&T that breaks down learning into carefully sequenced component knowledge that scaffolds learning

**LT 2.8, LT 4.2** | * Use the school’s medium-term EYFS EAD:CwM/NC D&T plans to identify the sequence of learning used and how this chunks content so as not to overload working memory

**LH 2.1, LH 2.3, LH 3.3, LH 4.1** |
| * A secure level of subject knowledge is needed for the EYFS EAD:CwM/NC D&T lesson/activity/provision being planned for and taught to impact on children’s learning

**LT 3.2** | * To plan EYFS EAD:CwM/NC D&T lesson/s/activities/provision using their developed subject knowledge reflecting the purpose, aims and programme of study **OR** observe lessons focused on the subject knowledge of the teacher

**LH 3.1** |
| * Teachers plan EYFS EAD:CwM/NC D&T lessons by breaking key learning down into small steps to avoid cognitive overload

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 4.2** | * To sequence components of EYFS EAD:CwM/NC D&T learning beginning with prior learning that will support children to make progress and reach their composite outcomes across a lesson **OR** observe a EYFS EAD:CwM/NC D&T lesson/activity being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload

**LH 2.4, LH 4.1** |
| * Retrieval practice for key EYFS EAD:CwM/NC D&T knowledge and skills is vital to ensure that children know more and remember more

**LT 2.7, LT 2.8, LT 2.9, LT 2.11** | * With initial support from the mentor, plan and teach **OR** observe EYFS EAD:CwM/NC D&T lesson/s that support recall and retrieval so children remember more and know more

**LH 2.4, LH 2.8, LH 2.9, LH 4.1** |
| * Teachers plan for adaptive teaching such as flexible groupings and deployment of TAs and also adapt during their lessons according to the needs of the particular groupings to be fully inclusive of all learners

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * With initial mentor support, to plan and teach EYFS EAD:CwM/NC D&T lesson/s/activities/provision that are reflective of adaptive teaching practice to impact on children’s progress **OR** observe lesson/s/activities/provision that demonstrate adaptive and inclusive practice

**LH 5.1, LH 5.2, LH 5.12** |
| * Questioning, modelling and scaffolding are essential to support recall and retrieval in order for children to make progress in EYFS EAD:CwM/NC D&T

**LT 4.2, LT 4.3, LT 4.4, LT 4.6** | * With initial mentor support, to plan for EYFS EAD:CwM/NC D&T using effective questioning, modelling and scaffolding to aid learning and progress **OR** observe how teachers use adaptive teaching, effective questioning, modelling and scaffolding aiding learning and progress

**LH 3.1, LH 3.4, LH 4.6** |
| * Teachers use a variety of efficient formative assessment strategies to assess learning in EYFS EAD:CwM/NC D&T

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * With initial mentor support, to plan and teach EYFS EAD:CwM/NC D&T lesson/s/activities/provision that uses formative assessment effectively to inform future lessons **OR** observe how a teacher uses formative assessment

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** |
| * Developing cultural capital and social justice and representing diversity, gender in EYFS EAD:CwM/NC D&T is important to inspire, motivate and be inclusive

**LT 1.2, LT 1.4, LT 1.5, LT 1.6** | * To develop cultural capital, diversity and gender in EYFS EAD:CwM/NC D&T

**LH 1.2, LH 1.5** |
| **Assessment** | **Assessment: University Based Learning** | **Assessment: School Based Learning** | **Impact** |
| Formative assessment approaches: * Subject audit
* Tutor questioning
* Peer discussions and focused tasks
* Recall quizzes
* Subject Progress reviews - PebblePad portfolio reflections
 | Assessed throughout Professional Practice 2: Developmental* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress reports
* Reflections in blue book
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * Key content regarding of EAD:CwM focusing on imagination, creativity in EYFS and the iterative nature NC D&T
* Features of effective planning, teaching and learning in EYFS EAD:CwM/NC D&T such as questioning, addressing misconceptions and developing vocabulary
 | * The different pedagogical approaches that can be used to support learning in EYFS EAD:CwM/NC D&T
* How to adapt teaching to meet the needs of all children within any classroom as well as stretching pupils’ talents and interests
 | * Plan and teach quality EYFS EAD:CwM/NC D&T lesson/s, with initial support from a mentor, that sequences learning and considers prior learning, adapting teaching, subject specific pedagogy and assessment
 |  |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Science** |
| * BENSON, C. and LAWSON, S. (eds) (2017) *Teaching design and technology creatively*. Abingdon, Oxon: Routledge (The learning to teach in the primary school series)
* BRYCE-CLEGG, A., 2021., Talking EYFS – Expressive Arts and Design (blog) <https://www.tts-group.co.uk/blog/2021/09/03/eyfs-2021-expressive-arts-and-design.html>
* D.A.T.A (2021) Teaching D&T: Food in Primary Schools,
* DESIGN AND TECHNOLOGY ASSOCIATION [www.data.org.uk](http://www.data.org.uk)
* DfE (2013) The National Curriculum
* DFE., 2021. Development Matters
* DFE., 2021. Early Years Foundation Stage Statutory Framework
* DFE., 2021. Exemplification videos and Areas of Learning videos: <https://www.youtube.com/playlist?list=PL7914115EB65911A5> EARLY EDUCATION., 2021. Birth to Five Matters
* FLINN, E. and PATEL, S. (2016) The really useful primary design and technology book: subject knowledge and lesson ideas. Milton Park, Abingdon, Oxon: Routledge, Taylor & Francis Group (The really useful series).
* FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/5-7-years/>
* HOPE, G. (2020) Mastering primary design and technology. Edited by J. Roden and J. Archer. London, England: Bloomsbury Academic (Mastering primary teaching series).
* International Journal of Technology and Design Education
* MOHAMMED, R., 2018. Creative Learning in the Early Years
* PALAIOLOGOU, I., 2021. The early years foundation stage : theory and practice.
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| **Phase 3** |
| **University Based Learning** |
|  | **Learn That** | **Learn How** |  |
| **Component Knowledge** | * Secure subject, pedagogical and curriculum knowledge is essential to teach EYFS EAD:CwM/NC D&T

**LT 3.2** | * To deepen subject knowledge using key research and resources and take ownership of this process

**LH 8.2** | **Intent** |
| * When planning for learning in EYFS EAD:CwM/NC D&T, clear sequencing of components is needed to facilitate progress towards a composite outcome within a lesson and sequence of lessons

**LT 2.1, LT 2.2, LT 2.4, LT 3.1, LT 4.2** | * Single lessons and sequences of lessons in EYFS EAD:CwM/NC D&T are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, practice and retrieval

**LH 2.4, LH 4.1** |
| * The importance of developing an enabling environment supporting the CoEL by providing high quality EYFS EAD:CwM opportunities for children to develop knowledge and skills and where misconceptions can be addressed

**LT 2.6, LT 3.4** |  |
| * Well sequenced EYFS EAD:CwM/NC D&T lesson/series of lessons include the use of retrieval strategies and regular practice will help to embed learning in children’s long-term memory

**LT 2.7, LT 2.8, LT 4.2** |  |
| * Ways of adapting teaching in EYFS EAD:CwM/NC D&T can include flexible groupings, targeted support and deployment of teaching assistants (TAs) to ensure progress for all including children with SEND and EAL, those who are disadvantaged (pupil premium) and those who require stretch and challenge

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * Adaptive teaching in EYFS EAD:CwM/NC D&T needs to be planned for in order to impact on all groups progress either to scaffold and challenge

**LH 5.1, LH 5.2, LH 5.12** |
| * Different pedagogical approaches are needed for effective EYFS EAD:CwM/NC D&T teaching that are supported by questioning, modelling and scaffolding

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** |  |
| * Behaviour management and classroom management for effective grouping are vital to support successful practical experiences

**LT 1.1, LT 5.5, LT 7.1** | * To consider behaviour and classroom management approaches that could be used during practical experiences

**LH 7.2, LH 7.3** |
| * There are connections to other curriculum areas, transferable skills, learning behaviours and attitudes that can be used and developed through high quality EYFS EAD:CwM/NC D&T provision

**LT 1.1, LT 1.3, LT 2.5, LT 7.1, LT 7.2, LT 7.4** | * To build on pupil’s prior learning and knowledge in other curriculum areas to support learning inEYFS EAD:CwM/NC D&T

**LH 2.7** |
| * Formative assessment in EYFS EAD:CwM/NC D&T includes efficient strategies such as identifying prior- learning, questioning, identifying misconceptions, retrieval exercises and feedback including that mistakes are part of the learning process which are important to monitor children’s progress

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.6, LT 6.7** | * Formative assessment opportunities should be efficient, identified on planning and clearly link to lesson objectives and when teaching formative assessment information is gathered in readiness for the next lesson

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** |
| * There is a purpose and progression to assessment in EYFS EAD:CwM/NC D&T in terms of skills and knowledge within each strand

**LT 2.5, LT 2.6, LT 2.7, LT 6.4, LT 6.6, LT 6.7** | * Skills and knowledge progress within each stage of EYFS EAD:CwM/NC D&T

**LH 2.3, LH 2.7** |
| * There are government approved organisations in supporting the teaching and learning of D&T (Design and Technology Association, National Expert group for Design and Technology)

**LT 8.3, LT 8.7** | * There are opportunities for continued professional development and support through organisations such as DATA (Design and Technology Association).

**LH 8.3** |
| **Phase 3** |
| **School Based Learning - Consolidation** |
|  | **Learn That** | **Learn How** |  |
|  | * Teachers utilise strong subject, curriculum and pedagogical knowledge to plan EYFS EAD:CwM/NC D&T lessons/activities/provision by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval

**LT 2.1, LT 2.2, LT 2.4, LT 2.7, LT 2.8, LT 3.1, LT 3.2, LT 3.3, LT 4.2** | * To sequence components of essential concepts, knowledge and skills across a lesson and/or series of lessons/activities in EYFS EAD:CwM/NC D&T that will support children to make progress and reach their composite outcomes by breaking key learning down into small steps, checking prior learning, anticipating misconceptions, developing schemata alongside avoiding overloading working memory, repeated practice and developing recall and retrieval **OR** observe an EYFS EAD:CwM/NC D&T lesson being taught with a focus on the key elements above

**LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.1, LH 3.4, LH 4.1** |  |
| * Supporting children to learn in EYFS EAD:CwM/NC D&T through first hand practical activity and by questioning, modelling and scaffolding are essential to support recall and retrieval

**LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | * Use practical methods, processes and skills to teach EYFS EAD:CwM/NC D&T using effective questioning, modelling and scaffolding aiding learning and progress

**LH 3.1, LH 3.4, LH 4.6** |
| * Teachers plan for adaptive teaching such as deployment of TAs and also adapt during their EYFS EAD:CwM/NC D&T lessons/activities/provision according to the needs of the particular groupings to be fully inclusive of all learners

**LT 5.1, LT 5.3, LT 5.4, LT 5.5, LT 5.7, LT 8.5** | * To plan and teach EYFS EAD:CwM/NC D&T that are reflective of adaptive teaching practice to impact on children’s progress

**LH 5.1, LH 5.2, LH 5.12** |
| * Effective behaviour management and class grouping impacts on learning and progress

**LT 1.4, LT 5.5, LT 7.1. LT 7.2, LT 7.4** | * To plan and teach effective lessons by considering appropriate behaviour management strategies and class groupings to organise practical lessons

**LH 2.9, LH 5.1, LH 5.2, LH 5.5, LH 5.7, LH7.2, LH 7.9** |
| * Planning for talk in EYFS EAD:CwM/NC D&T fosters development in technical vocabulary

**LT 4.7** | * Plan and teach EYFS EAD:CwM/NC D&T lesson/s that promote talk to develop technical vocabulary

**LH 4.1,** **LT 4.7** |
| * Teachers use a variety of efficient formative assessment strategies to assess learning in EYFS EAD:CwM/NC D&T

**LT 6.1, LT 6.3, LT 6.4, LT 6.5, LT 6.7** | * To plan and teach EYFS EAD:CwM/NC D&T lesson/s that uses formative assessment effectively to inform future lessons

**LH 6.1, LH 6.4, LH 6.5, LH 6.6, LH 6.7, LH 6.8, LH 6.10** |
| **Assessment** | **Assessment: University Based Learning** | **Assessment: School Based Learning** | **Impact** |
| Formative assessment approaches: * Full subject knowledge audit
* Tutor questioning
* Peer discussions and focused tasks
* Subject Progress reviews - PebblePad portfolio reflections
* Professional viva
 | Assessed throughout Professional Practice 3: Consolidation* Weekly Development Summary – assessing progress on a weekly basis focusing on key strands of the EHU curriculum which includes discussion focus tasks
* Lesson observations – subject specific feedback
* Progress reports
* Reflections in blue book including child observation
 |
| **Composite Knowledge** | **Composite knowledge/understanding/skills** |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| * Make informed decisions about planning, teaching and assessing learning for the phase in which they are teaching based on the appropriate level of subject knowledge
* How to plan for the needs of the learners within their school-based placement
 | * How to use a school’s medium-term sequenced plans and schemes of work as a starting point to sequence learning
* How to plan and teach for effective learning in EYFS EAD:CwM/NC D&T by carefully sequencing learning to best facilitate transferal to long term memory
 | * Use subject and curriculum knowledge to plan and teach EYFS EAD:CwM/NC D&T lesson/s which use specific pedagogies and enquiry skills to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning, adapts teaching and integrates formative assessment
 |
| **Research** | **KEY RESEARCH****That Trainees will know that informs teaching and learning in Science** |
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* BRYCE-CLEGG, A., 2021., Talking EYFS – Expressive Arts and Design (blog) <https://www.tts-group.co.uk/blog/2021/09/03/eyfs-2021-expressive-arts-and-design.html>
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* DESIGN AND TECHNOLOGY ASSOCIATION [www.data.org.uk](http://www.data.org.uk)
* DfE (2013) The National Curriculum
* DFE., 2021. Development Matters
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* FOOD A FACT OF LIFE <https://www.foodafactoflife.org.uk/5-7-years/>
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* MOHAMMED, R., 2018. Creative Learning in the Early Years
* PALAIOLOGOU, I., 2021. The early years foundation stage : theory and practice.
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