# Primary Initial Teacher Education: Curriculum Plan

**Learning and Child Development: Undergraduate Programme**

## 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

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1** | **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
 | * 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.
 |
| * Children learn well in enabling environments with teaching and support from adults who understand their needs

Lt1.5 | * Recognise the role of continuous provision within the Early Years

LH1.3 |
|  | * Understand the key principles of continuous provision
 |
| **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.

*Assessment:**Child profile with a focus on:*Assimilation and accommodation – How does the teacher plan for this?Retrieval – how well does the pupil recall information?Scaffolding – what scaffolding has the teacher provided to support the child’s engagement and understanding of the subject matter? |
| * How to develop a critical consideration of learning theories

LT5.6 |
| * The implications for the Early Years Teacher
 |
| * Implications for key stage 1 - the value and importance of knowing, understanding and building on children’s prior learning experiences LT2.2, LT3.7
 |
| * The role of the environment and adults within this to support learning.

LT1.2, L1.3, LT1.4 |
| * That pupils do not have distinct and identifiable learning styles and tailoring lessons to learning styles is unlikely to be beneficial.

Lt5.6 |
| **Phase 2** | **Trainees will know:**  | **Trainees will be able to:** |
| * An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.

LT2.4 | Begin to identify key approaches to metacognition that could be used in the primary classroom.LT2.6 , LT2.7, LT2,8 |
| * 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 | * Recognise how to consider pupil’s prior knowledge when planning how much new information to introduce.

LT2,2, |
| * 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 | * Understand how to reduce the complexity of tasks so that focus is on the content of what is being taught

LT2.6, LT2.7, LT2,8 |
| * The metacognitive regulation cycle

LT4.5 | * Recognise how to structure and sequence lessons so that pupils secure foundational knowledge before encountering more complex content.

LT2,7, LT2.8, LT2,9 |
|  | * Break down complex tasks into smaller steps
 |
| **Trainees will understand:**  | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** The benefits of metacognitive practices.

*By the end of this phase trainees will* ***understand:**** How pupils learn

*By the end of this phase trainees will* ***be able to:**** Begin to identify key approaches to metacognition that could be used in the primary classroom.

Assessment:Child profile:Scaffolding - what scaffolding has the teacher provided to support the child’s engagement and understanding of the subject matter?Fading – how has the teacher gradually withdrawn support to encourage the child to work and think more independently.Working memory – what strategies do they observe to support working memory. |
| * With guidance, how metacognitive strategies could be taught.

L2.3 |
| * The differences between self-regulation and metacognition.

LT2.6 , LT2.7, LT2,8 |
| * The benefits of metacognitive practices.

LT2.6, LT2,7, LT2,8 |
| **Phase 3** | **Trainees will know:**  | **Trainees will be able to:** |
| * That explicitly teaching pupils metacognitive strategies linked to subject knowledge supports independence and academic success.

LT2.6, LT2,7, LT2,8 | * Plan lessons to enable critical thinking and problem solving to take place

LT£,6 |
| * 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
 |
| **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
 |
| * The role of retrieval practice in long term retention

LT2.2 |
| * How to effectively facilitate effective and purposeful talk for learning

LT4.7 |

### Essential Reading

ALLAN PAIVIO, J.M.C., 1991. Dual Coding theory and Education. Educational Psychology Review [online]. Available from: <https://www.researchgate.net/publication/225249172_Dual_Coding_Theory_and_Education>.

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BOYD, P., HYMER, B., and LOCKNEY, K., 2015. Learning teaching: becoming an inspirational teacher [online]. Northwich, United Kingdom: Critical Publishing. Available from: https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583.

GLAZZARD, J. and STONES, S., 2021. Evidence based primary teaching. Los Angeles: Learning Matters.

HOWARD-JONES, P.A., 2014. Neuroscience and education: myths and messages. Nature Reviews Neuroscience [online]. 15 (12), pp. 817–824. Available from: https://go-gale-com.edgehill.idm.oclc.org/ps/retrieve.do?tabID=T002&resultListType= RESULT\_LIST&searchResultsType=SingleTab&hitCount=1&searchType=Ad vancedSearchForm&currentPosition=1&docId=GALE%7CA393517065&doc Type=Report&sort=RELEVANCE&contentSegment=ZONE-MOD1&prodId=A ONE&pageNum=1&contentSet=GALE%7CA393517065&searchId=R1& ;userGroupName=edge&inPS=true.

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 MACBLAIN, S., 2014. How children learn [online]. 1. ed. Los Angeles: Sage. Available from: <https://ebookcentral.proquest.com/lib/edgehill/detail.action?docID=4067583>.

NUTBROWN, C., 2011. Threads of thinking: schemas and young children’s learning. 4th ed. London: SAGE. SWELLER, J., 2016. Working Memory, Long-term Memory, and Instructional Design. Journal of Applied Research in Memory and Cognition. 5 (4), pp. 360–367.