# Primary Initial Teacher Education: Curriculum Plan

## STRAND: Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

| **Curriculum Intent:** Through our programmes, it is our intention that key aspects of child development and learning theory are embedded within all areas of the curriculum and woven throughout the courses as good practice principles for teaching and learning. Trainees will recognise the importance of children’s early experiences in providing a framework of existing knowledge on which to add new learning. It is our intention that students will link this to research about cultural capital and recognise that not all children have had rich early experiences. Trainees will also be aware of the important role of memory in facilitating learning and how memory overload can act as a barrier to learning. It is our intention that trainees will understand the importance of creating engaging and enabling environments for children to learn to acknowledge that children need space to talk, practice and reflect to embed learning | | |
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| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1**  **(University-led)** | **Trainees will know:** | **Trainees will be able to:** |
| * The interconnectedness of learning and development.    LT2.1, LT2.2 | * To reflect on themselves as learners   LT8.2, LHT8.6 |
| * The distinction between extrinsic and intrinsic motivation.   LT1.1, LT1.2 | * To begin to consider the role of the teacher in promoting effective learning.   LT1,1, LT1, 2 , LT1.3 |
| * About learning through play and the role of observation   LHT 1.3 | * To recognise that play is a process that promotes learning and development and that learning can be recognised in both free play and play structured and guided by adults. |
| * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.   LT2.4 | * Recognise the role of continuous provision within the Early Years   LHT 1.3 |
| * Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.   .LT2.4, LT2.5 | * Understand the key principles of continuous provision |
| * The metacognitive regulation cycle |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * interconnectedness of learning and development   *By the end of this phase trainees will* ***understand:***   * critical consideration of learning theories   *By the end of this phase trainees will* ***be able to:***   * consider the role of the teacher in promoting effective learning. |
| * How to develop a critical consideration of learning theories   LT5.6 |
| * That pupils do not have distinct and identifiable learning styles and tailoring lessons to learning styles is unlikely to be beneficial.   L5.6 |
| * The differences between self-regulation and metacognition.   LT2.6 , LT2.7, LT2,8 |
| * The role of retrieval practice in long term retention   LT2,2 |
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| **Phase 2**  **(School-led – Professional Practice 1)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * The role of the environment and adults within this to support learning.   LHT 1.3 | * Plan lessons to enable critical thinking and problem solving to take place |
| * The value and importance of knowing, understanding and building on children’s prior learning experiences   LT2.2 | * Use a range of types of questions effectively to encourage recall and reflection   LT4.6 |
| * The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help to reduce cognitive overload   LT2.2,LT2.9 | * Use paired and group work effectively to promote purposeful talk for learning |
| **Trainees will understand:** | **Composite knowledge/understanding/skills**  *By the end of this phase trainees will* ***know:***   * How to plan lessons effectively to maximise learning and reduce cognitive overload   *By the end of this phase trainees will* ***understand:***   * The impact of targeted questioning on pupils’ retrieval and recall   *By the end of this phase trainees will be* ***able to:***   * Use key approaches to metacognition in the primary classroom   Assessment: Cognitive overload, spaced learning recall and retrieval will be consolidated through observation of teaching on placement and assessed through evidence of awareness of cognitive overload, retrieval and rehearsal and spaced learning in lesson plans.  Through observation in lesson plans, when questioning, are they giving time to recall and retrieve. Also are they taking care with instructions etc to avoid cognitive overload.  Child developmental stages etc evidenced in child profile on placement (ongoing, phase 1 and 4). |
| * Children learn well in enabling environments with teaching and support from adults who understand their needs   LT2.2 |
| * With guidance, how metacognitive strategies could be taught. |
| * The benefits of metacognitive practices   LT4.5 |
| * That explicitly teaching pupils metacognitive strategies linked to subject knowledge supports independence and academic success.   LT4.5 |
| * That effective questioning is an essential tool in enabling teachers to promote metacognition, retrieval and recall.   LT4.6 |
| * That talk plays an important role in metacognition and learning   LT4. 5, LT4,6 |
| * How to effectively facilitate effective and purposeful talk for learning   LT4.6. LT4.7 |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* |  |  |
| **Phase 3**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* |  | **Trainees will be able to:** |
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| * **Trainees will understand:** |  |
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|  | **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:*** |
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| **Phase 4**  **(School-led – Professional Practice 2)**  *\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * That effective questioning is an essential tool in enabling teachers to promote metacognition, retrieval and recall. * LT4.6 | * Use a range of types of questions effectively to encourage recall and reflection * LT4.6 |
| * That talk plays an important role in metacognition and learning * LT4.6. LT4.7 | * Use paired and group work effectively to promote purposeful talk for learning |
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| * **Trainees will understand:** |  |
| * The role of retrieval practice in long term retention * LT2.2 |  |
| * How to effectively facilitate effective and purposeful talk for learning   LT4.7 | **Composite knowledge / understanding / skills**  *By the end of this phase trainees will* ***know:***   * How to plan lessons effectively to maximise learning and reduce cognitive overload   *By the end of this phase trainees will* ***understand:***   * The impact of targeted questioning on pupils’ retrieval and recall   *By the end of this phase trainees will* ***be able to:***   * Use key approaches to metacognition in the primary classroom |
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| **Phase 5**  **(University-led)**  *\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* |  | **Trainees will be able to:** |
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| * **Trainees will understand:** |  |
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|  | **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:*** |
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### Essential Reading

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