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

**Subject/Strand: Expressive Arts and Design: Creating with Materials and Design &Technology Undergraduate Programmes**

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

## Curriculum Vision:

**Through our initial Teacher Education Curriculum, it is our intention that all Edge Hill Primary Early Years teacher trainees will**:

* *Develop confidence and promote an enthusiasm for the early years foundation stage (EYFS) specific area Expressive Arts and Design: Creating with Materials (EAD:CwM) and national curriculum design and technology (D&T) and believe all children can be included and successful regardless of social background or other circumstances and that this is our moral purpose as educators*
* *Know that a high-quality EYFS EAD:CwM curriculum develops children’s imagination and creativity and that national curriculum D&T education makes an essential contribution to the creativity, culture, wealth and well-being of the nation*
* *Support children’s progress from the EYFS to the design and technology national curriculum and across each curriculum by developing knowledge and understanding of the iterative process and technical knowledge and skills*
* *Be able to plan, deliver and enhance high-quality EYFS provision for EAD:CwM and be able to plan and teach high-quality design and technology national curriculum lessons*

## Phase 1

| **University Based Learning** | | | **School/Practical Based Learning – Introductory** | | |
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| **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** | **Assessment** |  |
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| Formative assessment approaches:     * Initial confidence and subject knowledge check * In-session retrieval activities/questioning * In-session directed tasks * Peer discussions and focused tasks * Learning Journey – ongoing subject reflections in EYE1009 area of electronic portfolio   Summative approaches:  EYE 1009 - presenting two teaching resources for selected areas of learning supported by underpinning theoretical rationale | 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 | **Impact** |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** | | |  |
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| *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 RESEARCHThat trainees will know that informs teaching and learning in D&T |
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| * 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> |

## Phase 2

| **University Based Learning** | | | | | **School/Practical Based Learning – Developmental** | | | |
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| **Learn That** | | **Learn How** | | | **Learn That** | | **Learn How** | |
|  | * There are links between EYFS EAD:CwM and National Curriculum (NC) Design and Technology (D&T) and progression of knowledge and skills in the programmes of study from key stage 1 to 2   **LT 3.1. LT 3.3** | | * Young children's knowledge, skills and understanding progresses from the EYFS EAD:CwM to NC D&T   **LH 3.1, LH 3.3, LH 3.4** | * Identifying prior-learning, misconceptions and building on knowledge and skills from EYFS EAD:CwM is important when planning and teaching D&T   **LT 2,2, LT 2.6, LT 3.4, LT 4.2** | |  | |  |
| * 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** | * A school’s primary D&T curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the NC within a coherent wider vision for successful learning   **LT 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** | |  | * Retrieval practice for key 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** | |  | |
| * Secure subject specific knowledge is needed for D&T to support children mastering key knowledge and 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 and take ownership of this process   **LH 8.2** | * A secure level of subject knowledge is needed for the PoS being planned for and taught to impact on children’s learning   **LT 3.2** | | * To plan D&T lesson/s using their developed subject knowledge reflecting the purpose, aims and programme of study of D&T in KS1 following the iterative design process **OR** observe lessons focused on the subject knowledge of the teacher reflecting the relevant part of iterative design process   **LH 3.1** | |
| * 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   **LT 3.2. LT 3.3, LT 3.4, LT 3.5, LT 3.6** | | * Developing and practising technical skills is essential to support designing and making products   **LH 3.4, LH 3.5** | * When planning and teaching for D&T, there is specific technical knowledge and skills associated with different strands of D&T   **LT 3.2, LT 3.3** | |  | |
| * 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** | * Schools have high-quality medium-term D&T plans that break down the NC end points into carefully sequenced component knowledge that scaffolds learning   **LT 2.8, LT 4.2** | | * Use the school’s medium-term 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** | |
| * 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** | * Teachers utilise strong subject and curriculum knowledge to plan 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 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 D&T lesson being taught with a focus on how the teacher sequences learning and chunks content to avoid cognitive overload   **LH 2.4, LH 4.1** | |
| * Well sequenced 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** | |  |  | | * With initial support from the mentor, plan and teach **OR** observe 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** | |
| * Ways of adapting teaching in 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 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** | * 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 D&T lesson/s that are reflective of adaptive teaching practice to impact on children’s progress **OR** observe lesson/s that demonstrate adaptive and inclusive practice   **LH 5.1, LH 5.2, LH 5.12** | |
| * Different pedagogical approaches are needed for effective D&T teaching that are supported by questioning, modelling and scaffolding   **LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | |  | * Questioning, modelling and scaffolding are essential to support recall and retrieval in order for children to make progress in D&T   **LT 4. 2, LT 4.3, LT 4.4, LT 4.6** | | * With initial mentor support, to plan and substantive and disciplinary D&T content the PoS using effective questioning, modelling and scaffolding aiding learning and progress **OR** observe how teachers use effective questioning, modelling and scaffolding aiding learning and progress   **LH 3.1, LH 3.4, LH 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** | * Each school will have a behaviour policy and approach to managing risks in practical experiences   **LT 7.1, LT 7.2** | | * With support from a mentor, recognise how to manage risk by applying the school’s behaviour policy, risk assessment and health, safety and food hygiene measures to practical sessions   **LH 7.1, LH 8.2** | |
| * There are connections to other curriculum areas, transferable skills, learning behaviours and attitudes that can be used and developed through high quality 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 in D&T.   **LH 2.7** |  | |  | |
| * Formative assessment in 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** | * Teachers use a variety of efficient formative assessment strategies to assess learning in 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 D&T lesson/s 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** | |
| * There is a purpose and progression to assessment in 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 a given strand of D&T   **LH 2.3, LH 2.7** |  | |  | |
|  | * Developing cultural capital and social justice and representing diversity, gender in 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 D&T   **LH 1.2, LH 1.5** |  | |  | |  |
|  | * 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** |  | |  | |  |

| **Assessment** | **Assessment** | **Assessment** |  |
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| Formative assessment approaches:   * Confidence and subject knowledge checks * Tutor questioning * Peer discussions and focused tasks such as planning * Recall quizzes * Reflecting and target setting in their electronic portfolio Learning Journey   Summative approaches:  EYE2007 - reflective account on how their subject knowledge related to the current national curriculum has developed and produce an action plan for addressing any identified gaps in their knowledge | 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** | | |  |
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| *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 the iterative nature of D&T * Features of effective planning, teaching and learning in D&T such as questioning, addressing misconceptions and developing vocabulary | * The different pedagogical approaches that can be used to support learning in 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 D&T lesson/s with knowledge and understanding of the iterative process, with initial support from a mentor, that sequences learning and considers prior learning, adaptive teaching, subject specific pedagogy and assessment |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in D&T |
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| **Research, literature and supporting resources:**   * BENSON, C. and LAWSON, S. (eds) (2017) *Teaching design and technology creatively*. Abingdon, Oxon: Routledge (The learning to teach in the primary school series) * BRITISH NUTRITION FOUNDATION <https://www.nutrition.org.uk/> * BRITISH NUTRITION FOUNDATION., 2020. Characteristics of good practice in teaching food and nutrition education in primary schools * 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 * 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/> * 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 * OFSTED (2012) Subject Professional Development Materials: Design and Technology A training resource for teachers of design and technology in primary schools <https://dera.ioe.ac.uk/16456/7/Design%20and%20technology%20professional%20development%20materials%20for%20primary%20schools_Redacted.pdf> * PUBLIC HEALTH ENGLAND., 2015., Food teaching in primary schools:A framework of knowledge and skills |

## Phase 3

| **University Based Learning** | | | | **School/Practical Based Learning – Consolidation** | | | |
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| **Learn That** | | **Learn How** | | **Learn That** | | **Learn How** | |
|  | * The EYFS is holistic in nature and it is mainly through EAD:CwM where early designing and making concepts, skills and knowledge are built and established and this is carefully sequenced and this progresses to the NC PoS   **LT 3.1, LT 3.3** | | * To identify early design concepts, knowledge, and skills through exploring and creating with materials through EAD:CwM   **LH 3.1, LH 3.3, LH 3.4** | |  | * To plan and teach EAD:CwM as a specific area of the curriculum through adult-led activities and through continuous provision   **LH 3.3** |  |
| * It is necessary to build on prior learning of designing and creating through using non-statutory resources such as Development Matters and Birth to Five Matters to sequence progress and support the implementation of high quality EAD:CwM provision in the EYFS appropriate to children’s developmental stages   **LT 2.2, LT 2.6, LT 3.7, LT 4.6** | | * To identify key early D&T knowledge of creating and designing (substantive knowledge) and develop the application of skills and techniques (disciplinary knowledge) by building on prior learning and carefully sequencing learning   **LH 2.4, LH 3.1, LH 3.6** | | * Non-statutory documents such as Development Matters and Birth to Five Matters support identification of prior-learning and progression alongside observation and adult-led activities   **LT 2.2, LT 2.6, LT 3.7, LT 4.6** | * To confidently plan for children’s learning in EAD:CwM through adult-led activities, continuous provisionusing a range of starting points, e.g. children’s interests, stories and themes   **LH 3.1, LH 3.2. LH 3.3, LH 3.54. LH 3.5, LH 4.1, LH 4.2, LH 5.15** |
| * The ELGs for EAD:CwM identify the expected level of development for children by the end of Reception and these judgements are supported by assessments   **LT 3.1, LT 3.3, LT 6.1** | |  | | * Children will be assessed against the EAD:CwM ELGs as a summative form of assessment and observation and adult-led activities will support this summative judgement   **LT 6.1, LT 6.3, LT 6.4** | * With mentor support, make summative assessment judgements using any available assessment and exemplification material   **LH 6.2, LH 6.3** |
| * The importance of developing an enabling environment supporting the CoEL by providing high quality EAD:CwM opportunities for children to be creative in designing and making using time, space, children’s own interests, and resources and where misconceptions can be addressed   **LT 2.6, LT 3.4** | |  | | * When developing and creating an enabling environment to develop children’s knowledge, skills and understanding in EAD:CwM, observation supports identification of misconceptions that can be addressed   **LT 2.6, LT 3.4** | * To plan for and develop an enabling environment that supports the CoEL by providing high quality EAD:CwM opportunities for children to develop early knowledge and skills and where misconceptions can be addressed   **LH 2.5, LH 2.6, LH 3.7, LH 6.4** |
| * Secure subject, pedagogical and curriculum knowledge in design and technology is essential to teach EYFS EAD:CwM   **LT 2.1, LT 3.2, LT 4.1** | | * Single lessons and series of lessons in EAD:CwM are clearly sequenced to break down learning into components in order to support children’s progress such as involving prior learning, anticipating misconceptions, repeated practice and retrieval     **LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.4, LH 4.1** | | * Teachers utilise strong subject, curriculum and pedagogical knowledge to plan EAD:CwM 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 in EAD:CwM 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   **LH 2.1, LH 2.3, LH 2.4, LH 2.5, LH 3.1, LH 3.4, LH 4.1** |
| * Planning and teaching in EAD:CwM is progressive and needs to be adapted to meet the needs of all learners such as providing targeted support e.g. for children with special educational needs or disabilities (SEND) and English as an additional language (EAL) with teacher and TA support   **LT 5.3, LT 5.7** | * A variety of stimuli can be used as a starting point for children’s EAD:CwM (designing and making), such as loose parts, story, interests and experiences, can be used as a stimulus for adult-led activities and continuous provision for EAD:CwM and consider how it is progressive can be adapted to meet the needs of all learners and enable the children develop their designing, making and creating skills   **LH 2.4, LH 5.1, LH 5.2** | | * Their planning and teaching of EAD:CwM needs to be progressive and adapted to the specific learners within their school-based placement (by discussing the cohort’s needs) appropriate to their developmental stages to ensure their individual progress   **LT 4.2, LT 5.2, LT 5.3** | | * To plan for progression in early designing and creating knowledge and skills through thoughtful development of the environment including high quality resources and adapt adult-led activities to be inclusive for all learners appropriate to their developmental stages including using thoughtful interventions where appropriate with teacher or TA support   **LH 2.4, LH 5.2, LH 5.5** |
| * Effective questioning is essential to check prior knowledge, assess and scaffold learning in EAD:CwM   **LT 4.6, LT 5.1, LT 6.1** | * Effective questioning supports identifying prior-learning and scaffolding children’s knowledge and understanding to support creating and designing   **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 EAD:CwM   **LT 4.6, LT 5.1, LT 6.1** |
| * High-quality classroom talk is essential support children to articulate key ideas, consolidate understanding and extend their vocabulary for the designing, creating and evaluating process     **LT 3.10, LT 4.7** | * To provide rich contexts to enrich and widen children’s vocabulary in the designing, creating and evaluating process   **LH 3.21, LH 4.13, LH 4.15** | | * Planning for talk in EYFS EAD:CwM fosters development in key technical vocabulary   **LT 4.7** | | * Plan and teach EAD:CwM lessons/activities that promote talk to develop vocabulary   **LH 3.21, LH 4.13, LH 4.15** |
| * Learning Outside the Classroom (LOtC) can be developed as part of the curriculum for EAD:CwM through outdoor provision   **LT 1.1, LT 2.1, LT 4.1** | * Developing LOtC supports development of EAD:CwM through designing, maing and evaluating and develops co-operative learning   **LH 3.4, LH 4.12, LH 8.3** | | * Outdoor learning is an essential part of provision that can embed learning by supporting working memory and long-term memory   **LH 2.3, LH 2.4, LH 2.5** | | * To engage in outdoor learning provision and/or adult led learning which supports learning through EAD:CwM   **LH 2.7, LH 3.1** |
| * There is an importance to broadening children’s horizons through supporting their creative and cultural education   **LT1.6** |  | |  | |  |
| * A teacher’s own tacit, substantive and disciplinary knowledge for design and technology continues to develop as they gain experience and this should continuously be engaged with for example by setting their own targets based on their own development needs   **LT 8.1, LT 8.3, LT 8.7** | * Identify targets for their own professional development within EAD:CwM, with awareness of potential CPD provision   **LH 8.5, LH 8.6, LH 8.7** | |  | |  |

| **Assessment** | **Assessment** | | Impact |
| --- | --- | --- | --- |
| Formative assessment approaches:   * Subject audit * Tutor questioning * Peer discussions and focused tasks * Recall quizzes * Reflecting in their electronic portfolio   Summative approaches:   * EYE 3001 PPD - assignment critically analysing learning in the outdoor environment and presenting a personal position statement and action plan * EYE 3001/2 Curriculum - Portfolio tasks   a) a reflective diary  b) an academic poster  which will demonstrate learning across all seven areas of the EYFS curriculum and how this learning will positively impact provision for young children   * 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 report * 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:*** |
| * The importance of ensuring strong subject knowledge in the iterative process to impact on children’s learning and develop high-quality teaching * Make informed decisions about EYFS EAD:CwM planning, teaching and assessing learning for the phase in which they are teaching based on the appropriate level of subject knowledge to support children’s creative development in EAD:CwM through continuous provision and adult-led activities. | * How to develop the environment in different areas of continuous provision (indoors and outdoors) to provide opportunities for EAD:CwM development drawing on appropriate resources * How to plan and teach for effective learning in EAD:CwM to develop a sense of place by carefully sequencing learning to best facilitate transferal to long term memory * How to adapt teaching and plan for the needs of the learners within their school-based placement | * Use subject and curriculum knowledge to plan and teach EAD:CwM lesson/s which use appropriate knowledge, skills and techniques to facilitate progress that draws on children’s prior learning, addresses misconceptions, sequences learning and integrates formative assessment * Take a holistic approach to planning for EAD:CwM learning in an enabling environment which works in conjunction with other areas of learning to support designing, making and evaluating |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in D&T |
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| **Research, literature and supporting resources:**   * BENSON, C. and LAWSON, S. (eds) (2017) Teaching design and technology creatively * BRITISH NUTRITION FOUNDATION <https://www.nutrition.org.uk/> * 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> * 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/> * MOHAMMED, R., 2018. Creative Learning in the Early Years * PALAIOLOGOU, I., 2021. The early years foundation stage: theory and practice. |