

# EHU ITE PARTNERSHIP CURRICULUM SEQUENCE COMMUNICATION



## Programme: BA (Hons) Early Years Education with QTS Level 4

(Key to CCF reference is on the last page.)

Personal and Professional Attitudes, Values and Beliefs			Subject and Curriculum Knowledge			The Craft of Teaching and Pedagogy		
<i>Centre-based input</i>	<i>School based input</i>	<i>Core - Content ref</i>	<i>Centre-based input</i>	<i>School based input</i>	<i>Core - Content ref</i>	<i>Centre-based input</i>	<i>School based input</i>	<i>Core - Content ref</i>
Reflecting on and identifying professional attributes. Considering their current professional identity.	Supporting trainees in understanding the school ethos and expectations.	HE 2,3,5 HPL 1,4,5 CP 1, 2 PB 1-7	Current and historical structure of the EYFS and its contents. Looking at recent changes and the need for change.	Support trainees in the practical application of the statutory and non-statutory framework.	HPL 2, S&C 1 PB 1-7	Critical reflection on 'What is learning.' Discussion around the links between learning style and teaching style. Reflecting on working memory.	Planning for all children in the setting reflecting on the children's current interest.	MB 1-7 AS 1 AT 1-7 CP 1-10 HPL 3
Reviewing child protection policy and understanding their key role in the process of safeguarding.	Induction includes introduction to the settings policies and understanding who and where to go.	HE 1,3	An introduction to child development and important development stages from birth to 7.	Encourage trainees to plan opportunities that and phase appropriate.	HPL 1-9 AT 1-7	Exploring approaches to learning and teaching with a focus on continuous provision. Reflect on the impact on children's behaviour for learning.	Allow the trainees to take responsibility for some areas of provision. Help the trainees to recognise the potential of each area.	HE 2,5 HPL 7 S&C 1, 6
Exploring the role of a teaching in	Use the target setting process to	PB 1-7	An introduction to language	Promote opportunities for trainees to	S&C 9, 10	Exploring approaches to	Support trainees	CP 1-10

training. Understanding expectations and self-development opportunities.	help trainees monitor their own progress.		acquisition. Exploring what children need in order to learn how to communicate with others.	recognise and plan for language development.		learning and teaching to plan effectively for active learning using Bloom's taxonomy. Reflect on how child centred planning can positively impact on behaviour.	engaging in the planning for learning process.	
Develop further understanding of what it means to be a professional. Explore some of the wider roles of the teacher.	Explore opportunities for trainees to become involved in the wider school life.	PB 1-7	Begin to understand how to plan for communication and language development in under 7s.	Model and observe how communication and language permeates the current environment.	S&C 2, 3, 4, 7, 9, 10	Exploring approaches to learning and teaching with a focus on assessment.	Scaffold trainees in their attempt to use and try out different assessment methods.	HE3
Linking theory and practice.	Ensure trainees are reflecting on how knowledge develops and how this influences practical choices for application.	HE 1-6 PB 1-7	Exploring what holistic development is and begin to understand how to apply that to a learning environment.	Awareness of how one area of provision can provide many opportunities for learning across multiple subjects.	CP 1- 11	Awareness of the characteristics of effective learning and how these permeate teaching.	Provide opportunities for trainees to try out different approaches to delivering the curriculum through play.	HE 2,3
Early Years Specialism EYE1003								
Supporting students	Support student understanding	HE2, HPL1	Investigation into the range of	Supporting students around the teacher	HE2, HPL1	Explore models of good practice of	Observe children's	HE3 HPL7

<p>understanding of the developmental processes of learning.</p> <p>Explore understanding of the adult role in play and experiential learning and teaching.</p>	<p>of how to apply developmentally appropriate practice.</p> <p>Model adult role in supporting children's playful learning.</p>	<p>SC1, CP1, A1, A2, MB6, MB7, PB1, PB8</p> <p>HE4, HE6, SC2, CP1, A1, A2, PB1-8</p>	<p>models of learning through educational research and literature.</p> <p>Exploration of play and the way in which an understanding of learning has been influenced by theory.</p> <p>Develop an initial understanding of definitions of play</p>	<p>role in supporting a range of learning experiences, ranges within the context of the current EYFS curricula policy.</p> <p>How playful learning is resourced, planned for and supported alongside adult directed experiences. Benefit, challenges and management of playful pedagogies.</p>	<p>SC1, CP2, CP3</p> <p>HE1-3, HE5, HE6, HPL1 HPL7 SC3, SC7, CP1</p>	<p>teaching and hence effective learning.</p> <p>Explore features of learning and good practice in relation to children from birth to three years and how this impacts on Early Years provision.</p> <p>Reflection on how young children learn. For example, input on memory (how pupils learn), learning theory appropriate to age and phase, including schemata (subject and curriculum), addressing the nature of approaches to learning and teaching.</p>	<p>playful learning and interpret in relation to curricular expectations.</p> <p>Consider what constitutes transition between educational phases.</p>	<p>SC1, SC3, SC4, SC6, CP1, CP3-CP10, AT3, AT5, AT7, A7, MB1, MB2, MB5, PB5, PB6</p> <p>HE6, HPL7, HPL8, SC6, AT7, PB4</p>
Curriculum Areas of Learning								
<p>Setting high expectations for children in nursery settings and ensuring safeguarding practices.</p>	<p>Provide trainees with information on children's knowledge, understanding and interests so that they are equipped to start</p>	<p>HE1-6</p>	<p>Understand the requirements of the current Early Years Foundation Stage statutory documents.</p>	<p>Explain to trainees how you are using the EYFS documentation as part of your planning processes.</p>	<p>SC1-3</p>	<p>Planning for both adult led tasks and continuous provision.</p>	<p>Support trainees by explaining the setting/school's planning</p>	<p>CP1-3</p>



## Communication and Language

- Language acquisition
- How children communicate
- Three aspects of communication and language: listening and attention, speaking and understanding
- The relationship between C and L and other areas of learning
- The impact on C and L of: displays, calm areas, chill out areas, bathroom spaces, outside spaces, snack time
- Teachers as readers
- The link between reading and C and L

## PSED

- Developing knowledge and understanding of PSED and its place in children's lives
- Understand the importance of well-being in young children
- Models of social and emotional development
- Theory of mind in the development of self confidence
- Attachment theory
- Mental health in early childhood
- Understanding the stress system
- Sensory regulation and intervention

## Physical Development

- The stages of human physical development
- Gross and fine motor skills development
- Physical growth and healthcare
- Linking PD to other areas of learning
- The impact of good nutrition and malnutrition
- Benefits of forest school on physical health

## Mathematics

- Higher level mathematics concepts in play
- Enhancing the continuous provision for mathematics
- Counting principles
- Errors and misconceptions in counting
- The development of mathematical language
- Early calculation and addition and subtraction structures
- Promoting problem solving in mathematics
- Naming shapes and properties
- Early measures

## Understanding the World

- Developing science through continuous provision
- How children develop scientific concepts
- Developing children's observational skills
- The importance of experiential learning

- The use of the outdoor environment
- Science from stories
- Exploring people in the communities and related jobs

**Expressive Arts and Design**

- Developing understanding of the different elements within EAD
- Promoting creativity and confidence in EAD
- Enhancing continuous provision to promote opportunities for expressive arts
- How music is delivered by specialist teachers

**Literacy**

- Defining literacy and linguistics
- The teacher role in literacy development
- Rhyming and early reading
- Distinction between reading instruction and reading for pleasure
- The development of writing
- Providing literacy rich environments
- Early phonics
- Sustained shared thinking
- Barriers to reading

**Programme: BA (Hons) Early Years Education with QTS Level 5**

*Level 5 trainees on the BA (Hons) Early Years Education with QTS degree programme complete all their Centre Based training for the academic year before starting their Professional Practice 1b. All Centre Based training is based around Key Stage 1 curriculum and pedagogy whilst maintaining input with regards to their specialism of Early Years Education and Child Development. The following table gives an overview of what they have studied in Centre Based Training and how this can be supported and extended during the school-based input.*

Personal and Professional Attitudes, Values and Beliefs			Subject and Curriculum Knowledge			The Craft of Teaching and Pedagogy		
Centre-based input	School based input	Core - Content ref	Centre-based input	School based input	Core - Content ref	Centre-based input	School based input	Core - Content ref
Personal and Professional Development (HE6 permeates throughout the module)								

Critical discussion on the design of the current NC. Current policy expectations with regards to NC and assessment.	Supporting trainees with current government expectations and any changes to policies.	HE2, HPL1 SC1, CP1, A1, A2, MB6, MB7, PB1, PB8	National Curriculum structure and overview of contents. Consideration of their own design for a National Curriculum.	Supporting trainees with interpreting the National Curriculum. Content for the learners that they are working with.	HE2, HPL1 SC1, CP2, CP3	Working with other adults (OA). Planning for OAs. Using other adults to support assessment.	Deploying the OAs in the classroom, building up to planning for and communicating effectively with OAs.	HE3 HPL7 SC1, SC3, SC4, SC6, CP1, CP3-CP10, AT3, AT5, AT7, A7, MB1, MB2, MB5, PB5, PB6
Understanding the role of the KS1 teacher. Managing workload and work/life balance. The role of CPD in lifelong learning.	Discuss the different roles you have and how you manage your time.  Encourage trainees to attend INSET and CPD opportunities.	HE4, HE6, SC2, CP1, A1, A2, PB1-8	Understanding child development across the transition point R/KS1.	Encouraging trainees to consider child development and appropriate pedagogy.  Promoting play opportunities for those children who are not ready to engage in formal learning.	HE1-3, HE5, HE6, HPL1 HPL7 SC3, SC7, CP1	Leading and managing parental involvement.  Using parental information to guide planning.	Supporting trainees to engage with parents: letters home, face to face communication, home school diaries etc.  Sharing knowledge of the family and child so that trainees can build on pupils' interests.	HE6, HPL7, HPL8, SC6, AT7, PB4  HE5, HPL7, SC3, CP1-10, AT7, A4
Generic safeguarding role.	Explain the safeguarding role to trainees in relation to your own setting.	HE1, HE5	Communicating academic progress and development to parents, including	Encouraging trainees to use a range of communication methods including	HE1, HE3 HPL3-5, HPL7, AT7, PB4	Planning for progression in learning and social/emotional development	Making trainees aware of the ethos of the school and how this impacts on how pupils are supported.	HE1-5, HPL1, HPL2, SC3, SC7, CP1-10







and school trips (safeguarding).	terms of health and safety at all points during the day.		<p>issues linked to safeguarding.</p> <p>Developing more in-depth knowledge with regards to specific SEND and additional needs.</p>	<p>safeguarding issues.</p> <p>Provide opportunities for trainees to work with the SENCo and attend any additional training related to SEND.</p>	AT1-7 MB2, PB6	Supporting children with additional needs to improve attitudes to learning.	<p>see the different approaches/components.</p> <p>Make trainees aware of the approaches used to engage children in learning.</p>	<p>SC3, Sc4, SC5, SC6, SC7, SC8, CP2, AT2, AT3, A1-7</p> <p>HE4, HPL2, CP1, PB6</p>
<p>Political awareness of safeguarding responsibilities including: Working to safeguard children and Prevent.</p> <p>Impact on teacher mental health and well-being.</p>	<p>Discuss the relevant documents with the trainees and how the school approaches and implements them in the classroom.</p> <p>Support trainees to manage their workload to maintain healthy work life balance.</p>	HE1, CP1, PB1, PB2, PB8	<p>Adapting provision for the inclusion of learners in terms of general differentiation.</p> <p>Adapting provision for the inclusion of learners in terms of SEND and diversity with specific focus on: ASC, visual impairment, hearing impairment, ADHD, SEBD, EAL.</p> <p>Leadership with a SEND focus</p>	<p>Provide examples of previously differentiated tasks: by input, by outcome, by resource.</p> <p>Extend generic differentiation and adaptive teaching to specific focus on children with SEND.</p> <p>Explain how working memory and long-term memory can be impacted by SEND.</p>	<p>HE3, HPL2, SC2</p> <p>HE1, HE3, HPL2, HPL3, HPL4, HPL5, HPL6, HPL7, HPL8, HPL9, SC2, SC3, CP1, CP2, CP3-10, AT1-7, MB2, PB6</p>	<p>Planning processes and the importance of building on pupils' interests and prior learning.</p> <p>Assessment for Learning (target setting, sharing learning outcomes, peer assessment, self-assessment, questioning and feedback).</p>	<p>Supporting trainees in terms of planning and making links with home.</p> <p>Scaffold trainees' ability to integrate assessment for learning processes into their lesson plans.</p>	<p>HE2, HPL2, HPL7, HPL9, SC3, SC5, SC6, CP2, CP4-10</p> <p>HE3, HPL2, HPL4, HPL5, HPL6, SC4, SC7, SC8, CP4-10, AT1, AT2, AT5, A1-7</p>

			and the role of the SENCo.			Statutory Testing (SATs)  Using summative data to plan for future learning.		HE3, SC1, A1, A4  CP2, A1-7
Understand the link between safeguarding strategies and behaviour management.  Understanding how child development can impact behaviour (including SEND).	Talk through these links with trainees. Identify the different scenarios that impact on behaviour.  Consider children's social and emotional development and how this might impact on behaviour expectations.	HE1, HE4  MB1-7	Policies related to safeguarding.  Child exploitation (online and offline) various categories of abuse, FGM.  Discussion about the Prevent agenda.  Wellbeing and mental health of children.	Review of the policies and legal duty of schools in the trainee teacher's professional practice induction.  Schools support the trainee's evaluation of how the school supports pupils' wellbeing and mental health.	HE 5 HE 6  AT 1 AT 2 AT 7  MB 1 MB 2 MB 5	Safeguarding strategies within behaviour management, including the use of rewards and sanctions and intrinsic/extrinsic motivation.  Understanding how child development can impact behaviour (including SEND).	Share strategies for behaviour management that support movement e.g. transition points of lessons, movement around the school etc.  Make trainees aware of children who have different behaviour management plans based on individual need.	HE1, HE4, MB1-7  MB1-7
The historical direction of SEND policy within the context of social justice, political awareness,	Promote discussions around SEND policy and the impact on the school/setting.	HE2, HPL1 CP1, PB1, PB2, PB8	Critical reflection and analysis of what affects a child's behaviour and why.	Discussion with SENCo about how the school identifies and support pupils with additional needs such as SEBD.	HE 5  HPL 4 HPL 7  SC 7 SC 8	Exploring various approaches to teach children so that all are included.  Focus on	Exploring in school how they approach differentiation/ adaptive teaching/ inclusion and meet the needs of all pupils.	HPL 1  SC 1  CP 2 CP 3 CP 4

equality and diversity.			Exploration of how the organisation of curriculum subjects can positively and negatively affect children who are identified as having SEBD.		SC 9 CP 1 AT 1- 7 MB 1 – 7 PB 4 PB 5 PB 6	different groups and how to organise a learning to support differentiation/ adaptive teaching.  Consideration of pedagogical examples related to EAL and SEND pupils' learning.		CP 5 CP 6 CP 7 CP 9  AT 1 – 7  MB 1 -7
Supporting trainees with the context of curricular policy.	How the curricula are enacted and interpreted in relation to school policy and mission statements.	HE2, HPL1 SC1, CP1, A1, A2, MB6, MB7, PB1, PB8	This module will support trainees in understanding historical and international influences on Early Years learning and teaching.	Supporting trainees in making sense of the history and context of the current EYFS curriculum for the learners that they are working with.	HE2, HPL1 SC1, CP2, CP3	Requiring trainees to develop own personal philosophy and principles of learning and teaching in Early Years settings taking account of the rights of the child.	Apply their personal philosophy in practice, particularly in regard the themes and principles of the EYFS.	HE3 HPL7 SC1, SC3, SC4, SC6, CP1, CP3-CP10, AT3, AT5, AT7, A7, MB1, MB2, MB5, PB5, PB6

Trainees will develop an understanding of the role of other Early Years professionals.	Discuss the different roles.  Encourage trainees to attend INSET and CPD opportunities.	HE4, HE6, SC2, CP1, A1, A2, PB1-8	How collaborative working supports holistic well-being and development of young children.	Identify roles in terms of class teacher, TA and trainee teachers and attend to the dynamics of teamwork.	HE1-3, HE5, HE6, HPL1 HPL7 SC3, SC7, CP1	They will develop key team work skills in developing their role as an Early Years practitioner.	Supporting trainees to engage with colleagues, to share their learning aspirations, face to face communication.	HE6, HPL7, HPL8, SC6, AT7, PB4
--	---	--	---	---	---	---	---	--

### Key Stage 1 Mathematics

Mathematical anxiety and understanding research that has been undertaken in this area.	Discuss the importance of subject knowledge and how it is broken down for progression in learning.	HE2, HE4, HE6, HPL1, SC2, SC3, SC10, AT1, AT2	Understanding how children learn mathematics.	Explain the different approaches to learning that the school uses including: resources, maths schemes, mastery and playful opportunities.	HPL2, HPL9 CP1, CP2, CP3, AT3, AT5, AT6, A1, A2	Understanding progression with the mathematical concepts.	Discuss with the trainees how some mathematical concepts are hierarchical.	HPL2, HPL7 SC3, SC7, CP2
Societal attitude towards mathematics.	Explain to trainees how the school promotes mathematics both in school and the wider community.		Subject Knowledge per se: Place Value, Mental Recall, Mental Methods, Four Operation Structures, Statistics, Geometry	Highlight the importance of developing children's working memory and long-term memory in relation to the different mathematical concepts.	HPL2 HPL3 HPL4 HPL5 SC1, SC2 SC7, SC8 SC10	Promoting problem solving in mathematics.	Provide opportunities for trainees to engage the children in problem solving activities and support the trainees in identifying mathematical problem-solving approaches.	HE3, HE6 HPL2, HPL3, HPL4, HPL5, SC2, SC8, SC10, CP1, CP2, CP3 PB1, PB2, PB8
Commitment to mathematical learning		HE4, HE5, HE6, HPL8, SC10, PB1-8	Supporting children with SEND and additional needs in maths.	Indicate to trainees how you are adapting your lessons for those with additional needs and SEND.	HE3, SC7, CP1, AT1-7, AT1-7	Supporting more able children in mathematics.	Support the trainees to understand the learning that they want exhibited to identify whether they have met the learning outcomes.	
						Identifying assessment criteria for mathematical concepts.	Support the trainees to understand the learning that they want exhibited to identify whether they have met the learning outcomes.	
						Identifying common errors and misconceptions in mathematics	Trainees to include common errors and	HPL6, SC4, SC6, A1-7

			Designing mathematical projects, sequences and approaches to delivering the National Curriculum content.	Explain how your curriculum delivery has been designed and encourage trainees to try out their own approaches to curriculum design and delivery.	SC5, SC7, SC8	The effectiveness of hands on learning in mathematics and the importance of developing mathematical vocabulary.	misconceptions on their lesson plans.  Provide trainees with opportunities to see high quality mathematics lessons that engage the learners in practical activities.	SC4, SC6, A3  CP1-10
--	--	--	--	--	---------------	---	--	----------------------------

Key Stage 1 English

Promoting the value of reading and the importance of your role in promoting reading for pleasure.	Provide the trainees with information on how you promote reading for pleasure in your classroom.	HE1-6 PB1-7	Understand the concept of reading for pleasure and recognise its importance in children's experience and development.	Provide opportunities for the trainees to plan for reading activities.	HE2, HE3, HE6 MB1-7	Plan opportunities for promoting interest, motivation, attitude and engagement in reading around the early years environment: including reading aloud to children, reading for pleasure, shared reading, guided reading, individual reading,	Trainees to use children's interests to motivate them to read and write.  Provide opportunities for the trainees to operate any home/school reading procedures.	HE2, HE6 CP1-11 MB1-7
Promoting the positive impact reading has on life changes and increasing social capital.	Share the relevant policies with your trainees.	HE4 PB1-7	Know the importance and value of children's experiences of 'quality literature'.	Talk to trainees about the books that you use in your classroom and how they provide quality experiences. Why is this a good book?			Support trainees in guided reading and writing by modelling the process for them and then encouraging them to plan appropriately.	HE2, HE6 CP11
Create a journal to promote reflective thinking around children's literature as part	Provide opportunities for the trainees to see high quality English lessons as part of their professional development.	HE1-6 PB1-7	Establish criteria for evaluating children's literature.	Support trainees in their understanding and use of terminology encouraging them to always use			Talk to trainees about the phonics screening check and how the	HE2, HE4, HE6 HPL1-9

of their commitment to lifelong learning.			<p>Know the skills of phonetics, fluency, comprehension, semantics, syntax and associated terminology.</p> <p>Simple View of Reading Searchlights model of Reading Letters and Sounds Systematic Synthetic Phonics The Rose Review</p> <p>The distinction between composition and transcription.</p> <p>The writing process from reading to writing Talk for writing and the importance of writing in play.</p>	<p>accurate terminology.</p> <p>Provide trainees with training on the specific curricula approaches you apply to reading, writing and phonics particularly if using a different approach to that seen in University.</p> <p>Model how you teach writing over a week and the distinct processes that are involved.</p> <p>Trainees to use a playful approach to story writing so that they build vocabulary, context and story themes.</p> <p>Share the handwriting policy with the trainees.</p> <p>Support trainees with their use of grammar and terminology with the children and in their own spoken English.</p>	<p>SC1-10</p> <p>HPL2-5 HPL7,HPL8 SC1-10 AT1-7 PB1-7</p> <p>HPL2, HPL6, HPL7 AT1-7 A1-7 MB1-7</p> <p>SC1-10</p>	<p>reading in play, home/school reading, reading across the curriculum</p> <p>Phonics Screening check and age-related assessment.</p> <p>An awareness of their own difficulties related to systematic synthetic phonics e.g. pronunciation with a schwa.</p> <p>Provide opportunities for children to write for different audiences, purposes, type and genre.</p> <p>Employ strategies such as 'The Big Write' to promote independent</p>	<p>school assesses systematic synthetic phonics learning.</p> <p>Support trainees in their planning for writing.</p> <p>Trainees to discuss with the subject co-ordinator.</p> <p>Outline the school's policy on SPAG.</p>	<p>CP1-11 AT1-7 A1-7</p> <p>HPL2, HPL3-6 PB1-7 A1, A2</p> <p>HPL1-9 CP1-11 AT1-7 A1-7 MB1-7</p> <p>SC1, SC2</p>
---	--	--	---	---	---	--	--	---

			Statutory requirements for handwriting.  Understanding grammar and its associated terminology.			attempts at writing.  Planning for spelling, punctuation and grammar.		
--	--	--	--	--	--	---	--	--

Key Stage 1 Science

Explore the value of science study in developing children's understanding of the world around them and the development key skills.  Considering issues relating to Health and Safety in the classroom and establish the use of Risk Assessments.	Opportunities to observe and teach science in school.  Opportunities to have discussions with science co-ordinator in school.	HPL 1, S&C 1  MB 1,	Specific curriculum knowledge including:  Working Scientifically  Observations Skills  Exploring the Senses  Seasonal Change and Plants  Working Scientifically  Different types of scientific enquiry  Animals including humans	Opportunities to observe and teach science in school.  Opportunities to have discussions with science co-ordinator in school.	S&C 2,4,5,6,7 CP 2	Planning for learning in science.  Exploring children's Ideas.  Inclusion and provision for all children in science.  Considering observation skills and their importance in the development of understanding of scientific concepts.  Considering the role of question	Opportunities to observe and teach science in school.  Opportunities to have discussions with science co-ordinator in school.	CP 1,2,3,4,5,7 AT 1,2,7 AS 1,2,4
--	---	---------------------------	--	---	-----------------------	---	---	--



			<p>Health and Nutrition</p> <p>Understanding of Learning Outside the Classroom to confidently deliver elements of the KS1 science curriculum outdoors.</p> <p>Awareness of range of resources and activities for teaching science outdoors.</p>			<p>raising in the development of knowledge and understanding of science.</p> <p>Understanding how the development of scientific language can support learning and teaching in science.</p> <p>Appreciate the nature and purpose of enquiry-based tasks in developing knowledge and understanding as well as process skills.</p>		
--	--	--	---	--	--	---	--	--

Key Stage 1 Computing

<p>Commitment to professional development in relation to current technologies.</p> <p>The role of e/safety in terms of their own</p>	<p>Reinforce the school's approach to e/safety of staff members and the expectations that the trainees will need to adhere to.</p> <p>Reinforce use of online platforms</p>	<p>PB1, PB2, PB8</p>	<p>Develop their subject knowledge in relation to algorithm, logical reasoning, decomposition, patterns, abstraction.</p>	<p>Support trainees in developing sufficient subject knowledge in order to teach these elements at Key Stage 1.</p> <p>Provide opportunities for</p>	<p>HE6, HE3, SC1-8 HPL1, HPL2, HPL3, HPL6 HPL7</p>	<p>Knowing effective ways to use Roamer and Bee Bots.</p> <p>Moving beyond the use of turtles to animation.</p>	<p>Provide opportunities for trainees to try out a range of approaches to teaching computing.</p> <p>Support trainees with how computing can be differentiated.</p>	<p>SC1-8 CP1-10 AT1-7 A1-7 MB4, MB6, MB7</p>
--	---	----------------------	---	--	--	---	---	--

<p>professionalism including use of social media and images.</p> <p>How to improve their own digital literacies and reflect on progress made.</p>	<p>and confidentiality expectations egg 2simple, tapestry, twitter feeds.</p> <p>Encourage trainees to explore different technologies that the school use even if they will not be using them directly with the pupils.</p>		<p>Knowing the definitions of algorithm, logical reasoning, decomposition, patterns and abstraction.</p> <p>Knowing expectations in relation to digital literacies in Key Stage 1.</p> <p>Designing computing sequences and projects.</p>	<p>trainees to speak to computing co-ordinators.</p> <p>Provide opportunities to observe high quality computing lessons.</p>		<p>Implementing the IT strand in terms of digital images, sound and music, animation, text/multi media/ presentation software.</p>	<p>Show trainees examples of how computing lessons have been adapted for children with additional needs and/or SEND.</p>	
<p>How to improve their own digital literacies and reflect on progress made.</p>	<p>Encourage trainees to explore different technologies that the school use even if they will not be using them directly with the children.</p>							
<p>All foundation subjects and RE – the following information provides an overview of the generic approach to the delivery of all Foundation Subjects</p>								
<p>Explore the value of studying the foundation subjects and RE and their importance for children’s understanding of the world and</p>	<p>Opportunities to observe and teach different foundation subjects in school.</p> <p>Opportunities to have discussions with subject co-ordinators in school.</p>	<p>HE1-6 S&amp;C 1</p>	<p>Explore, analyse and interpret the different subjects in the National Curriculum.</p> <p>Understand how to utilise cross curricular links to</p>	<p>Opportunities to observe and teach different foundation subjects in school.</p> <p>Opportunities to have discussions with subject co-ordinators in school.</p>	<p>HE4, HE6 S&amp;C 2,4,5,6</p> <p>S&amp;C 8</p>	<p>Understand the subject specific pedagogical approaches and how to use these in their own planning,</p>	<p>Opportunities to observe and teach different foundation subjects in school.</p> <p>Opportunities to have discussions with subject co-ordinators in school.</p>	<p>HE2 S&amp;C 2,4,5,6</p> <p>S&amp;C 2</p>

<p>their holistic development.</p> <p>Understand how children develop in specific subject areas – for example: how children develop musically, physically, reflectively etc.</p> <p>Explore and analyse how policy impacts on practice across the different subject areas.</p>		<p>HPL1-9, MB6</p>	<p>maximise learning.</p> <p>Understand how to maximise learning outside the classroom (LOtC).</p> <p>Understanding subject specific pedagogical approaches and how these link to different stages of child development.</p>		<p>CP1</p> <p>S&amp;C 7</p>	<p>teaching and assessment.</p> <p>Understand the three-lens approach to teaching the foundation subjects:</p> <ul style="list-style-type: none"> <li>-Subject identity</li> <li>-Pedagogy of the subject</li> <li>-Building a teachers' toolkit of activities and resources.</li> </ul> <p>Consider how to develop more creativity in teaching and learning and how to engage children through practical, hands-on activities.</p> <p>Practical experience of medium and short-term planning.</p>	<p>Provide opportunities for trainees to plan for a range of foundation subjects which promote subject specific enquiry.</p> <p>Encourage trainees to use a range of teaching approaches to develop understanding of the foundation subjects e.g. role play, Mantle of the Expert.</p> <p>Support trainees in drawing out the progression in skills within the different foundation subjects.</p> <p>Support trainees with weekly planning so</p>	<p>HE6, CP1-10</p> <p>CP 2</p> <p>SC3, SC6, CP3,</p> <p>S&amp;C 3 CP 4</p>
--	--	--------------------	--	--	-----------------------------	--	---	--

						<p>Planning &amp; developing clear LOs from broad statements in NC.</p> <p>Planning around a theme with cross curricular links.</p> <p>Building upon children's previous experiences to extend learning.</p> <p>How to include all learners and differentiate appropriately.</p> <p>Understand different means of formative and summative assessment in relation to different subjects.</p>	<p>that they link subject content that supports learning over the week.</p>	<p>AS 1,2,7</p> <p>AS 1,2,4</p> <p>HPL2, HPL6, HPL8 CP2,</p> <p>AT1-7</p> <p>A1-8</p>
--	--	--	--	--	--	---	---	---

**History: subject specific content covered**

Understand the different threads of History curriculum:

- Historical Knowledge
- Historical concepts
- Historical skills
- Historical attitudes

Understand the concept of Historical Enquiry and different types of historical sources.

Understand how the different aspects of the History curriculum can be delivered and how children's understanding and capabilities around these strands develop.

Understand how to deliver learning to promote the historical enquiry process in young children.

Understand how to use historical sources to prompt historical enquiry skills and how to develop confidence and independence around this.

**Geography: subject specific content covered**

Understand how children:

- Develop geographical skills (including mapping skills) through fieldwork in outdoor locations.
- Develop sense of place through exploring their own environment.
- Explore physical geographical features and landscapes.

Understand how to engage children through practical outdoor activities and use real life contexts to explore geographical learning.

Understand how to use a specific physical environment to teach the different threads of human, physical geography and geographical skills

Understand how to use high quality resources to explore remote environments.

**Art: subject specific content covered**

Understand the elements of Art:

- Line, Shape, Tone, Colour, Pattern, Texture

Understand the developments skills, use of materials, experimentation with different media and starting points for study in relation to:

- Painting
- Printing
- Malleable activities

Understand how to use work from a range of artists to develop children's skills in exploring different types of Art and how to develop their vocabulary to talk about them.

Understand how to maximise cross curricular links to widen children's experiences of Art.

**DT: subject specific content covered**

Understanding the design and making process:

- Product analysis
- Designing the product
- Key skills work
- The making activity
- Evaluation of activity

Understand how to use a specific stimulus as a starting point for a DT project

**Music:**

Understand the Development of music subject knowledge including:

- elements of music
- musical behaviours
- resources for lessons
- music for listening
- online resources

Understand the importance of singing and how it contributes to children's musical learning.

Understand approaches to composition

Understand the Kodaly approach

Understand how children's singing develops and how to use songs to teach about music.

Understand how to develop children's listening skills.

Understand that children need to develop skills and knowledge before engaging in group composition.

**PE:**

Understand how to develop children's understanding of:

- the importance of physical activity
- body awareness
- and the effects of exercise
- keeping themselves safe.

Understand how to develop children specific skills in:

- dance
- gymnastics

-games skills

Understand and apply the STTEP process for planning:

- Space
- Task
- Time
- Equipment
- People

Understand structured lesson planning:

- warm up
- development of skills
- select and apply skills
- cool down

**RE:**

Understand the role of SACRE and non-statutory nature and frameworks for RE

Understand different approaches to RE taken in faith and non-faith schools

Understand the key RE skills of:

- Communication
- Engagement
- Reflection
- Thinking

Understand approaches to planning including:

- Shared human experience
- Living religious traditions
- Search for personal meaning
- Beliefs and values

Understand the use of modern images and culture to explore themes by questioning.



## Programme: BA (Hons) Early Years Education with QTS Level 6

Level 6 trainees on the BA (Hons) Early Years Education with QTS degree programme complete all their Centre Based training for the academic year before starting their Professional Practice 2. All Centre Based training is based around the EYFS curriculum and pedagogy whilst developing their personal philosophy through exploring outdoor learning, developing a set of principles for behaviour for learning and considering their position as an Early Years Leader. Through a final research project, they develop expertise in a self-chosen area of Early Years Education. The following table gives an overview of what they have studied in Centre Based Training and how this can be supported and extended during the school-based input.

Personal and Professional Attitudes, Values and Beliefs			Subject and Curriculum Knowledge			The Craft of Teaching and Pedagogy		
Centre-based input	School based input	Core - Content ref	Centre-based input	School based input	Core - Content ref	Centre-based input	School based input	Core - Content ref
Personal and Professional Development								
<p>Critical discussion on the design of changes in policy, the EYFS curriculum and non-statutory guidance (Development Matters).</p> <p>Promoting the importance of the learning environment, continuous provision and learning through play.</p>	<p>Supporting trainees with current government expectations and any changes to policies.</p> <p>Encourage trainees to develop their approaches to teaching which are rooted in their personal philosophy.</p> <p>Discuss how you plan/use the outdoor environment.</p> <p>Share the challenges you encounter when</p>	<p>S&amp;C1 PB8</p> <p>HE1</p>	<p>EYFS curriculum Planning the environment to meet the needs of all learners and ensure progress across the different areas of learning.</p> <p>Planning the environment to promote learning in the different areas of learning.</p>	<p>Supporting trainees with implementation of the EYFS, through planning to meet the needs of all learners in the class.</p> <p>Share plans with trainees.</p>	<p>HE3 HPL1 CP1-10 AT1-6</p>	<p>Planning for other adults in the classroom.</p> <p>Building on children's interests.</p> <p>Planning around a theme.</p>	<p>Engaging with the other adults (OAs) in the classroom. Encourage trainees to take the lead in planning for and deploying other adults effectively.</p> <p>Discuss how you bring children's interests into the learning – how children learn.</p> <p>Trainees to observe children and incorporate their interests when planning.</p>	<p>PB3, 5 S&amp;C 1 - 10 PB8</p> <p>HE6 S&amp;C 1-10 CP1-9 AT1-6</p>

<p>Critically analysing the benefits and challenges of learning in the outdoor environment.</p>	<p>planning for outdoor learning.</p> <p>Encourage the trainee to plan/develop areas of the outdoor to support children's learning.</p>	<p>HE1 CP4 PB1</p>	<p>Different approaches to planning.</p>			<p>Planning for all areas of learning.</p> <p>Creativity and considering how teachers can provide opportunities for children to be creative.</p>	<p>Trainees to plan learning around a book or theme, thinking about how they can adapt/enhance different areas of continuous provision and provide opportunities for learning across the 7 areas.</p> <p>Trainees to use assessment data to identify gaps in areas of learning.</p> <p>Trainees to think about how they are using time, spaces, approaches to plan for creativity.</p>	<p>HE 6</p> <p>HE6 S&amp;C3 CP1-9</p> <p>S&amp;C</p>
<p>Managing workload and work/life balance.</p> <p>The role of CPD in lifelong learning.</p>	<p>Discuss how you manage your workload.</p> <p>Encourage trainees to attend Inset training and CPD opportunities</p>	<p>PB1</p> <p>PB7</p>	<p>Assessment</p> <p>How assessment can be used in different forms to plan for the progress of individuals, groups and the whole class.</p>	<p>Discuss the different ways you assess children's learning at individual, group, class, phase and school level.</p> <p>Encourage trainees to consider the needs of individuals children through sharing assessment records.</p>	<p>HPL2 AS1-7</p> <p>HPL2 AS1-7</p>	<p>Understanding the role of adult in children's learning.</p>	<p>Discuss your approaches in the classroom.</p> <p>Trainee to observe your practice.</p> <p>Trainee to try out a range of playful approaches to teaching.</p>	<p>HE1 CP4</p>

<p>Critically analysing models of leadership and considering how they apply to their role now and in the future.</p>	<p>Discuss your experiences as a leader with trainees.</p> <p>Discuss the leadership strategies you employ.</p> <p>Encourage the trainee to take a lead role with children, other adults in the classroom and parents.</p> <p>Trainees to meet with subject/phase co-ordinators to discuss how they lead their subjects across the school.</p>	<p>PB1, 2, 3, 5, CP4</p>	<p>SEN/D understanding the needs of children Dyslexia ADD/ADHD Autism SEMH.</p> <p>How to adapt provision for the inclusion of learners with SEN/D.</p>	<p>Discuss needs of children within the class and share strategies you use to support them.</p> <p>Share with the trainee how you create an inclusive environment.</p>	<p>HE3 CP10 AT1-7</p> <p>HE3 AT1-7</p>	<p>How to plan for children with SEN/D.</p> <p>Planning the environment to support the needs of children with SEN/D.</p>	<p>Trainee to implement established strategies and to develop approaches to supporting a range of needs and disabilities.</p> <p>Trainee to adapt the provision for the inclusion of all pupils.</p>	<p>HE3 AT1-7</p> <p>CP10</p>
<p>Critically analysing approaches to managing behaviour for learning and developing a set of principles.</p>	<p>Share school policy and discuss your personal approaches to managing behaviour for learning.</p> <p>Encourage trainees to implement school systems.</p> <p>Encourage trainees to implement their own approaches/strategies when managing behaviour for learning.</p>	<p>MB1-7</p> <p>MB1-7</p> <p>MB1-7 HE1, 2, 4, 5</p>	<p>Developing understanding of the Early Years and its associated pedagogy through undertaking a small-scale research project.</p>	<p>For settings and schools that are supporting the research project it is beneficial for trainees to be given the opportunity to work with children, liaise with other staff members or scrutinise documents as necessary for the research question chosen and methods outlined.</p>	<p>HE1-6 PB1, PB2, PB7</p>	<p>Discussion of behaviour scenarios.</p>	<p>Observing and reflecting on various approaches to classroom organisation and management.</p>	<p>HE 3 HE 4 HE 5</p> <p>AT 1 AT 2 AT 3</p> <p>MB 1-7</p>

EYFS Curriculum

The following outline is common to all areas of learning

<p>Inclusion through continuous</p>	<p>For all areas of learning trainees to be shown</p>	<p>HE1-6 AT1-7</p>	<p>Understanding the importance</p>	<p>Take trainees on a 'Learning Walk' to</p>	<p>AT1-7</p>	<p>Planning for all areas of</p>	<p>At this point in their training, trainees</p>	<p>AT1-7</p>
-------------------------------------	---	------------------------	-------------------------------------	--	--------------	----------------------------------	--	--------------

provision and the physical environment.	how the physical environment has been adapted.		of ensuring the physical environment is inclusive to all learners.	outline adaptations that have been made to the environment and the intended outcomes.		learning to include both adult led and child initiated activities.	would benefit from being provide with opportunities to design and plan continuous provision both indoors and outdoors.	
Promoting aspirations and early years approaches through provision.	Discussions about how to promote high aspirations even at a young age.	HE2, HE3 HE6	Taking responsibility for leading the curriculum design and implementation in a EYFS setting.	Model how your current curriculum has been designed to promote children's learning. Allow trainees opportunities to design their own curriculum based on children's interests.	SC1	The Foundation Stage Profile (FSP): the rationale behind the profile, collecting evidence and analysing the evidence for future planning and teaching.	Explain how your school/setting employs the Foundation Stage Profile.	A3, A4, A7, A8
Planning the environment to promote diversity and cultural awareness.	Outline the resources used in the setting that promote diversity and cultural awareness. Trainees to add to these over the duration of their Professional Practice.	HE4, H5				Exploring the impact working memory and long-term memory can have on children's achievement.	Support trainees in identifying evidence for the FSP taking account of working memory and long-term memory.	HPL3-5
Exploring school readiness and the impact on provision within the EYFS curriculum.	Explain the school's definition of school readiness. Support trainees in understanding the measures that need to be implemented within the areas of learning to support children moving into reception.	HE1-6						

Individual Areas of Learning: content covered

Communication and Language:

- Revisiting the EYFS
- 9 steps of communication development
- Understanding that communication and language are vital for life chances
- Knowing that poor language skills can result in long term problems
- Language acquisition for children who have English as an additional language
- Development stages of language and thinking

## Physical Development

- How does the indoor and outdoor environment support children's physical development
- Physical Development and the Foundation Stage Profile
- Children with physical difficulties and the impact on inclusive practice

## PSED

- Supporting all children's PSED
- Supporting Looked After Children
- Supporting children who have experienced trauma

## Understanding the World

- Planning for Understanding the World in the continuous provision environment
- Promoting positive attitudes to the environment and sustainability
- Exploring people and communities in terms of diverse society
- Unintentional prejudices and the role of knowledge in creating these
- Providing resources to promote diverse society
- Celebrating difference
- Challenging negative attitudes

## EAD

- Musical Development Matters
- Creativity with EAD provision
- Adult role in promoting creativity
- Henley Review 2011
- Early childhood music
- Young children as artists

## Maths

- Revisiting the counting principles
- Early calculation
- Carpet maths
- Assessment of maths within continuous provision
- Dyscalculia
- Promoting a positive attitude to maths

## Literacy

- Talk for Writing
- Reading levels
- Working towards expectations in reading
- Profile exemplification of reading, writing and spelling
- Phonics: letters and sounds
- Helicopter stories

## **Key – ITT Core Content Framework**

HE	High Expectations (1-6 )
HPL	How Pupils Learn (1-9)
S&C	Subject and Curriculum (1-10)
CP	Classroom Practice (1-11)
AT	Adaptive Teaching (1-7)
AS	Assessment (1-7)
MB	Managing Behaviour (1-7)
PB	Professional Behaviours (1-7)