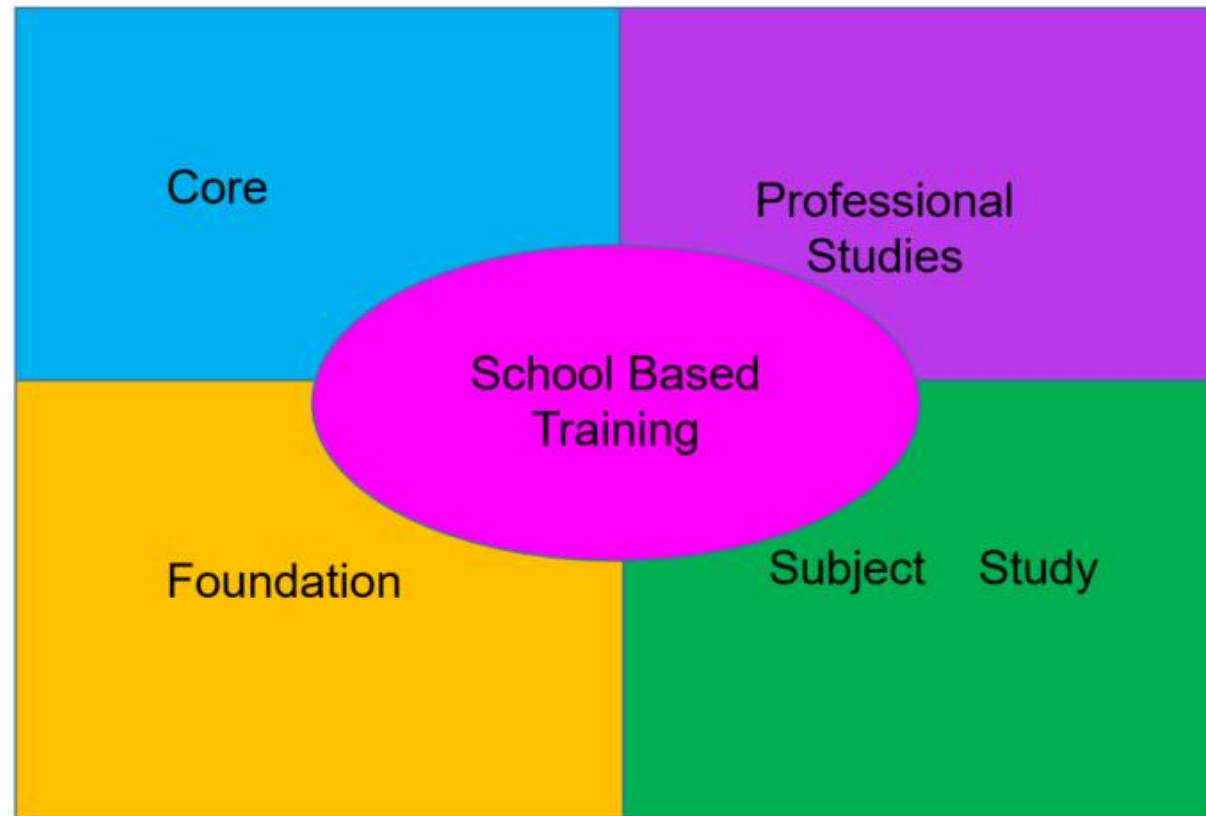


BA (Hons) Primary and Early Years with QTS



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BCU ITE Core Curriculum

- The Birmingham City University Curriculum encompasses the full entitlement described in the Initial Teacher Training Core Content Framework (DfE), as well as integrating additional analysis and critique of theory, research and expert practice. We recognise that it is an entitlement of all trainees to work with, and learn from expert colleagues, as they practise, rehearse and refine approaches. We give high importance to mentoring that ensures trainees receive high quality, clear and well-structured feedback from expert colleagues in faculty and across the BCU regional partnership. We believe that the quality of teaching is the most important factor in improving outcomes for pupils, and the quality of training enables quality trainees to achieve this.

Home	BCU Key Themes	
A. How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.		
B. How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.		
C. How trainees’ knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn (meta-learning) impact on pupils’ progress and wellbeing.		
D. How trainees plan and assess learning to ensure that all pupils make progress.		
E. How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.		
F. How trainees have developed professional behaviours and contribute effectively to the wider life of the school.		
Core Content Framework		Teachers’ Standards
Title	5 Core idea	
A. High Expectations	Behaviour Management	Standard 1 – ‘Set high expectations’
B. How Pupils Learn	Pedagogy	Standard 2 – ‘Promote good progress’
C. Subject and Curriculum	Curriculum	Standard 3 – ‘Demonstrate good subject and curriculum knowledge’
D. Classroom Practice	Pedagogy	Standard 4 – ‘Plan and teach well structured lessons’
E. Adaptive Teaching	Pedagogy	Standard 5 – ‘Adapt teaching’
F. Assessment	Assessment	Standard 6 – ‘Make accurate and productive use of assessment’
G. Managing Behaviour	Behaviour Management	Standard 7 – ‘Manage behaviour effectively’
H. Professional Behaviours	Professional Behaviours	Standard 8 – ‘Fulfil wider professional responsibilities’
		Part Two: Personal and professional conduct

Four Professional Core Values

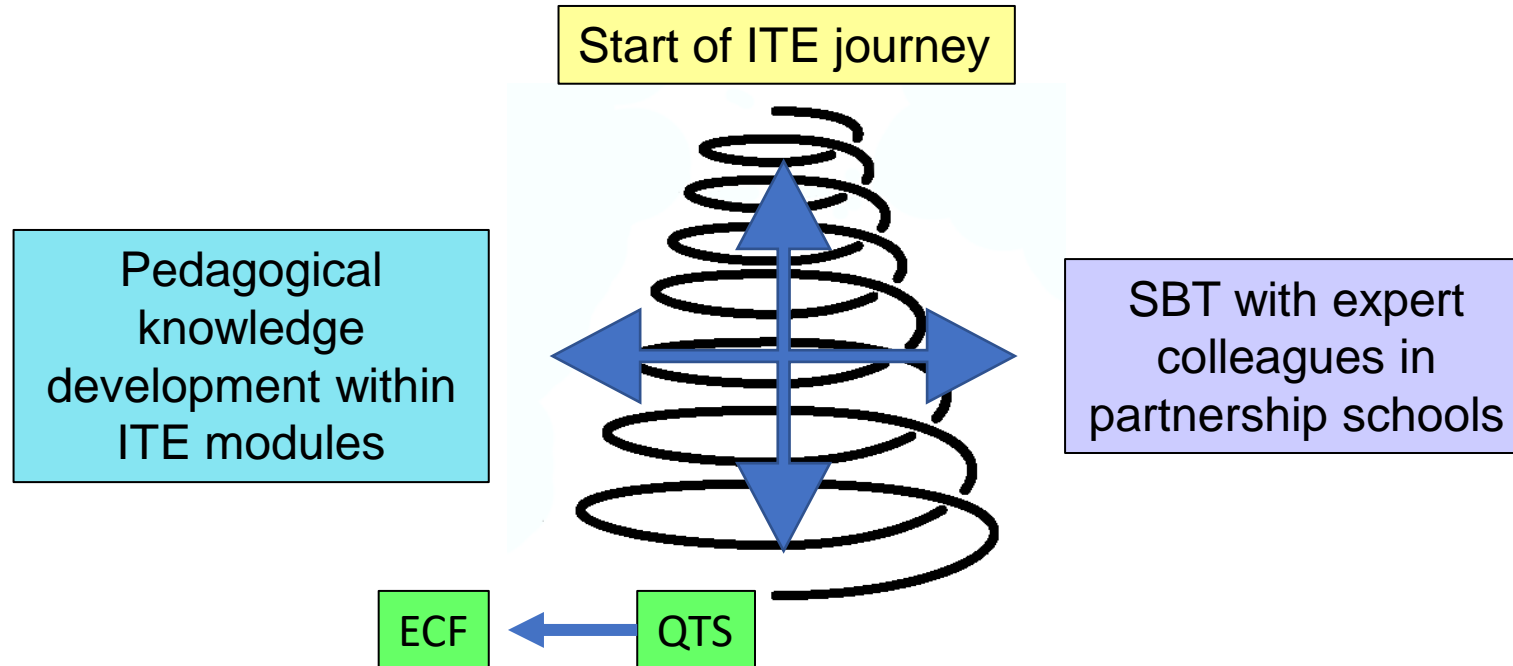


Committed to: <ul style="list-style-type: none"> • Being outstanding teachers • Creating a vibrant learning environment in which all learners will thrive • Meeting the needs of all learners and their communities 	<ul style="list-style-type: none"> • Taking responsibility for their own professional development and learning • Having excellent subject and pedagogical knowledge
Creative in: <ul style="list-style-type: none"> • Inspiring and motivating all learners • Developing learning and teaching through research and evidence 	<ul style="list-style-type: none"> • Overcoming disadvantage and barriers to learning • Developing the impact of their professional practice
Confident to: <ul style="list-style-type: none"> • Act as leaders of learning • Adapt flexibly and proactively to change 	<ul style="list-style-type: none"> • Work effectively with all partners in learning • Demonstrate responsibility and be accountable for their professional actions and decisions
Collaborative by: <ul style="list-style-type: none"> • Understanding that authentic and effective collaboration is an essential element of professional practice • Working effectively with expert teachers across partner organisations 	<ul style="list-style-type: none"> • Working with peers and subject / phase experts to develop effective curricula • Embodying the ethos and vision of partner organisations in their professional role • Participating in practice -led research discourses to deepen and develop a community of learning

The Spiral Curriculum

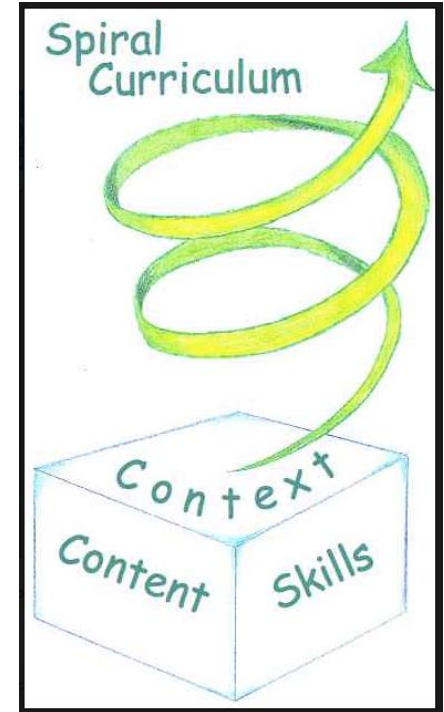
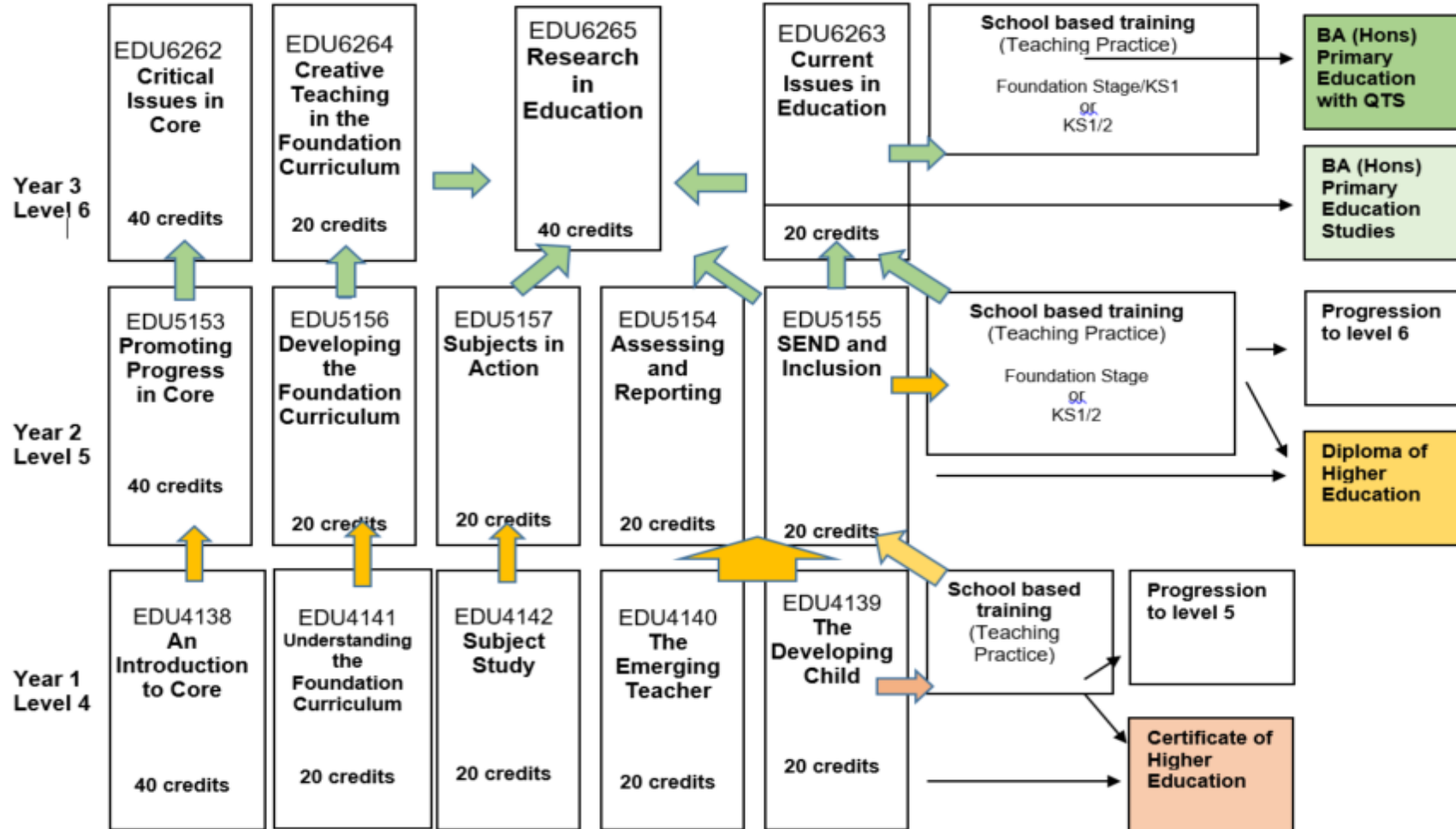
Our spiral curriculum model is an iterative revisiting of identified topics, subjects and themes throughout the BCU Primary and Early Years with QTS course.

This spiral curriculum ensures that a deepening of understanding of the topic considered with each successive encounter building on the previous one.



BA(Hons) QTS Ambitious Curriculum Module Overview

BA (Honours) Primary Education with QTS: Course Structure



Core Curriculum Modules

(Links to moodle pages)

Y1

- EDU4138 – An Introduction to Core Curriculum

Y2

- EDU5153 – Promoting Progress in Core

Y3

- EDU6262 – Current issues in Core

Learning Outcomes:

- Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2
- Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS
- Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners

What is Mathematics?

Learn that

- Our own attitude to mathematics is shaped by our experiences.
- Teachers are key role models who influence the attitude and motivation of their pupils.
- Reflection on the kind of maths teacher you aim to become will shape your future practice.
- There are statutory programmes of study for mathematics that must be taught - familiarisation with statutory and non-statutory curriculum guidance and frameworks
- Secure subject knowledge helps teachers to motivate pupils and teach effectively.

BCU Curriculum Key Theme: **A, B, C, D, E, F**

Impact on practice:
Subject knowledge
Behaviour for learning

Teaching for Mastery - Teaching for understanding

Learn that

- Teaching for Mastery, teaching for conceptual understanding and depth are key aspects of maths education
- Learning involves a lasting change in pupils' capabilities or understanding
- Ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress.
- Complex ideas and concepts can be broken down into smaller steps to ensure understanding.
- Learn how to interleave concrete, pictorial and abstract examples to support conceptual understanding.

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

The Foundations of Early Number

- Learn that ensuring pupils master foundational concepts and knowledge before moving on is important to ensure progress.
- Learn that subitising is a key aspect of early number.
- Learn how to identify the key essential concepts, knowledge, skills and principles in early maths.
- Learn how to include effective teaching strategies to secure progress in early number.

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Place Value

Developing Number Sense

- Learn that mastering an understanding of place value is an important aspect of mathematics.
- Learn that there is a progression in place value
- Learn how to develop a secure understanding of place value through the use of carefully selected resources and tasks

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Fluency

Learn that

- Fluency is one of the aims of the National Curriculum.
- An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.
- Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.
- committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.
- Learn how to support children in developing fact fluency through opportunities

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge
Behaviour for learning

Foundations in calculation - Addition and Subtraction

- Learn that secure subject knowledge helps teachers to motivate pupils and teach effectively.
- Learn how to identify the key essential concepts, knowledge, skills and principles in addition and subtraction.
- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Foundations in calculation – Multiplication and Division

- Learn that secure subject knowledge helps teachers to motivate pupils and teach effectively.
- Learn how to identify the key essential concepts, knowledge, skills and principles in multiplication and division
- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Subject knowledge
Pedagogical Content Knowledge

Planning and Assessment - Lesson Observation

- Explore key components of lesson planning through observing expert colleagues and discussing how plans are implemented - Perfect six planning elements
- Learn how to sequence lessons so that pupils secure foundational knowledge before encountering more complex content.
- Know that taking pupils' prior knowledge into account is a key aspect of successful learning and securing progress
- Discuss and analyse 'Assessment For Learning' opportunities

BCU Curriculum Key Theme: **A, C, D, E**

Impact on practice:
Planning and Assessment
Pedagogical Content Knowledge
Impact

The CPA approach - building on learning from previous sessions

- Learn how to interleave concrete, pictorial and abstract strategies to support secure conceptual understanding.
- Learn that a range of approaches for modelling and scaffolding learning is essential to enable pupils to make progress
- Learn that critical enquiry and research informed practice to develop understanding of effective teaching and learning.

BCU Curriculum Key Theme: **A, C, D, E**

Assignment Support
BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Pedagogical Content Knowledge
Implementation and Impact

BCU Curriculum Key Theme: **A** - indicated as ongoing by the red outline

Assessment for Learning Maths subject knowledge audit

Use subject audits to identify areas of current strengths and development and reflect on subject knowledge
Use identified resources and reading to support learning in the subject

Assessment of Learning

Assignment : Sway presentation

- Audit
- Reflection on Mathematics Subject Knowledge Audit
- Analysis of observed lesson – Intent, Implementation and Impact on learning.

Introduction to English Equality, Diversity, Inclusion, accountability

Develop understanding of the importance of English/literacy in the 21st Century / implication of illiteracy.
Identify own subject knowledge
To be aware of the structure and content of the curricular frameworks for English
To discuss ways to support all children
Key Theme : B,C,F,H

Introduction to audits

Assignment introduction from an English perspective

Impact on practice:

Subject knowledge and planning
Pedagogical Content Knowledge
Considering the needs of all learners

Learning Outcomes

- Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2
- Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS
- Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners

Speaking and Listening

Understand the importance of speaking and listening in learning
Explore opportunities /strategies for developing speaking and listening in the primary classroom for ALL learners
Explore teaching approaches to develop speaking and listening across the curriculum
Make secure links with assignment requirements
Key theme: B C D E



Impact on practice:

Subject knowledge
Pedagogical Content Knowledge
Effective planning

Reading

Understand the underpinning principles of teaching reading and how these relate to key curriculum documents
Begin to understand the importance of promoting reading for pleasure
To gain knowledge of some strategies for teaching reading.
Key Theme: B C D F



Phonics

Phonics

To define what is meant by phonics and use the relevant terminology.
To understand the Curriculum requirements for the progression and integration of phonics within Literacy
To explore a range of strategies for teaching phonics.
Key Theme: C D E F G

Impact on practice:

Subject knowledge
Pedagogical Content Knowledge-CPA
Positive Behaviour for learning

Poetry

Gain an increasing awareness and knowledge of children's poetry
Begin to consider ways in which teachers can engage children with poetry and support them with writing poetry.
Key Theme: C E



Narrative

Develop an awareness of narrative writing programmes of study from EYFS to KS2
Identify the features of narrative writing, teaching strategies and resources to support children's narrative writing skills
Key Theme: A B E



Impact on practice:

Subject knowledge
Pedagogical Content Knowledge
Differentiation by support and challenge

Writing

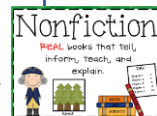
Consider what is involved in becoming a writer, the key experiences children need to support their development
Explore teaching approaches that can be used to support children's writing
Consider how to create a writing classroom that encourages children to become writers
Key Theme A C D

Impact on practice:

Planning and assessment
Behaviour for learning - impact on learners

Non Fiction

Identify the features of different genres within non-fiction
understand where non-fiction sits within the National Frameworks
Gain some strategies for the planning and teaching of non-fiction writing
Key Theme: C D E



Grammar Knowledge

To consider the place and purpose of grammar.
To know the word classes and identify their functions in sentences
To secure understanding of simple, compound and complex sentences
Key Theme: A C

BCU Curriculum Key Theme: C indicated as ongoing by the Blue outline

Assessment of Learning

Assignment :-subject knowledge action plan /reflection –

SWAY explore Intent, Implementation and Impact on learning to support children's speaking and listening development in a school context
Key Theme A C

- **Assessment for Learning**
- **English subject knowledge audit**
- **Phonics audit – Teaching of Reading Booklet**
- **School based Tasks –observation of reading areas and phonics lessons on school based practice**
- **Sharing a text**


Learning Outcomes:

- Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2
- Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS
- Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners

**Introduction to Primary Science-
Introducing Constructivism**
 Learn that

- Teachers can stimulate, encourage and respond to children's curiosity about the world around them
- The importance of personal values and attitudes in influencing children's attitudes to science.
- learning theory informs effective science teaching

 BCU Curriculum Key Theme: **A, B, C, D, E, F**

 Impact on practice:
 Subject and curriculum
 knowledge

Introducing planning

Learn how

- The current curriculum frameworks for teaching science in Early years and Key stage 1 and 2 are organised to support development
- Process skills and conceptual understanding are related within the primary curriculum
- Planning needs to build upon effective principles of teaching and learning in science

 BCU Curriculum Key Theme: **A, C, D, E**

 Impact on practice:
 Subject knowledge
 Pedagogical Content
 Knowledge

Dealing with misconceptions 1

Learn that

- There are a range of techniques for eliciting children's ideas a practical illustrative activities and enquiry can support restructuring of scientific misconceptions
- Personal subject knowledge is essential to understand childrens existing ways of making sense of the world and planning for conceptual change

 BCU Curriculum Key Theme: **A, C, D, E**

 Impact on practice:
 Subject knowledge
 Pedagogical Content
 Knowledge

**Children's ideas about the world
around them**

- How practical activity in science supports conceptual understanding
- that literacy can provide contexts for cross curricular learning
- That Constructivist theory informs approaches to developing conceptual understanding
- that children come to science lessons with pre-existing ideas and this has implications for teaching and learning.

 BCU Curriculum Key Theme: **A, C, D, E**

 Impact on practice:
 Subject knowledge
 Pedagogical Content
 Knowledge

Dealing with misconceptions 2

- how practical activities can be managed effectively within the classroom
- Have reflected upon your personal science subject knowledge and how it impacts upon effective teaching
- Considered the use of appropriate models and analogies to support children in conceptual change.
- Developed subject knowledge in relation to electricity

 BCU Curriculum Key Theme: **A, C, D, E**

 Impact on practice:
 Subject knowledge
 Pedagogical Content
 Knowledge
 Behaviour for learning

**Planning for effective
science lessons**

- Appreciate the importance of carefully considering classroom organisation strategies in practical hands on science;
- Know key planning terminology and how to approach planning for science
- Learn different approaches to meeting needs of diverse learners in science

 BCU Curriculum Key Theme: **A, C, D, E**

 Impact on practice:
 Pedagogical Content Knowledge
 Implementation and Impact

 Assignment Support
 BCU Curriculum Key
 Theme: **A, B, C, D, E**
**Assessment for Learning
Maths subject knowledge audit**

Use subject audits to identify areas of current strengths and development and reflect on subject knowledge
Use identified resources and reading to support learning in the subject

**Assessment of Learning
Assignment : Sway presentation**

- Audit
- Reflection on Mathematics Subject Knowledge Audit
- Analysis of observed lesson – Intent, Implementation and Impact on learning.

Mathematical misconception, conceptual challenges and errors

- Learn that secure Subject knowledge helps teachers to motivate pupils and teach effectively.
- Learn that where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.
- Learn that anticipating common misconceptions is an important aspect of curricular knowledge.
- To consider Specific mathematical difficulties – Dyscalculia

BCU Curriculum Key Theme: **B, C, D, E,**

Learning Outcomes:

- Demonstrate a secure understanding of effective strategies for securing pupil progress in reading
- Demonstrate knowledge of how teachers can address errors and misconceptions in mathematical understanding within primary and early years settings.
- Design and evaluate activities to support progression in children's scientific enquiry and process skills in FS, KS1 and KS2

Number sense and Place value misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to place value and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E,**

Addition and subtraction misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to addition and subtraction and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E,**

Multiplication and division misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to multiplication and division and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E**

Geometry misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to geometry and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E**

Measures misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to measures and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E**

Fractions, Decimals and Percentages misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to fractions, decimals and percentages and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E,**

Statistics misconception, conceptual challenges and errors

- To develop an understanding of concepts, knowledge and skills related to statistics and how these are developed.
- To be aware of and identify misconceptions, conceptual challenges and errors in this area of the curriculum.
- To identify appropriate strategies to address misconceptions, conceptual challenges and errors
- ✓ Worked examples, modelling and narrating the thought process
- ✓ Using concrete examples and pictorial representations as guides and scaffolds to develop conceptual understanding of the abstract ideas.

BCU Curriculum Key Theme: **B, C, D, E**

Practice Paper

- To work collaboratively with peers to develop an understanding of misconceptions and how they can be addressed.
- To work collaboratively to discuss the effectiveness of strategies to address misconception, conceptual challenges and errors.

BCU Curriculum Key Theme: **B, C, D, E**

'Identifying misconceptions and then teaching in order to correct them or avoid them in the first place, is one of the most important parts of teaching' (Gary, 2020:30)

Assessment

- To consider the types and purpose of assessments
- Learn how to structure tasks and questions to enable the identification of knowledge gaps and misconceptions .
- To develop knowledge and understanding of statutory Assessment and Reporting Arrangements

BCU Curriculum Key Theme: **C, D**

Assessment for Learning

- KS1 SATS Papers
- KS2 SATS Papers

Assessment of Learning
 Exam - 40% of the overall module grade
 Identify errors and misconceptions.
 Identify knowledge and effective strategies to address them.

BCU Curriculum Key Theme: **A -** indicated as ongoing by the **red outline**

English Learning Outcomes:

- **Demonstrate a secure understanding of effective strategies for securing pupil progress in reading**
- **Grading Criteria:**
- Identify a very good range of teaching strategies to support pupil progress in reading. The strategies should be well matched to the pupils' needs. Demonstrate a very good understanding of the simple view of reading. Make very good links between theory and practice.

Reading and Introduction to the module and assessment task.
 Exploring the importance of being literate and promoting reading for pleasure.
 Wider research
 Developing knowledge of children's literature, poetry and posts.
 Themes

Impact on practice:
 Subject knowledge
 Pedagogical Content Knowledge
 Differentiation by support and challenge
 Research Informed Practice

READING/ ASSESSMENT

Understanding teaching approaches that support children's reading development including: shared reading, guided reading and reciprocal reading.
 Exploring documentation that can support the assessment of children's reading development.
 Exploring running records as an assessment tool for reading.

PHONICS 1

Review Year 1 input.
 Correct articulation of phonemes, the teaching sequence, key principles of effective phonics teaching, terminology, making phonics active. Plan a phonics lesson

Impact on practice:
 Pedagogy and SK:
 Understand how to teach and assess reading effectively.

PHONICS 2

Teaching reading: teaching a phonics lesson to your peers.
 Monitoring progress in phonics. Interventions.
 Peer feedback

Impact on practice:
 Subject knowledge
 Effective Planning
 Pedagogical Content Knowledge
 Professional Behaviours – reflecting on learning

WRITING

Reflect on experiences of supporting pupils with writing on placement. A
 Stages of writing development
 Curriculum requirements
 Handwriting to support fluency. Examining examples of inspiring practices

Impact on practice:
 Research Informed Practice.
 Communicating ideas clearly and effectively

Assessment for Learning
 Formative peer feedback in Phonics 2 and Drama ESK Action Plan
 Phonics Audit (ToR booklet)

Assessment of Learning
 Assignment
 2,000 word essay based on reading case study. Identify teaching and assessment strategies to help the child to progress. Justify principles and strategies with wider reading.

Impact on practice:
 Research Informed Practice.
 Communicating ideas clearly and effectively

DRAMA 1

Introduction to a range of drama strategies.
 Exploration of text-based drama activities and their purpose in developing comprehension skills
 Drama for ALL learners- inclusive

Impact on practice:
 Develop pedagogy. Use active learning to support pupil progress.
 Reflection skills: Peer and self assessment

SPEAKING AND LISTENING

To know how to use Talk for Writing strategies and to understand how to develop these approaches to develop oral story telling
 To know how talk supports the writing process
 EAL learners- strengths/ learning needs
 Links to pupil progress/barriers to learning/ interventions
 underachievement

How pupils learn
 Consideration of needs of all learners
 Subject knowledge

DIGITAL LITERACY

Examining our own literacy practices.
 Literacy in the 21st century and the implications for teaching and learning
 Finding space in the curriculum.
 Examining a range of digital resources to support literacy: reading and writing.
 Teaching specific groups: EAL, G&T SEN

Adaptive Teaching - understanding of adaptive teaching leading to inclusive teaching and learning

SPELLING

Understanding the features of spelling development.
 Understanding the place of phonics within spelling.
 Understanding strategies for learning to spell.
 Ensuring progression in spelling and planning for systematic teaching.
 Learners with specific needs- dyslexia...
 Activities and documentation to support spelling development.

Impact on practice:
 Pedagogical Content Knowledge
 How pupils learn
 Secure subject knowledge
 Considering the needs of all learners/ effective use of assessment

Learning Outcomes:

- Demonstrate a secure understanding of effective strategies for securing pupil progress in reading
- Demonstrate knowledge of how teachers can address errors and misconceptions in mathematical understanding within primary and early years settings.
- Design and evaluate activities to support progression in children's scientific enquiry and process skills in FS, KS1 and KS2



Science

Introducing process skills

- to identify the difference between illustrative and investigative activities
- to recognise the relationship between science process skills and conceptual knowledge in the curriculum
- To understand the importance of considering cognitive load when designing enquiry activities
- To become familiar with the science strand 'working scientifically' of the module and the related assignment task.

BCU Curriculum Key Theme: A, C, D,

Subject knowledge Ongoing
• **Science subject knowledge audits- working scientifically**

Progression in 'Working Scientifically'

- To understand progression in 'predicting'
- To apply understanding of teaching process skills to a range of practical investigation
- To become familiar with the TAPS approach to supporting pupil progress in science through focussed assessment of skills.

BCU Curriculum Key Theme: C, D, E

'Fair testing'

- to understand progression in the planning of fair testing.
- to recognise strategies to support the development of children's competence in planning and carrying out a fair test.

BCU Curriculum Key Theme: C, D, E

Creativity in Science

- to evaluate a range of contexts for science investigative activity including cross curricular learning
- to consider alternatives to report writing (5-11)
- to consider the place of creativity, choice and curiosity in science
- to review safety in scientific activity

BCU Curriculum Key Theme: A, B, C, D, E, F

Enquiry types, collecting and presenting data

- to recognise that there are a range of investigative activities
- to understand progression in measuring, recording, reporting and presenting
- know a range of strategies to support children producing graphs

BCU Curriculum Key Theme: B, C, D, E

H and S, Differentiation and Assessment

- to identify the practical issues relating to science assessment in the classroom
- to become familiar with age related expectations and use of TAPS focussed assessment plans
- to know a range of methods of assessing pupil performance in science

BCU Curriculum Key Theme: A C, D, E

Assessment of Learning

Design, evaluate and present an investigative activity that supports progression in process skills and demonstrates understanding of enquiry based science.

Key reading-

Harlen, W, & Qualter, A, (2019) The teaching of primary science : London : Routledge,
 Loxley, P, (2017) Practical Ideas for Teaching Primary Science: Inspiring Learning and Enjoyment : London : Routledge,
 Ofsted 2013 Maintaining curiosity
 Tunnicliffe, S, D (2015) starting inquiry-based Science in the early Years: Look talk think and do. : London : Routledge,

Think Piece

What does the data tell us?

To reflect on mathematics in England's primary schools in relation to other countries.
To reflect on what the data says about mathematics in primary schools.

- Attainment
- Attitudes, confidence and aspirations.
- Other factors

[Trends in International Mathematics and Science Study \(TIMSS\)](#)

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

Learning Outcomes:

- Reflect critically upon own professional practice in the teaching and assessment of the core subjects.
- Demonstrate a critical understanding of recent and emerging policies, innovations and practices relating to the assessment and teaching of the core subjects.
- Demonstrate critical understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support the needs of all pupils within and beyond the classroom in the core subjects.
- Make effective use of the affordances of technology to present ideas clearly.

Mathematical Minds

- To develop an understanding of maths anxiety; the impact it has on progress and what we can do as teachers to address this barrier to learning.
- To develop an understanding of growth mind-set and how we can implement this in our teaching so that there is a positive impact on pupil progress in mathematics.
- To develop an understanding of working memory, long-term memory and cognitive load and relate this theory to classroom practice.
- To consider strategies for supporting working memory and cognitive overload in mathematics based on Rosenshine's principles of instruction.

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice



Policy

- To evaluate teaching in line with the Curriculum Frameworks
- To evaluate Department for Education (2020) Mathematics guidance: key stages 1 and 2 Non-statutory guidance for the national curriculum in England
- To consider Educational Endowment Foundation Guidance
- Ofsted (2021) Research review series: mathematics

BCU Curriculum Key Theme: **A, C, D, E**

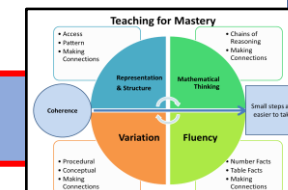
Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

Mastery and Fluency

- To consolidate an understanding of the aims of the National Curriculum in relation to mathematics.
- To develop a deeper understanding of the big ideas of teaching in the teaching of mastery.
- To explore interpretations of 'fluency'
- To examine what it means to be fluent with multiplication facts

BCU Curriculum Key Theme: **A, C, D**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice



Reasoning and dialogic teaching

- To consider reasoning in the maths curriculum.
- To understand the importance of teaching and learning mathematical vocabulary
- To understand dialogic teaching and how we can develop rich and robust dialogic interactions in the classroom
- Understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support reasoning.

BCU Curriculum Key Theme: **A, B, C, D, E**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice



Maths beyond

- To consider innovative teaching approaches beyond the classroom.
- To consider wider opportunities for mathematics.
 - Stories
 - Financial education
 - Active maths
- To develop a vision for mathematics

BCU Curriculum Key Theme: **A, B, C, D, E, F**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

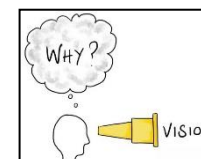
Mastery and Variation

- To develop a deeper understanding of variation theory as part of Teaching for Mastery.
- To consider how the design of tasks invites deep learning.
- To reflect on practice and the design of tasks in light of understanding of conceptual and procedural variation

BCU Curriculum Key Theme: **A, B, C, D**

Impact on practice:
Subject knowledge and planning
Pedagogical Content Knowledge
Opportunity to reflect on practice

BCU Curriculum Key Theme: **A** - indicated as ongoing by the red outline



Assessment of Learning

Assignment
Task1: Past – essay reflection on planning of 1 core subject
Task 2: Present essay – critically examine current and emerging policy in 1 core subject
Task 3: Future – screencast - explore creative approach to teaching and assessing in 1 core subject

BCU Curriculum Key Themes: **A, B, C, D, E**



**Think Piece**

'Doing Data Differently'
Research project on literacy
teachers exploring literacy
classroom practice through
visual presentation of data

What matters to you in
Literacy?

Which aspects of teaching and
learning in literacy would you
like to learn more about
through your own 'data
collection'?

How might this relate to the
theme of the module and the
assessment – past, present
and future

Themes A, C, D

Impact on practice:

Learning Outcomes:

- Reflect critically upon own professional practice in the teaching and assessment of the core subjects.
- Demonstrate a critical understanding of recent and emerging policies, innovations and practices relating to the assessment and teaching of the core subjects.
- Demonstrate critical understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support the needs of all pupils within and beyond the classroom in the core subjects.
- Make effective use of the affordances of technology to present ideas clearly.

Policy

Examination of current English curriculum and assessment
policy

Reflect on how you have used English assessment and data.
How is data used effectively to support teaching and
learning?

How did it impact upon the 5 Ps of (your) pedagogy, (your)
practice, (your) priorities, (you) people and (yours and
others) power?

What would you like to see change?

How would you like to do things differently?

Themes A, C, D

Impact on practice:

EAL

DfE policy 2012a Naldic

- Context in society
- cultural identity
- Research - Cummins, translanguaging
- Needs of EAL learners
- Bell Foundation resources
- Strategies and resources to support
assessment and teaching

•Theme A, D, E

Impact on practice:
Improve subject knowledge
and pedagogy.
Develop the ability to
critically evaluate policy and
school practice..

**Literacy in and beyond the
classroom**

To consider and explore
ways to develop pupils'
literacy skills in and beyond
the classroom

To recognise, value and
build upon children's wider
literacy experiences
including their home
literacy experiences with
focus on use of popular
culture,
Comic books and digital
literacies

Themes A, C, E

Poetry outdoors

- To deepen your understanding and appreciation of poetry
- To investigate strategies that will deepen children's
understanding and appreciation of poetry
- To investigate ways in which outdoor learning can be used
to enhance children's understanding and appreciation of
poetry

Themes A, B, C, E

Impact on practice:
Improve subject knowledge of
different styles of poetry.
Promote outdoor learning as an
effective tool for creative
writing.

Impact on practice: To
analyse the use of film and
multimodal texts as
pedagogical tools to
impact upon learning.

Multimodal texts

- To understand how
multimodality supports
literacy development
- To explore a planned unit
of work using film (Egghunt)
- To develop strategies to
teach literacy skills using
film texts

Themes A, B, C, E

Picturebooks

To deepen your knowledge of children's literature, with a focus on
picture books.

To gain an understanding of the interplay between pictures and
words and how this creates
complexity in quality picturebooks.

To explore ways in which quality picturebooks can be created in
the classroom

Themes A, B, C, E

Impact on practice:

Impact on practice:
To develop critical
understanding of the
importance of children's
literacy lives, their
knowledge of popular
culture and use of digital
technologies.

Assessment of Learning

Assignment

Task1: Past – essay reflection on
planning of 1 core subject

Task 2: Present essay – critically
examine current and emerging
policy in 1 core subject

Task 3: Future – screencast -
explore creative approach to
teaching and assessing in 1 core
subject

Themes A, B, C, D, E

Home

Think pieces
Ofsted (2019) *Intention and Substance*
Ofsted (2013) *Maintaining Curiosity*
Wellcome Trust (2017) *State of the nation' report of UK primary science education*

Theme A, C, D

Impact on practice:
Secure curriculum knowledge
Secure subject knowledge
Secure knowledge of progression in Science

EDU 6262: Critical Issues In Core Curriculum: Learning Outcomes:

- ❖ Reflect critically upon own professional practice in the teaching and assessment of the core subjects
- ❖ Demonstrate a critical understanding of recent and emerging policies, innovations and practices relating to the assessment and teaching of the core subjects
- ❖ Demonstrate critical understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support the needs of all pupils within and beyond the classroom in the core subjects.
- ❖ Make effective use of the affordances of technology to present ideas clearly

EDU 6262 Core Curriculum Science

BCU Curriculum Key
Theme: **A** - indicated as
ongoing by the red outline

Assessment in Primary Science

Develop a greater awareness of assessment in Science
Consider new and emerging practices in assessment of Primary Science (TAPS), with a focus on 'working scientifically'.
▪ Understand how assessment is planned in a systematic way to secure progress, integrating assessment into a medium term plan and individual lesson time
▪ Revisit elicitation of children's initial ideas to secure understanding of Constructivist pedagogy, and secure conceptual knowledge and understanding, using ASE PLAN materials to support consistency in assessment in Science
▪ **Theme A C D**

The Nature of Science

- Consider what is understood by 'science' learning and the **Nature of Science**.
- Consider inclusion, and issues that impact upon meeting the needs of a range of learners to ensure equality for all with a focus on gender and cultural heritage.
- Study of scientists in historical contexts
- **Theme A, C, D**

Building on Assessment in Science

Considering further strategies for formative assessment in Primary Science, eg.
- questioning
- Self and peer assessment
▪ reflect upon policy and practice in school
▪ further familiarise with TAPS and ASE PLAN materials to support consistency in assessment in Science
▪ **Theme A C D E**

Health Science and Society Issue

- consider the scientific knowledge required to understand the uses and implications of science relating to health and well-being, today and for the future
- consider what we mean by 'good health and well-being'.
- develop an awareness of wider issues relating to health education through policy and impact in Public Health
- understand how policy review and changes impact upon health and well-being
- consider how good health relates to and impacts on diet, lifestyle, drug use, etc. and vice versa
- Consider how can we ensure that 'Health and Well-being' remains a clear objective for learning, and is explicitly reflected through curriculum planning and delivery now and in the future?

Theme A,C, D, E

Sustainability

Education **about, for and in/through** the environment?

About- Direct curriculum materials to look at climate change/ environmental issues or use these as contexts for learning across the curriculum. Building a deeper sense of environmental awareness, and experiencing the world as a place of wonder. Building an intellectual understanding of our place within nature.

For – Caring for the environment. Engaging children in direct pro-environmental behaviours and empowering active environmental attitudes to protect the environment. How might we encourage children to develop empathy for all living things as responsible citizens?

Through- The environment as a 'resource' for the curriculum. The outdoors as a classroom. Building a physical, spiritual and emotional understanding of our place within nature. The role of outdoor learning and play.

Theme A, B, C,D, E

Impact on practice: ECF
Reflecting upon past practice/lesson taught and how to improve with new learning
Assessment, Effective Pedagogy, Curriculum knowledge

Key reading

Cutting, R. & Kelly, O. (2015) *Creative Teaching In Primary Science*. Sage; London
Harlen and Qualter. (2021) 6th Edition. *The teaching of science in primary schools*. Fulton: London
<http://oceanmotion.org/html/teachers/five-e.htm>
QCA (2003) *Assessing progress in science Teachers Guide*. London, QCA
Russell, T, Longden, K and McGuigan, L (1991) *Materials, Primary SPACE Project, Research Report*. Liverpool: Liverpool University Press
<https://taps.pstt.org.uk>
<https://www.ase.org.uk/plan>

Core Conference

Outdoor Learning – Learning beyond the classroom to enhance Science teaching and Learning

Consider the range of digital instruments used in science and their usefulness.

Theme A, B, C, D

Assessment of Learning

Assignment
Past, Present and Future

Professional Studies modules

(Links to moodle pages)

Y1

- EDU 4139 – The Developing Child
- EDU 4140- The Emerging Teacher

Y2

- EDU 5154 Assessing and Reporting
- EDU 5155 Special Educational Needs Inclusion

Y3

- EDU 6263 Current Issues in Education
- EDU 6265 Research in Education



Learning Outcomes:

Identify the critical factors that impact on children's development.
 Demonstrate how assessment approaches impact on planning, teaching and learning in the school setting.
 Explain how planning for learning is significant for effective classroom management.
 Evaluate a range of strategies for differentiation to support learning.

Stages and areas of child development – recognising the importance of the whole child and how learning affects these. Considering the role of working memory.

Key themes A and C.

Special Educational Needs and Disability – considering the legislation underpinning SEND. Identify the 4 broad areas and strategies to use in the classroom to support the learners. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.

Key themes C and E.

Link to module
EDU5155.

Understanding what EAL is and what specific needs a child might experience. Adapting the teaching to enable the children to access the curriculum and to recognise the valuable impact this will have on a child's outcomes.

Key themes C and E.

Link to module
EDU6263

Understanding the mental health issues that children can face. Recognising that teachers have the ability to affect and improve wellbeing, motivation and behaviour of their pupils. Recognising that teachers are key role models, who can influence the attitudes, values and behaviour of their pupils.

Key themes C and E.

Link to module
EDU5154.

Assessment focus. Understand formative and summative assessment. Consider how, when and why assessment is used in the classroom. What are the implications for planning, teaching and learning? Understand how to use marking and feedback effectively in line with school policies. Consider how to eliminate unnecessary workload linked to assessment, marking and data.

Key theme D.

Under the concept of economic deprivation and its impact on children and their development. Consider the challenges children face and how academic progress can be reduced for children who do not have the correct support outside of school. Learn about pupil premium and how to use it.

Key Themes C and E.

Link to module
EDU4140.

Planning for learning to take place. Understanding how to plan effective lessons to enable children to engage fully and to avoid opportunities for inappropriate behaviour. Consider what long, medium and short term planning is and how to effectively structure a lesson. Understand the need to effectively deploy support staff. Consider how to eliminate unnecessary workload linked to planning.

Key themes A, B, C and D.

Understand how to meet the needs of all children using differentiation within the teaching and learning. Consider the benefits and challenges of different differentiation strategies. Focus on grouping, dialogic teaching and questioning.

Key themes A, C and E.

Link to module
EDU6263

Link to module
EDU5155.

BCU Curriculum Key Theme: **B,C,F**, - indicated as ongoing by the red outline

Assessment of Learning
 Assignment

Portfolio to include evidence from school experience learning events and a written essay: "Consider the range of barriers to learning which pupils in primary schools face, and, explore the different strategies, which teachers deploy within the learning environment to help the pupils overcome them and make progress in their learning."

Module schedule and Programme expectations

- Module sessions focus upon developing professional practice as emerging teachers.
- Each group will access taught sessions and independent online/school based tasks. These must be completed in order to consolidate the learning from taught sessions to further understanding.
- Directed tasks, PPTs and support materials are provided on Moodle to access and offer further support.

EDU 4140

The Emerging Teacher



BCU Curriculum Key Theme: **B,C,F**, - indicated as ongoing by the **red outline**

Safeguarding Theme

- To understand own and others' role & responsibilities
- To recognise factors which could indicate a child is at risk
- How to Make a Referral

- **Introduction to Assignment**

Key Theme : **B C, F**

Complete reflective writing piece

Prevent

- To understand own and others' role & responsibilities
- To recognise factors which could indicate a child is at risk
- How to Make a Referral

Theme **B C F**

The role of the Teacher

- Have an understanding of the role of the teacher
- Develop an understanding of your values
- Have an understanding of how children learn

Theme **B C F**

Impact on practice:

Positive behaviour for Learning
Opportunity to reflect on practice

Behaviour

Academic Support

Developing academic writing, library and referencing skills

Theme A

Developing a philosophy of Education

- Have an awareness of the Teachers' Standards
- Develop an understanding of your values, attitudes and relationships
- Begin to develop a personal philosophy of education

Theme **A B C D E F**

Classroom Environment

- Understanding the impact of the learning environment on children
- Using working walls

Theme **B C F**

Impact on practice:

How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

Classroom Persona

- recognise a range of vocal and body language for effective communication in the classroom
- understand the need for dynamic vocal and body language as a means of developing classroom persona

Theme **B C F**

Managing classroom behaviour

- To develop an understanding of behaviour in the classroom
- Roles, responsibilities and expectations
- effective approaches to managing behaviour

Theme **B C F**

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for Learning
Opportunity to reflect on practice

Assessment for Learning

- Complete school based tasks and reflective journals
- Assignment support sessions
- Q&A forums/feedback/tutor support/PDT support

How trainees have developed professional behaviours and contribute effectively to the wider life of the school.

Relationships

- Develop an awareness of the key relationships that exist in schools

Theme **B C F**

Health and Well-Being

- To be aware of some of the pressures on children and teachers
- To understand how these can impact on health and well-being

Theme **B C F**

How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.

Assessment of Learning

Module Assessment
Written assignment – focus upon behaviour and one other key area supported with observations from SBT.



Introduction to module and overview

- Introduction to Assignment

Key Theme : A,D

Set up Mahara page

Module schedule and Programme expectations

- Module sessions focus upon developing professional practice as emerging teachers.
- Each group will access taught sessions and independent online/school based tasks. These must be completed in order to consolidate the learning from taught sessions to develop further understanding of assessing and reporting.
- Directed tasks, PPTs and support materials are provided on Moodle to access and offer further support.

Principles of Assessment

- To recognise the different forms of assessment
 - Consider the roles of peer, self and teacher assessment on T&L.
 - Explore different methods for providing feedback to learners
- Theme D

Metacognition

- To understand the components of metacognition;
- To develop an understanding of how assessment can help develop metacognition.

Theme B C D

Impact on practice:

Focus on different types of assessment in school and the impact they have.
Opportunity to reflect on own practice

Assessment

Assessment for SEND and EAL – adaptive teaching

- To understand the importance of assessment for SEND children
- To be able to adapt teaching to suit the needs of learners

Theme D, E

BCU Curriculum Key Theme: **D** - indicated as ongoing by the **red outline**

Parent Partnerships and Communication

- What is parental partnership?
- What methods are there to communicate with parents?
- What do parents want to know from communication?

Theme D F

Statutory data and Age Related Expectations

- Age Related Expectations
- RAG Rating
- Begin to consider a school development plan
- Know the statutory assessment in Primary schools.

Theme D

Impact on practice:

Understand how data is used within schools and an opportunity to reflect with a school based practitioner.

Using Assessment in School

- the role of assessment and its implications for senior leadership team / parents and community / stakeholders
- the role of assessment and its implications for teachers.
- the role of data to review, plan and evaluate teaching and learning to ensuring pupil progress.

Theme C D E

Tracking Data

- Constructive Methods of tracking data
- Begin to consider a school development plan

Theme D

Impact on practice:

Importance of developing relationships with families and an opportunity to discuss with a school based practitioner

Assessment of Learning

Module Assessment

- Mahara portfolio with four patched tasks:
- Assessment
 - Parent partnerships
 - Action plan
 - Policy review

Assessment for Learning

Opportunities to peer review their own drafts
Opportunities to assess prior submissions

Breadth and Depth of Learning

Learning, Planning and Teaching Cycle
Performance Curves discussion
better understanding of grades when marking work
Know what decisions take place to inform planning and assessment.

Theme C D E

Curriculum Design

- What makes an Action Plan?
- What makes an effective AP for Assessment and Reporting?

Theme C D F

How assessment can impact on children's learning and curriculum design

Develop an understanding of the links between assessment, planning and curriculum design.



BCU Curriculum Key Theme: **E** - indicated as ongoing by the **red outline**

Introduction - Equality, Diversity, Inclusion, Accountability

- SEND background(link to EDU4139 - SEND introduction)
- Develop understanding of the importance of inclusion/legislation and policy – national and school
- To be aware of the SEND Code of Practice guidance (2015)
- Introduction to Assignment/Peer Group tasks/independent tasks/SEND Audit 1
- Special School TP opportunity

Theme A B C D E F

SEND Audit 1 completed Sept Shared with PDT

SEND Audit 2 completed December Shared with /PDT

Specialist module schedule and Programme expectations

- Following initial introduction to SEND in EDU4139, EDU5155 specialist module sessions focus upon and consolidate specific areas of SEND, staff responsibilities, professional partnerships, research and practice. (Later links EDU6263/BA3 Key lecture)
- Each group will access taught sessions and independent online/school based tasks. These must be completed either independently or to share with peer group members and consolidate the learning from taught sessions to further understanding. Directed tasks, PPTs and support materials are provided on Moodle to access and offer further support.

Role and Responsibilities of Classteacher

- Barriers to Learning
- Mainstream/Special
- Early Identification
- Assessment/Use of Data
- EHCPs
- Graduated Approach
- Role of the Senco/Multi Agencies Parents/carers
- Current issues

Theme A B C D E F

Role and responsibilities of Classteacher (continued)

- N.C. and SEND
- Covid and The Recovery Curriculum
- Differentiation
- High Quality Teaching/Behaviour
- SEMH/Attachment

Theme A B C D E F

Impact on practice:

Knowledge, skills and planning
Pedagogical Content Knowledge
Positive behaviour for Learning
Opportunity to reflect on practice

Diversity and inclusion/Adaptive teaching

Dyslexia

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E

Autism(ASD)

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

Current Issues - SEND

- Progression and Challenge - SEND
- Key developments – SEND
- Behaviour and Pupils with SEND
- Individual Reflection

Theme A B C D E F

Impact on practice:

Knowledge, skills and planning
Pedagogical Content Knowledge
Positive behaviour for Learning
Opportunity to reflect on practice

Less Common/Additional Areas of SEND - Peer INSET

Dyspraxia,Down Syndrome,Cerebral Palsy,Hearing Impairment,Visual Impairment,Global learning Delay,Selective Mutism, Gifted, Talented and More Able

Theme A B C D E F

Less Common/Additional Areas of SEND –Directed tasks/Peer Groups INSET Presentations

- Knowledge
- Research
- School Practice
- Resources
- Training

Theme A B C D E F

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for Learning
Opportunity to reflect on practice

Assessment for Learning

- SEND individual audits 1/2
- SEND Individual Professional Development Record - tasks and reflections
- Q&A forums/Peer Group feedback/tutor support/PDT support

Assignment Support

- Assignment additional guidance materials
 - Tutor support throughout module
 - Recorded PPT assignment support – progressive to be in line with taught sessions
 - Questions and answers/tutor support
 - Modelling of case studies

Module Independent Research Tasks

- SEND Code of Practice 2015
 - National Audit Office review 2019-20
 - Ofsted Annual report 2019/20
 - SLCN
 - Forest School and SEND
 - ADHD
 - School SEND Resources
 - FASD
 - Oak Academy Resources
- Knowledge/Research/School Practice/Resources
Theme A B C D E F

Diversity and inclusion/Adaptive teaching

Impact on practice:

Knowledge, Skills and Planning
Pedagogical Content Knowledge
Positive Behaviour for Learning
Opportunity to reflect on practice

Assessment of Learning

Module Assessment

Written assignment – focus upon legislation/ policy/barriers to learning/identification and assessment of SEND/role of the SENCO/chosen area of SEND/Case study child/lesson plan

Home

- This is the final Professional Studies module of the undergraduate course. It is designed to build on trainees' prior university-based learning and experience in school to provoke discussion and deep thinking about the current issues which are impacting on primary education. It is delivered at the start of the final year in order to develop a critical understanding of current issues that they will be able to apply, develop and reflect upon in the context of their final school placement in the role of a class teacher.

EDU6263: Current Issues in Education



Introduction to the Module:

Exploration of the current educational landscape and issues that are impacting upon primary education beyond curriculum matters

Key Theme: F

BCU Curriculum Key
Theme: **E** - indicated as ongoing by the **red outline**

Safeguarding, Child Protection and Prevent

Builds on annual level one safeguarding training. Consolidation of prior learning. Exploration of recent cases and reflection on the effectiveness of safeguarding arrangements in school experiences. Exploration of current priority areas and what is being done to address these in practice (focus on Relationships Education curriculum). Exploration and critique of resources for the classroom.
Theme: A B E F

Online Safety
Consolidation of online safety and the importance of active engagement of all stakeholders. Reinforcement of safeguarding requirements and reflection on school experiences.
Theme: A B E F

Reflection on Practice:
Critically reflect upon resources and strategies which could be applied when working with parents and children on issues around online safety.

Tackling Homophobia and Biphobia /Relationships Education

Exploring diversity of identity. Issues around inappropriate use of language/practice to ensure understanding of the moral imperative. Links to Equality legislation and the Relationships Education curriculum.
Theme: A B E F

Gender Issues – Tackling Transphobia
Exploring diversity of identity. Issues around inappropriate use of language/practice to ensure understanding of the moral imperative. Links to Equality legislation and the Relationships Education curriculum.
Theme: A B E F

Behaviour for Learning
Review how effective planning supports behaviour management and encourages learning based on a clear purpose and knowledge of the learners. Influences on behaviour: relationship with the curriculum, self and others.
Theme: A B E F

Impact on practice:
Reflect on previous school experience and consider implications stemming from the most current State of the Nation Report for classroom practice.

Disadvantaged Children
Review of the complex nature of disadvantage. Current position based on latest State of the Nation report. Strategies to address issues around disadvantage, emphasising the importance of high expectations and aspirations for all children. Appropriate/effective use of Pupil Premium
Theme: A B E F

Race Issues
Race and representation/visibility in the curriculum, noting the importance of accessibility – can children see themselves in the curriculum?
Theme: A B E F

Impact on practice:
Reflection on wider reading and identification of implications for practice in addressing gender issues and creating a safe space for children who may not conform to traditional gender stereotypes.

Assessment for Learning

- Directed discussion tasks that are reviewed throughout the module.

Understanding how current issues have the potential to impact on children's mental health and well-being. Exploring the Health Education curriculum content and the potential this has to engage children with mental health issues.
Theme: A B E F

Impact on practice:
Based on wider reading, consider implications for own practice to support children's mental health and well-being.

Teacher Well-being
Exploration of issues around teacher workload and how these may be addressed to enhance teacher well-being.
Theme: A B E F

Assessment of learning

Teacher training resource focused on two current issues and how they may impact on children's achievement and well-being. A written reflection on professional strengths and development needs related to the two key current issues selected.

EDU6265 Research in Education Primary QTS Provision

Home

Learning Outcomes EDU4141:
1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects. 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources. 3) Identify appropriate areas for future professional development. 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Learning Outcomes EDU4140:
1) Describe the professional requirements and values for building effective relationships that secure the best outcomes for children. 2) Demonstrate the ability to affect professional practice through personal reflection. 3) Evaluate the factors that contribute towards an effective learning environment. 4) Identify and review a range of practical strategies and approaches for effective behaviour management.

Learning Outcomes EDU4139:
1) Identify the critical factors that impact on children's development. 2) Demonstrate how assessment approaches impact on planning, teaching and learning in the school setting. 3) Explain how planning for learning is significant for effective classroom management. 4) Evaluate a range of strategies for differentiation to support learning.

Learning Outcomes EDU4138:
1) Demonstrate knowledge and understanding of the principles and practices of current curriculum frameworks covering EYFS and Key Stages 1 and 2. 2) Demonstrate appropriate subject knowledge for teaching the core subjects and prime and specific areas of the EYFS. 3) Demonstrate an understanding of a range of strategies appropriate to the teaching of the core subjects and prime and specific areas of the EYFS to meet the needs of all learners.

Learning Outcomes EDU4142:
1) Describe key areas of learning in the specialist subject. 2) Demonstrate understanding of specialist subject knowledge and pedagogy. 3) Examine approaches to planning in the specialist subject. 4) Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

Learning Outcomes EDU4143:
School Experience

Learning Outcomes EDU5153:
1) Demonstrate a secure understanding of effective strategies for securing pupil progress in reading. 2) Demonstrate knowledge of how teachers can address errors and misconceptions in mathematical understanding within primary and early years settings. 3) Design and evaluate activities to support progression in children's scientific enquiry and process skills in FS, KS1 and KS2

Learning Outcomes EDU5154:
1) Explain the concept of assessment and implications for classroom practice. 2) Explain the concept of assessment and implications for school practice. 3) Evaluate systems for recording and using data to inform future planning and teaching, and the monitoring of pupil progress. 4) Critically analyse how to communicate pupil attainment to promote effective parent partnership.

Learning Outcomes EDU5155:
1) Identify key legal requirements and policy surrounding provision for pupils with special educational needs and disability in early years and primary settings. 2) Identify how methods of assessment, planning and teaching can address barriers to learning and enable all pupils to access, engage and participate in learning. 3) Explain the significance of professional and parental/carer partnerships for supporting pupils with special educational needs and disability. 4) Analyse specific practical strategies for supporting underachieving pupils.

Learning Outcomes EDU5156:
1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas. 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum. 3) Identify progression within the foundation subject areas.

Learning Outcomes EDU6266:
School Experience

Learning Outcomes EDU6264:
1) Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects. 2) Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects. 3) Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects. 4) Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning.

Learning Outcomes EDU6262:
1) Reflect critically upon own professional practice in the teaching and assessment of the core subjects. 2) Demonstrate a critical understanding of recent and emerging policies, innovations and practices relating to the assessment and teaching of the core subjects. 3) Demonstrate critical understanding of the ways in which new and emerging technologies can be used to foster engaging learning opportunities to support the needs of all pupils within and beyond the classroom in the core subjects. 4) Make effective use of the affordances of technology to present ideas clearly.

Learning Outcomes EDU5158:
School Experience

Learning Outcomes EDU5157:
1) Evaluate pedagogical approaches to teaching and learning in the subject area. 2) Identify and justify strategies to ensure high quality teaching and learning. 3) Critically reflect on the impact of approaches to practices in the subject area. 4) Demonstrate an understanding of subject leadership.

Continued on the next slide

Home

Session 2

- What is research?
- Recap on supervisor.
- The nature of education research
- What is research?
- What is educational research?
- How to do research?
- What methods can be used for research?
- What is good research?
- What does a good research question look like?
- What is the function of research?
- Directed tasks

Session 1 - B

Part 1: Presentation from the FAEC chair, followed by admin staff on how to use the ERM.

Part 2:

- the significance of ethics in research
- key aspects to consider for seeking ethical approval
- evaluate some examples
- What is ethics
- BCU Code of Conduct for research
- BERA in folder
- Ethics is concerned with each research process
- Reasons for rejection
- Case studies
- Questionable practices
- Good practices
- Directed tasks

Session 1 - A

- Welcome
- Introduction to Research in Education module
- Rationale
- Assessment
- Topic Choice
- Supervisor Allocation
- Getting Started
- Ethics
- ERM (ethical review manager)
- Two approaches to research
- Assignment Presentation (overview).
- Getting started
- Directed tasks
- Knowing the research community
- Knowing the supervisors on this module
- Knowing their topics/areas of interest
- Considering external examiner comments
- Considering the successes of this module
- Sharing initial ideas
- Knowing how to submit the Proposal Form
- What is on Moodle
- Supervision support
- Timeline of events
- Directed task

Learning Outcomes EDU6265:

1) Appraise the notion of leadership and professional development in the context of your chosen topic. 2) Evaluate relevant literature in the key areas of your chosen topic. 3) Design a piece of research in the key areas of your chosen topic. 4) Make informed recommendations for policy and practice.

EDU6265 Research in Education Primary QTS Provision

Session 5

To know how to prepare for a high quality submission
To understand the process of submitting the assignment

Recap of key information

- Deadline for ERM Ethics Committee - is 3/3/2022
- Recognition scheme
- Show examples
- Plagiarism - Formative use of TurnItIn
- Assignment submission - structure and word counts
- Data analysis
- Assessment presentation – abstracts, stronger and weaker features, conclusion, academic misconduct
- Assessment support
- Directed task

Session 4

- Identify when it is appropriate to use quantitative and qualitative research;
- Know about the process of selecting participants;
- Select the question to use in a questionnaire;
- Using and designing a questionnaire
- Using and designing interviews
- Documentary Analysis
- Using observations
- Directed task

Session 3

- To know what is literature review
- To know what is not a literature review
- Distinction between documentary Analysis and Literature Review
- To understand why it is needed
- Where to start?
- To know how it is presented
- Directed task

CCF Impact on practice:
High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Assessment
Managing behaviour
Professional behaviours

Assessment of Learning 6265

BCU Themes:
A,B,C, D, E, F

Sample key readings

Bell, J. and Waters, S (2018) Doing Your Research Project: A Guide for First-time Researchers, London: Open University Press. 7th Edition.
Cohen, L., Manion, L., and Morrison, K. (2018) Research Methods in Education, London: Routledge. 2nd Edition.
Denscombe, M. (2017) The Good Research Guide: For small scale social science research projects. London: Open University Press. 6th Edition.
Kumar, R (2014) Research methodology: a step-by-step guide for beginners, London: SAGE. 4th Edition.
Lambert, M (2019) Practical Research Methods in Education: An Early Researcher's Critical Guide, London: Routledge.
Largan, C., and Morris, T. (2019) Qualitative Secondary Research: A Step-By-Step Guide, London: SAGE.
Punch, K. (2009) Introduction to research methods in education, London: SAGE.
Roberts-Holmes, G. (2018) Doing Your Early Years Research Project: A Step by Step Guide, London: SAGE. 4th Edition.
Sharp, J. (2012) Success with your education research project, Exeter: Learning Matters. 2nd Edition.
*Additional journal articles and texts referenced for each module

Foundation Modules

(Links to moodle pages)

Y1 EDU 4141

Y2 EDU 5156

Y3 EDU 6264

These subjects are shown in their 3 year progression

Subject Study –

Y1 EDU 4142

Y2 EDU 5157

These subjects are shown in their 2 year progression



Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

BCU Themes: A ,D
CCF: C, D

Art and Design BA Primary QTS

Identify areas for own professional development for the teaching of EAD/ Art and Design
Explore the nature/value of Art and Design/ EAD.
Evaluate frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Art and Design

BCU Themes: B,C,E, F
CCF: B,D, H

Begin to develop an understanding of Art and Design pedagogies.
To begin to learn how to plan for progression in EAD/ Art and Design (in a single lesson)
Consider resources that provide affordance/ support effective teaching in EAD/ Art and Design.
Skills and knowledge development: mark making, drawing, painting, collage.

Computing BA Primary QTS

Develop understanding of Computing within the National Curriculum
To begin to learn how to plan for progression in Computing
Consider importance of critical thinking skills for low-risk research e.g. screen time and very young children

Understand importance of Computing within the curriculum and beyond.
Begin to develop an understanding of the 3 strands of Computing CS/IT/DL
Consider resources that support effective teaching in Computing.
Skills with CS at KS1– building algorithms, predicting, debugging
Coding for a purpose at KS2 – Sequencing, selection and repetition

Design and Technology BA Primary QTS

Develop understanding of the frameworks for teaching D &T and the National Curriculum for D&T
To begin to learn how to plan for progression in D&T

Understand importance of design and technology to the curriculum.
Begin to develop an understanding of the D&T process
Consider resources that support effective teaching in D&T.
Identify individual D&T subject knowledge security;
Skills and knowledge development in structures, simple mechanisms, textiles and food technology.

Foreign Languages BA Primary QTS

1) Introduction to FL NC
To understand the background of Foreign languages (FL) in primary schools
To become aware of key documentation and theory
Relevant links to other curriculum areas
To consider why and how to plan for teaching FL

2) Begin to explore practical pedagogic strategies for delivering FL
Begin to consider progression in learning
To make connections between policy, theory and practice.
Begin to make connections to EY and EAL pupils

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

BCU Themes: A ,D
CCF: C, D

BCU Themes: B,C,E, F
CCF: B,D, H

Geography BA Primary QTS Provision

To understand what geography is and how it fits into the EYFS and NC
To look at and understand opportunities for assessment
Understand how and why we use enquiry in geography

Recognise the importance of place and personal geography in the primary curriculum
To develop fieldwork skills and understand how these can support knowledge of the local area

History BA Primary QTS Provision

- Exploring the nature of the history curriculum framework/ EYFS Framework and history NC for KS1 & KS2
- How do pupils learn in history?
- Developing subject knowledge (teachers' and children's)
- Key learning theories and pedagogies in history
- What constitutes effective teaching and learning in history?

- Exploration of subject pedagogy/use of sources
- Learning activities for EYFS/KS1 or KS1/KS2 – evidence handling and enquiry, interpretation
- Principles of history planning and assessment – introduction to the curriculum.
- Importance of developing secure subject knowledge

Music BA Primary QTS Provision

Theory and Discussions
Evaluate frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Music
To begin to learn how to plan for progression in EAD/ Music (in a single lesson)
To develop an understanding of body percussion as a pedagogy (Introduction to Schulwerke)

Practical Activity
NC Area of Focus – understand and explore how music is created, produced and communicated, including through the inter-related dimensions
Specific focus – Improvisation
Develop an understanding of tempo, rhythm, timbre and texture in order to create musical patterns and structures with **untuned instruments** and body percussion
BCU Themes: A, B, C, D, E

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

**Physical
Education
BA Primary
QTS
Provision**

BCU Themes: A ,D
CCF: C, D

Theory and Discussions

The profile of PE, including own PPE profiles. EYFS and NC frameworks.
The educative value of PE, focusing on physical literacy, fundamental movement skills and learning through all domains.
Inclusive practice and the STTEP pedagogical model.
Safe Practice introduction – expectations and P.I.E model
Lesson structure and planning.

BCU Themes: B,C,E, F
CCF: B,D, H

Practical Activity

NC Area of Focus – Games and Athletics
Lesson structure and sustained activity with a focus on warm ups and how they are used effectively within a spiral curriculum.
Fundamental Movement Skills as a focus for activity and learning.
Adapting activities using the STTEP model to ensure inclusive practice.
Organisation and management of learning in PE.

**Religious
Education
BA Primary
QTS
Provision**

- 1) Subject knowledge audit; purpose of education; RE and the NC; RE in the school system; **Introduction 1:** Evaluate a Locally Agreed Syllabus; **Step 1:** Introduction to Review of RE in England; Current Events in RE; your rationale for RE; my experiences of RE; exploring concerns about teaching RE; aims and importance of RE; **Stage 1:** justifying learning areas/ topics in RE and 'lived RE'. (2) Knowing and Understanding by recognising and interpreting symbols; rationalise the use of stories; evaluate subject specific pedagogy [EY] and PARDES; adaptive teaching to meet the strengths and needs of all pupils in RE; identify areas for future professional development.; and critical consideration of RE models from classroom experts.

Learning Outcomes

EDU5156:

1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas. 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum. 3) Identify progression within the foundation subject areas.

BCU Themes: A ,D
CCF: C, D

BCU Themes: B,C,E, F
CCF: B,D, H

Art and Design BA Primary QTS

Identify barriers to learning and how these can be addressed in Art and Design lessons through adaptation.
Explore strategies for planning for progression in Art and Design, and suggest teaching and learning strategies to support this.
Develop further understanding of pedagogy and assessment.

Develop further understanding of Art and Design and its place within the curriculum
Understand how the work of artists, craftspeople and designers can inform children's ideas and making, and how to evaluate art and craft works.
Diversity: Understand the importance of introducing children to a diverse range of artists, craftspeople, designers.
Skills and knowledge development: printing (press print, block print) and clay work.

Computing BA Primary QTS

Further developing understanding of Computing pedagogies within the Computational Thinker
Assessment – progression pathways - CAS.
Developing subject knowledge for upper KS2

Developing coding skills- e.g. Broadcast and Receive
Creating animations with B&R
Developing further uses for repeat loops
Develop understanding of control technologies such as Lego Wedo2 and creating cross-curricular links and other opportunities with new and unfamiliar technologies & experiment with these technologies and work with various forms of input and output (sensors, motors, lights, sounds)

Design and Technology BA Primary QTS

Further developing understanding of D&T pedagogy – 6 design principles.
Assessment – progression framework.
Supporting children to develop design ideas.
Developing subject knowledge for upper KS2

Developing skills- shaping and joining wood and understanding contexts for children to apply these skills.
Using hand-tools safely – risk assessments.
Understand more complex mechanisms - levers and linkages.
Develop understanding of the link between design decisions and creativity.

Foreign Languages BA Primary QTS

1) English and Foreign Languages:
Understand the place of story, poetry and rhyme to support FL.
Know the key features of speaking, listening, reading and writing in FL
Know the key areas of learning in FL

3) Look at progress in FL and suggest teaching approaches can support this
Develop further understanding of assessment and explore models to plan for and track progress

Learning Outcomes**EDU5156:**

1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas. 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum. 3) Identify progression within the foundation subject areas.

BCU Themes: A,B,C,D
CCF: C, D

BCU Themes: A, B, C, D, E F
CCF: B,D, H

Geography BA Primary QTS Provision

Investigate barriers to learning and how these can be tackled in geography
Look at progress in geography and suggest teaching approaches can support this in geography lessons
Develop a further understanding of assessment

To develop further understanding of subject specific pedagogical approaches - mapping
Studying contrasting localities – introducing teaching and learning about different locations in the UK, and studying the UK as a whole.

History BA Primary QTS Provision

- Knowledge rich teaching
- Developing chronological understanding: EYFS – KS2
- Addressing misconceptions
- Working with timelines
- Progression and assessment

- Developing disciplinary processes and understanding (focus on significance)
- Revisit curriculum expectations in greater depth – importance of a broad and ambitious curriculum.
- Planning an enquiry.
- Addressing misconceptions.
- Progression and assessment.
- How children learn in history.

Music BA Primary QTS Provision

Theory and Discussions
Review of musical learning so far, including experiences in practice from Y1 placement.
Extend understanding of schulwerke to include 4 stage process of learning to all students
Introduce Eurythmics pedagogy to 3-7 trainees
Identify barriers to learning and how these can be addressed in Music lessons through adaptation.
BCU Themes: A, B, C, D

Practical Activity
NC Area of Focus – listen with concentration and understanding to a range of high-quality live and recorded music.
Gain an understanding of listening and appraising to develop a musical vocabulary
Diversity: Understand the importance of introducing children to a range of styles, cultures and genres in music.
Skills and knowledge development:
Listen and appraise, compose using a soundscape

BCU Themes: A, B, C, D, E

Learning Outcomes

EDU5156:

1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas. 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum. 3) Identify progression within the foundation subject areas.

Physical Education BA Primary QTS Provision

BCU Themes: A ,D
CCF: C, D

Theory and Discussions

The profile of PE, including own PPE profiles. EYFS and NC frameworks. The educative value of PE, focusing on physical literacy, fundamental movement skills and learning through all domains. Inclusive practice and the STTEP pedagogical model. Safe Practice introduction – expectations and P.I.E model Lesson structure and planning.

BCU Themes: B,C,E, F
CCF: B,D, H

Practical Activity

NC Area of Focus – Gymnastics

Progression within a lesson. Fundamental movement skills as the foundation for movement competency progression. Using AFL strategies for progression. Planning for, and delivery of a gymnastics lesson to peers from resources and a case study. Include inclusive practice, and demonstrate AFL strategies.

BCU Themes: A, B, C, D, E

Religious Education BA Primary QTS Provision

1) Subject knowledge audit; purpose of education; RE and the NC; RE in the school system; **Introduction 1:** Evaluate a Locally Agreed Syllabus; **Step 1:** Introduction to Review of RE in England; Current Events in RE; your rationale for RE; my experiences of RE; exploring concerns about teaching RE; aims and importance of RE; **Stage 1:** justifying learning areas/ topics in RE and 'lived RE'. (2) Knowing and Understanding by recognising and interpreting symbols; rationalise the use of stories; evaluate subject specific pedagogy [EY] and PARDES; adaptive teaching to meet the strengths and needs of all pupils in RE; identify areas for future professional development.; and critical consideration of RE models from classroom experts.

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

**Art and Design
BA Primary QTS**

BCU Themes: C ,D
CCF: B C D

To evaluate approaches to integrating Art and Design with other curriculum subjects.
To explore technology enhanced approaches to teaching Art and Design
Skills and knowledge development: digital media, animation

BCU Themes: A,B,C,D,F
CCF: B C D H

Exploring strategies to develop children's critical thinking skills in Art and Design by evaluating art and craft works.
Understand the relationship between creativity and Art and Design.
To work alongside peers to plan for curriculum provision linking Art and Design with other foundation subjects.

**Computing BA
Primary QTS**

Understand the relationship between creative teachers and teaching children be creative within Computing.
Collaborate with peers to create medium term plans for aspects of Computing.

Revisit Computing pedagogy – esp. new and unfamiliar technologies (VR/AR) and coding for a purpose - exploring underpinning learning theories (e.g. Constructionism) and pedagogies (e.g. Computational Thinker) .
Understand importance of allowing self-expression and the impact on other areas of the curriculum. 21st Century skills – e.g. 4Cs
.

**Design and
Technology
BA Primary
QTS**

Understand the relationship between creative teachers and teaching children be creative in D&T.
Collaborate with peers to create medium term plans for aspects of D&T.

Revisit D&T pedagogy – 3-stage process and 6 design principles, exploring underpinning learning theories and pedagogies.
Introduce iterative learning process.
Understand importance of teaching creative skills in D&T and the impact on other areas of the curriculum and future prosperity.
.

**Foreign
Languages BA
Primary QTS**

Make relevant cross curricular links to languages and other foundation subjects for KS1 (*not compulsory*) and KS2 (*compulsory*)
Consolidate language learning pedagogies.
Explore some creative approaches to developing intercultural understanding, language skills and knowledge development. *Intent, Implementation, Impact*

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

**Geography
BA Primary
QTS
Provision**
**History
BA Primary
QTS
Provision**
**Music
BA Primary
QTS
Provision**

BCU Themes: C ,D
CCF: B C D

BCU Themes: A,B,C,D,F
CCF: B C D H

To consider thinking and learning in geography
To understand what geographical learning is
To recognise how geography can be used in cross-curricular learning – focus on unknown locations and international contexts

- Exploration of key aspects of history – in relation to own teaching experience.
- Critical evaluation of the importance of subject knowledge in history.
- Essential elements of a strong history curriculum.
- Creative thinking in history and application of thinking skills .
- Current policy/legislative context for history teaching and learning.
- Intent, implementation and impact in history (curriculum provision, planning/teaching and children's learning and progress)

Theory and Discussions

Cross-Curricular links between Music and other subjects. Focus on multi-disciplinary approach with IT.

What is creativity in music?

Enabling a creative learning culture in music.

Creativity in music.

Structure of MTP for effective music teaching.

Practical Activity**NC Area of Focus – Dance**

Using the stimulus of a geography activity – a walk in a local area identifying human and geographical features, to explore creative approaches to teaching dance.

Focus on dance making in groups to produce a motif exploring the 'journey' using a creative, exploratory pedagogy.

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

**Physical
Education
BA Primary
QTS
Provision**

BCU Themes: C ,D
CCF: B C D

Theory and Discussions

Review of PE learning so far, including experiences in practice from Y1 placement.
How children learn in PE – PAC.
Learning theories and creating behaviours for learning in PE.
Assessment for Learning strategies.
Safe practice development, considerations for Risk Assessments and responsibilities.
BCU Themes: A, B, C, D

BCU Themes: A,B,C,D,F
CCF: B C D H

Practical Activity**NC Area of Focus – Dance**

Using the stimulus of a geography activity – a walk in a local area identifying human and geographical features, to explore creative approaches to teaching dance.
Focus on dance making in groups to produce a motif exploring the ‘journey’ using a creative, exploratory pedagogy.

**Religious
Education
BA Primary
QTS
Provision**

1) Consider religious and theological literacy; **Stage 3:** Recap Fields of Enquiry plus planning outline; quiz on Y1 RE; **Application 2:** Retrieval on Locally Agreed Syllabus; thought-shower on barriers; RE in EYFS (model of three concepts and six key questions, model scheme in EY); **Step 3:** purpose of study of RE, study aims of RE in EYFS, KS1 & KS2 and design related activities; examine multi-disciplinary approach using a case study; thinking historically, proverbially, symbolically and conceptually in RE; what you need to know in six religions and Humanism. (2) Critically appraise the use artefacts and Godly Play. (3) Progression (8 steps, Quigley and Milestones Models). (4) Assessments: Mastery, 8 levels, 3 Es, Knowledge and Skills-Based Models.



Foundation subjects progression planning

Y1/2/3 Individual subject areas

Home

Assessment of Learning

4141: Patch Tasks: Lesson Plan, Action Plan, Evaluation of a Lesson
5156: Progression in planning: overview and rationale, essay exploring strategies to ensure progression
6264: cross-curricular map linked to a theme + plan for progression in 3 subjects+ essay on creative teaching and learning

Begin to develop an understanding of Art and Design pedagogies.
To begin to learn how to plan for progression in EAD/ Art and Design (in a single lesson)
Consider resources that provide affordance/ support effective teaching in EAD/ Art and Design.
Skills and knowledge development: mark making, drawing, painting, collage.

BCU Themes: B,C,E, F
CCF: B,D, H

Identify areas for own professional development for the teaching of EAD/ Art and Design
Explore the nature/value of Art and Design/ EAD.
Evaluate frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Art and Design

BCU Themes: A ,D
CCF: C, D

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

Subject knowledge Progression Art and Design BA Primary QTS EDU4141/5156/ 6264

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas

Identify barriers to learning and how these can be addressed in Art and Design lessons through adaptation.
Explore strategies for planning for progression in Art and Design, and suggest teaching and learning strategies to support this.
Develop further understanding of pedagogy and assessment.

BCU Themes: A,C,D,E
CCF: B,D,E,F

Develop further understanding of Art and Design and its place within the curriculum
Understand how the work of artists, craftspeople and designers can inform children's ideas and making, and how to evaluate art and craft works.
Diversity: Understand the importance of introducing children to a diverse range of artists, craftspeople, designers.
Skills and knowledge development: printing (press print, block print) and clay work.

BCU Themes: A,C
CCF: B,C

Exploring strategies to develop children's critical thinking skills in Art and Design by evaluating art and craft works.
Understand the relationship between creativity and Art and Design.
To work alongside peers to plan for curriculum provision linking Art and Design with other foundation subjects.

BCU Themes: A, B, C, D, F
CCF: B, C, D, H

To evaluate approaches to integrating Art and Design with other curriculum subjects.
To explore technology enhanced approaches to teaching Art and Design
Skills and knowledge development: digital media, animation

BCU Themes: C, D
CCF: B, C, D

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

Key Reading

Earle, K and Curry, G (2018) *Addressing Special educational Needs and Disability in the Curriculum: Art. 2nd Ed.* Oxon: Routledge
Ogier, S (2017) *Teaching Primary Art and Design.* London: Learning Matters
Tutchell, S (2014) *Young Children as Artists: Art and Design in the Early Years and Key Stage 1.* Oxon: Routledge.
Gregory, P.; March. C. and Tutchell, S. (2010) *Mastering Primary Art and Design.* London: Bloomsbury
Edwards, J. (2013) *Teaching Primary Art.* Harlow: Pearson Education Limited
Eperjesi, R. with Parkin, A. (2020) 'Art and Design: Modelling to Promote Creativity' in Forster, C. and Eperjesi, R. (eds) *Teaching the Primary Curriculum.* London: Sage Publications Ltd.

*Additional journal articles and texts referenced for each module

Home

Learning Outcomes

EDU4141: LO1: Describe key areas of learning in the specialist subject.
LO2: Demonstrate understanding of specialist subject knowledge and pedagogy.
LO3: Examine approaches to planning in the specialist subject.
LO4: Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

2) Begin to explore practical pedagogic strategies for delivering FL
Begin to consider progression in learning
To make connections between policy, theory and practice.
Begin to make connections to EY and EAL pupils
BCU Themes: A,B,C,D,E

1) Introduction to FL NC
To understand the background of Foreign languages (FL) in primary schools
To become aware of key documentation and theory
Relevant links to other curriculum areas
To consider why and how to plan for teaching FL

Learning Outcomes EDU4141:

L.O.1 Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
L.O.2 Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
L.O.3 Identify appropriate areas for future professional development
L.O. 4 Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Foreign Languages BA Primary QTS Provision EDU4141/5156/6264

Learning Outcomes EDU5157:

1) Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting
2) Identify and justify strategies to ensure high quality teaching and learning. 30% weighting
3) Critically reflect on the impact of approaches to practices in the subject area. 30% weighting
4) Demonstrate an understanding of [subject leadership](#). 10% weighting

Learning Outcomes EDU5156:

1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
3) Identify progression within the foundation subject areas

3) Look at progress in FL and suggest teaching approaches can support this
Develop further understanding of assessment and explore models to plan for and track progress
BCU Themes: A,C,D,E

4) To develop further understanding of FL and its place within the curriculum
To develop a wider understanding of pedagogical approaches in FL
Understand how to use target language songs, stories in EY, KS1 & KS2 with EAL pupils
BCU Themes: A,C,D,E

English and Foreign Languages:
Supporting learning
Talk and drama
Talk for writing / genres
Leadership/planning/school contexts
Present ideas to peers
Plan effective progression over a series of lessons

Develop understanding of teaching strategies and recognise how these can be used to support FL teaching and learning
To develop an understanding of using texts and drama
To further understanding of the NC
BCU Themes: A,C,D,E, F

Learning Outcomes EDU6264: Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects.
Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning. (10%)

5) Make relevant cross curricular links to languages and other foundation subjects for KS1 (*not compulsory*) and KS2 (*compulsory*)
Consolidate language learning pedagogies.
Explore some creative approaches to developing intercultural understanding, language skills and knowledge development. *Intent, Implementation, Impact*
BCU Themes: A,B,C,D,E

Foundation – all students

Subject study -option

Assessment for Learning

4141 - essay/ plan
4142 – option – group presentation
5156 – sequence of plans & rationale
5157 – option – planning & rationale
6264 – medium term planning, resources and rationale

1) English and Foreign Languages:
Understand the place of story, poetry and rhyme to support FL.
Know the key features of speaking, listening, reading and writing in FL
Know the key areas of learning in FL

2) Explore use of story telling in FL
Explore playground rhymes and games in FL
Practise teaching to peers
Work collaboratively with peers
Plan for effective progression within a lesson

Home

Impact on practice:
Begin to understand curriculum and Computing specific pedagogies (e.g. Computational Thinker).
Reflections on impact of planned activities.
Research informed practice.
Developing curriculum knowledge – understanding of NC for Computing with a focus individual lesson planning
Appreciation of the purpose and relevance of Computing within the curriculum.

BCU themes: A,B,C,D

Impact on practice:
Understanding how Computing fits into the wider curriculum and how meaningful, CC links with other subjects can be made.
Understanding of theory around creativity in teaching and learning.
Ability to plan a sequence of D&T lessons to include the key aspects of D&T pedagogies
Reflections on impact of planned activities.
Research informed practice.
Deeper curriculum knowledge – understanding of NC for design and technology with a focus individual lesson planning

BCU themes: A,B,C,D

Assessment of Learning
4141: Patch Tasks: Lesson Plan, Action Plan, Evaluation of a Lesson
4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5156: Progression in planning: overview and rationale, essay exploring strategies to ensure progression
5157: Currently: medium term plan for chosen subject + essay
6264: cross-curricular map linked to a theme + plan for progression in 3 subjects+ essay on creative teaching and learning

Understand importance of Computing within the curriculum and beyond.
Begin to develop an understanding of the 3 strands of Computing CS/IT/DL
Consider resources that support effective teaching in Computing.
Skills with CS at KS1– building algorithms, predicting, debugging
Coding for a purpose at KS2 – Sequencing, selection and repetition

BCU Themes: B,C,D,F

Develop understanding of Computing within the National Curriculum
To begin to learn how to plan for progression in Computing
Consider importance of critical thinking skills for low-risk research e.g. screen time and very young children

BCU Themes: A, C,D

Learning Outcomes EDU4141:
1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
3) Identify appropriate areas for future professional development.
4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

Learning Outcomes EDU5156:
1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
3) Identify progression within the foundation subject areas

Further developing understanding of Computing pedagogies within the Computational Thinker
Assessment – progression pathways - CAS.
Developing subject knowledge for upper KS2

BCU themes: A,C,D,E

Developing coding skills- e.g. Broadcast and Receive
Creating animations with B&R
Developing further uses for repeat loops
Develop understanding of control technologies such as Lego Wedo2 and creating cross-curricular links and other opportunities with new and unfamiliar technologies & experiment with these technologies and work with various forms of input and output (sensors, motors, lights, sounds)

BCU themes: A,B,C,D,E

Impact on practice:
Development of practical skills involving commonly used hand tools and techniques.
Ability to plan and deliver practical activities safely .
Reflections on impact of planned activities.
Research informed practice.
Secure curriculum knowledge – understanding of NC for design and technology with a focus individual lesson planning.
Ability to encourage and facilitate children's creativity

BCU themes: A,C,D,E

Revisit Computing pedagogy – esp. new and unfamiliar technologies (VR/AR) and coding for a purpose - exploring underpinning learning theories (e.g. Constructionism) and pedagogies (e.g. Computational Thinker) .
Understand importance of allowing self-expression and the impact on other areas of the curriculum. 21st Century skills – e.g. 4Cs

BCU themes: A, C, D, F

Understand the relationship between creative teachers and teaching children be creative within Computing.
Collaborate with peers to create medium term plans for aspects of Computing.

BCU themes: C, D

Learning Outcomes EDU6264:
1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

BCU themes: A, D, E, F:

Computing progression BA SUBJECT STUDY EDU4141 SUBJECT STUDY EDU5156 & EDU6264

- Barnes, J. (2015). *Cross Curricular Learning 3-14* (3rd ed.). London: SAGE Publications Ltd.
- Berry, M., 2013. Computing in the national curriculum A guide for primary teachers. Available at: www.computingatschool.org.uk/primary.
- Berry, M. (2015) QuickStart Primary Handbook. Swindon: BCS. [online] <http://www.quickstartcomputing.org/>
- Resnick, M. (2017) *Lifelong Kindergarten: Cultivating creativity through Projects, Passion, Peers and Play*. 1st edn. Cambridge Mass.: MIT Press.
- Wing, J. M. (2006) Computational thinking. *Communications of the ACM*, 49(3), March 2006. [Online] <https://www.cs.cmu.edu/~15110-s13/Wing06-ct.pdf>

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Theory and Discussions

Evaluate frameworks for teaching Expressive Arts and Design (EYFS) and the National Curriculum for Music

To begin to learn how to plan for progression in EAD/ Music (in a single lesson)

To develop an understanding of body percussion as a pedagogy (Introduction to Schulwerke)

BCU Themes: A, B, C, D, E

Practical Activity

NC Area of Focus – understand and explore how music is created, produced and communicated, including through the inter-related dimensions

Specific focus – Improvisation

Develop an understanding of tempo, rhythm, timbre and texture in order to create musical patterns and structures with **untuned instruments** and body percussion

BCU Themes: A, B, C, D, E

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC- improvisation (explore and create)
- Secure subject knowledge to control the making of music through the inter-related dimensions of music
- Play confidently a range of untuned instruments inc body percussion
- Understand effective music lesson structure to aid planning.

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas.

Theory and Discussions

Review of musical learning so far, including experiences in practice from Y1 placement.

Extend understanding of schulwerke to include 4 stage process of learning to all students
Introduce Eurythmics pedagogy to 3-7 trainees

Identify barriers to learning and how these can be addressed in Music lessons through adaptation.

BCU Themes: A, B, C, D

Practical Activity

NC Area of Focus – listen with concentration and understanding to a range of high-quality live and recorded music.

Gain an understanding of listening and appraising to develop a musical vocabulary

Diversity: Understand the importance of introducing children to a range of styles, cultures and genres in music.

Skills and knowledge development:
Listen and appraise, compose using a soundscape

BCU Themes: A, B, C, D, E

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC Listen and Appraise - Compose
- Secure subject knowledge – develop the making of music through the use of a soundscape
- How pupils learn – 4 stages of musical learning imitate, explore, improvise, compose. – Music and movt in EYFS
- Effective planning – structure of lessons within a music context.
- Effective assessment for learning – and planning for these within music.
- Adapted teaching model that can be used in planning and delivery to modify activities.

Learning Outcomes EDU6264:

- 1) Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
- 2) Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
- 3) Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects.
- 4) Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning.

Theory and Discussions

Cross-Curricular links between Music and other subjects. Focus on multi-disciplinary approach with IT.
What is creativity in music?
Enabling a creative learning culture in music.
Creativity in music.
Structure of MTP for effective music teaching.

BCU themes: A, C, D

Practical Activity

NC Area of Focus – Create and compose
Using the stimulus of outdoor /IT activity– sound collection to act as a stimulus for teaching music

Focus on composition in groups to produce a soundscape exploring the arrangement of sounds using a creative, exploratory pedagogy.

BCU Themes: A, B, C, D

Impact on practice:

- Research informed practice- Keith Swanwick, Kampylis and Berki, Theresa Cremin, JP Guilford.
- Secure curriculum knowledge – NC Composition
- Secure subject knowledge – explicit links made between all areas of music and other subjects.
- How pupils learn – focus on structuring sounds
- Effective planning – using creative approaches to develop a stimulus or thematic approach within a focused musical structure.

Assessment of Learning

4141 – Demonstration of pedagogical approaches during practical task, including inclusive practice, that consider holistic musical learning. Assignment.

5156 – Able to incorporate AFL strategies into planning and peer teaching showing progression across activities.

6264 – Able to describe creative approaches for music, including composition.

Able to create and develop musical ideas showing good subject knowledge.

Key reading

Beach, N., Evans, J. and Spruce, G., n.d. *Making music in the primary school*.

Daubney, A., n.d. *Teaching primary music*.

Fautley, M. and Savage, J., n.d. *Lesson planning for effective learning*.

Ross, M., 1980 *The Arts and Personal Growth*. London: Pergamon

Swanwick, K., 2003. *Teaching music musically*. London: Routledge.

Paynter, J. and Mills, J., 2008. *Thinking and making*. New York: Oxford University Press.

Impact on practice:

Begin to understand curriculum and D&T specific pedagogies.
Reflections on impact of planned activities.
Research informed practice.
Developing curriculum knowledge – understanding of NC for design and technology with a focus individual lesson planning
Appreciation of the purpose and relevance of design technology to the curriculum.

Understand importance of design and technology to the curriculum.
Begin to develop an understanding of the D&T process
Consider resources that support effective teaching in D&T.
Identify individual D&T subject knowledge security;
Skills and knowledge development in structures, simple mechanisms, textiles and food technology.

BCU Themes: B,C,D,F

Develop understanding of the frameworks for teaching D &T and the National Curriculum for D&T
To begin to learn how to plan for progression in D&T

BCU Themes: C,D

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

Impact on practice:

Development of practical skills involving commonly used hand tools and techniques.
Ability to plan and deliver practical activities safely .
Reflections on impact of planned activities.
Research informed practice.
Secure curriculum knowledge – understanding of NC for design and technology with a focus individual lesson planning.
Ability to encourage and facilitate children's creativity

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas

Further developing understanding of D&T pedagogy – 6 design principles.
Assessment – progression framework.
Supporting children to develop design ideas.
Developing subject knowledge for upper KS2

BCU themes: A,C,D,E

Developing skills- shaping and joining wood and understanding contexts for children to apply these skills.
Using hand-tools safely – risk assessments.
Understand more complex mechanisms - levers and linkages.
Develop understanding of the link between design decisions and creativity.

BCU themes: A,B,C,D,E

Impact on practice:

Understanding how D&T fits into the wider curriculum and how meaningful links with other subjects are made.
Understanding of theory around creativity in teaching and learning.
Ability to plan a sequence of D&T lessons to include the key aspects of D&T pedagogies
Reflections on impact of planned activities.
Research informed practice.
Deeper curriculum knowledge – understanding of NC for design and technology with a focus individual lesson planning

BCU themes: A,B,C,D

Revisit D&T pedagogy – 3-stage process and 6 design principles, exploring underpinning learning theories and pedagogies.
Introduce iterative learning process.
Understand importance of teaching creative skills in D&T and the impact on other areas of the curriculum and future prosperity.

BCU themes: A, C, D, F

Understand the relationship between creative teachers and teaching children be creative in D&T.
Collaborate with peers to create medium term plans for aspects of D&T.

BCU themes: C, D

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
3. Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4. Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

BCU themes: A, D, E, F:

Assessment of Learning

4141: Patch Tasks: Lesson Plan, Action Plan, Evaluation of a Lesson
4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5156: Progression in planning: overview and rationale, essay exploring strategies to ensure progression
5157: Currently: medium term plan for chosen subject + essay
6264: cross-curricular map linked to a theme + plan for progression in 3 subjects+ essay on creative teaching and learning

Key Reading

Hope, G (2018), **Mastering Primary Design and Technology**: Bloomsbury Academic, London.
Barnes, J., (2015) **Cross-Curricular Learning 3-14**: Sage Publications, London
Ritchie, R (2001) **Primary Design and Technology: A Process for Learning**, Taylor and Francis, London.
Atkinson, S. and Black, P (2016) **Useful assessment for design & technology: formative assessment, learning & teaching** in Design and Technology for the Next Generation, available at Layout 1 (wordpress.com)
Design and Technology Association (nd), data.org.uk

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Assessment of Learning

4141: Patch Tasks: Lesson Plan, Action Plan, Evaluation of a Lesson

Impact on practice:

Understanding of curriculum frameworks and how to use them
Secure subject knowledge
Research informed practice
How pupils learn in history
Methods of enquiry

- Exploration of subject pedagogy/use of sources
- Learning activities for EYFS/KS1 or KS1/KS2 – evidence handling and enquiry, interpretation
- Principles of history planning and assessment – introduction to the curriculum.
- Importance of developing secure subject knowledge

BCU Key themes A B,C,D, F

- Exploring the nature of the history curriculum framework/ EYFS Framework and history NC for KS1 & KS2
- How do pupils learn in history?
- Developing subject knowledge (teachers' and children's)
- Key learning theories and pedagogies in history
- What constitutes effective teaching and learning in history?

BCU Key themes A B,C,D, F

Learning Outcomes EDU4141:

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate

**History
BA QTS Primary
Education
EDU4141/5156/6264**

History subject knowledge audit and timeline – ongoing and revisited throughout the course.

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

- Knowledge rich teaching
- Developing chronological understanding: EYFS – KS2
- Addressing misconceptions
- Working with timelines
- Progression and assessment
- **BCU Key themes A B,C,D,E, F**

- Developing disciplinary processes and understanding (focus on significance)
- Revisit curriculum expectations in greater depth – importance of a broad and ambitious curriculum.
- Planning an enquiry.
- Addressing misconceptions.
- Progression and assessment.
- How children learn in history.
- **BCU Key themes A B,C,D,E, F**

Assessment of Learning

5156: Progression in planning: overview and rationale, essay exploring strategies to ensure progression

Impact on practice:

Pedagogical Content Knowledge
Disciplinary processes and thinking
Considering the needs of all learners/ effective use of assessment
Secure subject knowledge
How pupils learn
Effective planning

End of course/ECT transition

- Review of subject knowledge audits
- Identify areas for further development
- Remind ECTs where to access high quality support for continued history development (HA/SHP/MHF etc.)
- **BCU Key Themes: A C, F**

- Exploration of key aspects of history – in relation to own teaching experience.
- Critical evaluation of the importance of subject knowledge in history.
- Essential elements of a strong history curriculum.
- Creative thinking in history and application of thinking skills .
- Current policy/legislative context for history teaching and learning.
- Intent, implementation and impact in history (curriculum provision, planning/teaching and children's learning and progress)

Learning Outcomes EDU6264:

- 1) Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
- 2) Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
- 3) Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
- 4) Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

Assessment of Learning

6264: cross-curricular map linked to a theme + plan for progression in 3 subjects+ essay on creative teaching and learning

Impact on practice:

Key reading:

Cooper, H (Ed) (2013) *Teaching History Creatively*, Abingdon: Routledge.
Cooper, H (2017), *History 3-11*, London. Fulton
Doull, K, Russell, C and Hales, A (2019) *Mastering Primary History*, London: Bloomsbury.
Howorth, M (2015) *Teaching Primary History*, London: Bloomsbury.
Lomas, T (2018) What Confuses Primary Pupils in History? Part 1 *Primary History: 78 Spring 2019* pp 11-18
Lomas, T (2018) What Confuses Primary Pupils in History? Part 2 *Primary History: 79 Summer 2019* pp 12-17
Percival, J (2020) *Understanding and Teaching Primary History*, London: Sage.

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC games
- Secure subject knowledge of the holistic approach to teaching PE.
- How pupils learn – focus on fundamental movement skill competency progression and how this informs progression.
- Adapted teaching model that can be used in planning and delivery to modify activities.
- Understand effective PE lesson structure to aid planning.
- Safe practice knowledge

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC dance.
- Secure subject knowledge – explicit links made between all areas of PE and other subjects. Movement competency progression for dance.
- How pupils learn – focus on breaking dance learning into progressive parts.
- Effective planning – using creative approaches to develop a stimulus or thematic approach within a focused PE structure.

Assessment of Learning

4141 – Demonstration of pedagogical approaches during practical task, including inclusive practice, that consider holistic PE learning. Assignment.

5156 – Able to incorporate AFL strategies into planning and peer teaching showing progression across activities.

6264 – Able to describe creative approaches for PE, including dance. Able to create and develop dance ideas showing good subject knowledge.

Practical Activity**NC Area of Focus – Games and Athletics**

Lesson structure and sustained activity with a focus on warm ups and how they are used effectively within a spiral curriculum. Fundamental Movement Skills as a focus for activity and learning. Adapting activities using the STTEP model to ensure inclusive practice. Organisation and management of learning in PE.

BCU Themes: A, B, C, D, E**Theory and Discussions**

The profile of PE, including own PPE profiles. EYFS and NC frameworks. The educative value of PE, focusing on physical literacy, fundamental movement skills and learning through all domains. Inclusive practice and the STTEP pedagogical model. Safe Practice introduction – expectations and P.I.E model. Lesson structure and planning.

BCU Themes: A, B, C, D, E**Learning Outcomes EDU4141:**

- 1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
- 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources.
- 3) Identify appropriate areas for future professional development.
- 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas.

Theory and Discussions

Review of PE learning so far, including experiences in practice from Y1 placement. How children learn in PE – PAC. Learning theories and creating behaviours for learning in PE. Assessment for Learning strategies. Safe practice development, considerations for Risk Assessments and responsibilities.

BCU Themes: A, B, C, D**Practical Activity****NC Area of Focus – Gymnastics**

Progression within a lesson. Fundamental movement skills as the foundation for movement competency progression. Using AFL strategies for progression. Planning for, and delivery of a gymnastics lesson to peers from resources and a case study. Include inclusive practice, and demonstrate AFL strategies.

BCU Themes: A, B, C, D, E**Impact on practice:**

- Research informed practice
- Secure curriculum knowledge – NC gymnastics
- Secure subject knowledge – skills progressions within gymnastics
- How pupils learn – movement competency progressions for gymnastics.
- Effective planning – structure of lessons within a gymnastics context.
- Effective assessment for learning – and planning for these within PE.
- Safe practice knowledge in a gymnastics context including dynamic risk assessments.

Practical Activity**NC Area of Focus – Dance**

Using the stimulus of a geography activity – a walk in a local area identifying human and geographical features, to explore creative approaches to teaching dance. Focus on dance making in groups to produce a motif exploring the 'journey' using a creative, exploratory pedagogy.

BCU Themes: A, B, C, D**Theory and Discussions**

Cross-Curricular links between PE and other subjects. Focus on multi-disciplinary approach with geography and PE. What is creativity in PE? Enabling a creative learning culture in PE. Creativity in dance. Structure of MTP for effective dance teaching.

BCU themes: A, C, D**Learning Outcomes EDU6264:**

- 1) Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
- 2) Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects.
- 3) Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects.
- 4) Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning.

Key reading

AfPE 2020 *Safe Practice in Physical Education and Sport*. Leeds: Coachwise

Capel and Blair (2019) *Debates in Physical Education*. Routledge

Doherty and Brennan 2014 *Physical education 5 – 11; A Guide for Teachers*. London: Routledge

Griggs (2012) *An Introduction to Primary Physical Education*. Routledge

Griggs (2018) *Understanding Primary Physical Education*. Routledge

Pickard and Maude (2014) *Teaching Physical Education Creatively*. Routledge

Impact on practice (yr1):

- Research informed practice
- Developing curriculum knowledge – what is covered in the geography curriculum? Developing Geographical Skills and Fieldwork.
- Using the local area to teach geography
- Developing subject knowledge to support teaching – what is human and physical?

Impact on practice (yr2):

- Research informed practice
- Securing subject and curriculum knowledge – addressing mapping skills and knowledge. Teaching about wider areas – the UK (Locational and Place Knowledge).
- Planning geography to support progress.
- Adaptive teaching – supporting different needs in class

Recognise the importance of place and personal geography in the primary curriculum
To develop fieldwork skills and understand how these can support knowledge of the local area

BCU Themes: **ABCDEF**

To understand what geography is and how it fits into the EYFS and NC
To look at and understand opportunities for assessment
Understand how and why we use enquiry in geography

BCU Themes: **ACD**

Learning Outcomes EDU4141:

1. Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects.
2. Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources
3. Identify appropriate areas for future professional development
4. Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Learning Outcomes EDU5156:

- 1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas.
- 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum.
- 3) Identify progression within the foundation subject areas

Investigate barriers to learning and how these can be tackled in geography
Look at progress in geography and suggest teaching approaches can support this in geography lessons
Develop a further understanding of assessment

BCU Themes: **ABCDEF**

To develop further understanding of subject specific pedagogical approaches - mapping
Studying contrasting localities – introducing teaching and learning about different locations in the UK, and studying the UK as a whole.

BCU Themes: **ACDE**

Assessment of Learning

4141: Patch Tasks: Lesson Plan, Action Plan, Evaluation of a Lesson
4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5156: Progression in planning: overview and rationale, essay exploring strategies to ensure progression
5157: Currently: medium term plan for chosen subject + essay
6264: cross-curricular map linked to a theme + plan for progression in 3 subjects+ essay on creative teaching and learning

Impact on practice (yr3):

- Research informed practice
- Secure subject and curriculum knowledge – teaching about the world as a whole, unknown locations (Locational and Place Knowledge).
- Links between geography and other subjects.

To consider thinking and learning in geography
To understand what geographical learning is
To recognise how geography can be used in cross-curricular learning – focus on unknown locations and international contexts

BCU Themes: **ACDE**

Learning Outcomes EDU6264:

1. Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects.
2. Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links to foundation subjects.
3. Justify and evaluate resources, including technology enhanced learning that supports learning creatively in the foundation subjects.
4. Work collaboratively to create a purposeful cross curricular plan to enable progression and which is linked explicitly to National Curriculum attainment targets

Key reading

Barlow, A. and Whitehouse, S. (2019) Mastering Primary Geography
Catling, S. and Willy, T. (2018) Understanding and teaching primary geography
Grigg, R and Hughes, S (2013) Teaching Primary Humanities
Scoffham, S. (2017) Teaching Geography Creatively
*Additional journal articles and texts referenced for each module

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Learning Outcomes EDU4142:

1) Describe key areas of learning in the specialist subject. 2) Demonstrate understanding of specialist subject knowledge and pedagogy. 3) Examine approaches to planning in the specialist subject. 4) Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

EDU4141 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Professional behaviours

1) Subject knowledge audit; purpose of education; RE and the NC; RE in the school system; **Introduction 1:** Evaluate a Locally Agreed Syllabus; **Step 1:** Introduction to Review of RE in England; Current Events in RE; your rationale for RE; my experiences of RE; exploring concerns about teaching RE; aims and importance of RE; **Stage 1:** justifying learning areas/ topics in RE and 'lived RE'. (2) Knowing and Understanding by recognising and interpreting symbols; rationalise the use of stories; evaluate subject specific pedagogy [EY] and PARDES; adaptive teaching to meet the strengths and needs of all pupils in RE; identify areas for future professional development.; and critical consideration of RE models from classroom experts. BCU Themes: B, C, D, E, F

Learning Outcomes EDU4141:

1) Demonstrate appropriate subject specific pedagogy and understanding of pupil progress in foundation subjects. 2) Plan for teaching in foundation subjects and justify links to relevant frameworks and choice of resources. 3) Identify appropriate areas for future professional development. 4) Understand the purpose and relevance of the foundation subjects and make relevant links to other subjects, where appropriate.

Religious Education BA Primary QTS Provision EDU4141/ EDU5156/EDU6264

1) Debate on knowledge or skills in RE; determining content of RE; **Stage 2:** Essential knowledge (fields) in RE; RE skills for learning, know and design activities for human, & religious concepts and dispositions; **Step 2:** subject content for EYFS, KS1 & KS2. (2) knowing good features of effective learning in RE; evaluate experiential and the enquiry approached to RE; **Introducing** 'six' pedagogies. (3) STP, MTP & LTP Planning; critically examine plans from Discovery RE, RE:ONLINE Banquet. & a school. (4) visit to places of worship.
BCU Themes: C, D, E

Learning Outcomes EDU5156:

1) Demonstrate an understanding of subject knowledge and pedagogical approaches in foundation subjects/areas. 2) Demonstrate an understanding of the nature and importance of the foundation subjects in the Curriculum. 3) Identify progression within the foundation subject areas.

1) Consider religious and theological literacy; **Stage 3:** Recap Fields of Enquiry plus planning outline; quiz on Y1 RE; **Application 2:** Retrieval on Locally Agreed Syllabus; thought-shower on barriers; RE in EYFS (model of three concepts and six key questions, model scheme in EY); **Step 3:** purpose of study of RE, study aims of RE in EYFS, KS1 & KS2 and design related activities; examine multi-disciplinary approach using a case study; thinking historically, proverbially, symbolically and conceptually in RE; what you need to know in six religions and Humanism. (2) Critically appraise the use artefacts and Godly Play. (3) Progression (8 steps, Quigley and Milestones Models). (4) Assessments: Mastery, 8 levels, 3 Es, Knowledge and Skills-Based Models. BCU Themes: A, C, D, E

EDU5156 CCF Impact on practice:

How pupils learn
Subject and curriculum knowledge
Classroom practice
Adaptive teaching
Assessment

Learning Outcomes EDU5157: 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 2) Identify and justify strategies to ensure high quality teaching and learning. 3) Critically reflect on the impact of approaches to practices in the subject area. 4) **Demonstrate an understanding of subject leadership.**

Theories for learning in RE; RE-searchers approach; using personal doll, TASK and Enquiry; **Applying** Six Classical Pedagogies of RE (2) Beyond Levels; Types of knowledge, strategies in EY and KS1&2.
BCU Themes: A, C, D, E, F

EDU4142 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Adaptive teaching

EDU6264 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice

Exploring strategies for high quality teaching: Hermeneutics; De Bono's thinking hats; **Stage 4:** Life's Big Questions; poetry; using questions to question in RE; visual RE; multi-sensory RE; creativity, cross-curricular RE. and PLTS in RE.
Work with peers to design a curriculum linking with RE and foundation subjects. BCU Themes: A, C, D, E.

Learning Outcomes EDU6264:

1) Critically evaluate creative approaches to the teaching of thinking and learning in the context of foundation subjects
2) Critically analyse pedagogical approaches that support and enhance thinking and learning, and make relevant cross curricular links, in the foundation subjects
3) Justify and evaluate a range of resources, including technology enhanced learning that supports learning creatively in the foundation subjects
4) Work collaboratively to create a purposeful cross curricular plan to enable progression for children in their learning

EDU5157 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Assessment
Managing behaviour
Professional behaviours

Key readings

Castelli, M. and Chater, M. (2018) (eds.) *We Need to Talk about Religious Education: Manifestos for the Future of RE*, London: Jessica Kingsley.
Commission on Religious Education (CoRE) (2018) *Religion and Worldviews: The Way Forward*, London: Religious Education Council.
Elton-Chalcraft, S. (2015) (ed.) *Teaching Religious Education Creatively*, Abingdon: Routledge.
Freathy, G., Freathy, R., Doney, J., Walshe, K. and Teece, G. (2015) *The RE-searchers: A New Approach to Religious Education in Primary Schools*, Exeter: The University of Exeter.
James, M., and Stern, S. (2019) *Mastering Primary Religious Education*, London: Bloomsbury.
Larkin, S., Freathy, R., Doney, J., and Freathy, G. (2020) *Metacognition, Worldviews and Religious Education: A Practical Guide for Teachers*, Abingdon: Routledge.
Mogra, I. (2018) *Jumpstart! RE*, London: Routledge.
Pett, S. (2015) *Religious Education: The Teacher's Guide*, Birmingham: RE Today Service
Religious Education Council of England and Wales (REC) (2013) *A Curriculum Framework for Religious Education in England*. London: REC of England and Wales.
Webster, M. (2010) *Creative Approaches to Teaching Primary RE*, London: Longman.
*Additional journal articles and texts referenced for each module and session

Assessment of Learning

4141
4142
5156
5157
6264
6265



Subject study modules

(Links to moodle pages)

EDU4142- Subject teaching and learning
EDU5157 – Subjects in action



Learning Outcomes EDU4142:

1. Describe key areas of learning in the specialist subject.
2. Demonstrate understanding of specialist subject knowledge and pedagogy.
3. Examine approaches to planning in the specialist subject.
4. Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

EDU4142

Subject Teaching
and Learning

**English with
Foreign
Languages
BA Primary
QTS
Provision**

Explore playground
rhymes and games in
English and FL
Use of actions and
movement to support
language development
and engagement- range
of cultures

BCU Themes A,B,C,D,E, F

Understand the place of traditional
tales, nursery rhymes to support
language development.

Impact on practice:
improve subject
knowledge & pedagogy

Traditional tales in English and FL
Develop knowledge of the canon
of children's literature. Carousel
experience to exploring &
evaluate a wide range of
resources

BCU Themes A,B,C,D,E, F

Impact on practice:
improve subject
knowledge &
pedagogy

English and FL.
Know the key areas of learning in
English / FL **BCU Themes A,C,D,E**

Impact on practice: Develops
confidence to perform in front of
the class.
Working with outside agencies

Plan for effective
progression within a
lesson.
Practise teaching to
peers/ pupils (covid dep)
– playground song/rhyme
/game. Oral tale -
Reflection and peer
evaluation.

BCU Themes A,B,C,D,E, F

Impact on practice:
Able to draw on a wider
range of reading to
support learning.
Understand how to work
in the wider community.

Use of online/ class/
school and public
libraries. a wider Develop
knowledge of a range of
texts to use in school.
Working with parents to
support literacy
development.
BCU Themes A,B,C,D,E, F

Story telling workshop
with expert practitioner
Work collaboratively
with peers
Use of props to support
language development
and engagement

BCU Themes: B, C, D, E, F

Assessment for Learning

- Mini presentations
- Peer assessment
- Group planning feedback
- Mindmap

Assessment of Learning

Assignment
Group presentation

**Impact on
practice:** develop
understanding of
planning, pace of
delivery, engaging
audience.

Home

Assignment overview

Overview of content:
School contexts
Planning Formats STP/MTP
Themes, frameworks
Themes: A,B,C,D,E, F

Introduction to Lego:

Strategies to Support Learning
Planning for progression
Incorporating Assessment
BCU Themes: C, D, E

Assessment for Learning

- Peer assessment
- Group planning feedback
- Mini presentations

Impact on practice:
Understand the role of the subject leader.
Reflect, and set targets for leadership role in future.

Subject leadership:

Role and responsibilities
Leadership styles
OFSTED and subject leadership
Q&A with subject leaders
Resourcing and budgeting
Best practice monitoring
Commercial schemes
BCU Themes: F

Learning Outcomes EDU 5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting
- 2) Identify and justify strategies to ensure high quality teaching and learning. 30% weighting
- 3) Critically reflect on the impact of approaches to practices in the subject area. 30% weighting
- 4) Demonstrate an understanding of subject leadership. 10% weighting

Picture books:

Talk and storytelling
Cross curricular opportunities
Strategies to Support Learning inc EAL
Planning for progression
Incorporating Assessment
BCU Themes: C, D, E

Picture books

Impact on practice: Develop understanding of planning, pace of delivery, engaging audience.

Impact on practice: Team Teach developing skills & subject knowledge. Working with others.

Begin to plan sequence of lessons

Impact on practice:
Improve subject knowledge & pedagogy

Feedback given on planning

Pre visit to school

Drama and Makaton/BSL:

Strategies to Support Learning
Drama and developing language
Planning for progression
Incorporating Assessment
BCU Themes: C, D, E

DRAMA

Teach lesson #2

Puppets and EduTech:

Strategies to Support Learning
Planning for progression
Incorporating Assessment
BCU Themes: C, D, E

Puppets

EduTECH

Reflect on lesson #1

Teach lesson #1

Impact on practice: To make links between teaching approaches and the impact upon learning.

Impact on practice:
Improve subject knowledge & pedagogy

Impact on practice:
Able to draw on a wider range of reading to support learning.

Impact on practice: To make links between teaching approaches and the impact upon learning.

Teach lesson #3

Reflect on lesson #3

Impact on practice:
Developing ability to critical evaluate own teaching and the impact they have had on pupil's progress.

Assignment support:
Q & A opportunities

BCU
Themes: A,B,C,D,E, F

Teach lesson #4

Reflect on lesson #4

Impact on practice:
Developing ability to critical evaluate own teaching and the impact they have had on pupil's progress.

Assessment of Learning

Assignment essay (20 Credits)
Rationale for planning, evaluation of teaching

EDU 5157 Subjects in Action

English with Foreign Languages
BA Primary QTS Provision



Home

Impact on practice:
Research informed practice.
Secure curriculum knowledge – planned activity fits with NC.
Secure subject knowledge –including modifications to develop progressions.
Reflections on impact of planned activities.
Research informed practice.
Secure curriculum knowledge – understanding of NC for Science with a focus on thematic planning
Collaborative cross curricular curriculum development experience

To develop understanding of National Curriculum and EYFS links between STEM subjects.
Develop understanding of well chosen learning intentions and success criteria for pupil progress in Science
Consider and apply key presentation skills and collaborative planning.
Understand how to use risk assessments to ensure safe practice in Science

To develop greater understanding of subject pedagogy, planning and teaching.
To plan and deliver cross-curricular STEM lessons based on a single stimulus.
To begin to develop understanding of mind-mapping as a tool for thought in the planning stage; and make relevant links.
To work collaboratively with peers to create a presentation based around planning for D&T, computing, science, drawing upon reading and research.
To consider use and value of educational visits as a stimulus for planning and teaching.

Learning Outcomes EDU4142:

- 1) Describe key areas of learning in the specialist subject.
- 2) Demonstrate understanding of subject pedagogy and knowledge.
- 3) Examine approaches to planning and teaching in the specialist subject.
- 4) Work as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

Science BA Primary QTS Provision

**SUBJECT STUDY
EDU4142
SUBJECT STUDY
EDU5157**

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area.
- 2) Identify and justify strategies to ensure high quality teaching and learning.
- 3) Critically reflect on the impact of approaches to practices in the subject area.
- 4) Demonstrate an understanding of subject leadership.

Further develop understanding of Science pedagogy linking theory and practice, and linking to reading and research. With a focus on pupil talk.
Understanding the impact of high quality teaching and learning approaches on children's development and progress in Science
Medium term planning and progression using cross curricula approaches.
Outdoor learning and teaching.

Revisit TAPS and PLAN assessment tools.
Explore effective strategies used in the formative assessment of science through pupil talk
Develop understanding of planning for focussed assessment tasks to assess progress and understanding (TAPS)
Action planning for school improvement in Science/STEM.

Impact on practice:

Research informed practice.
Secure curriculum knowledge – planned activity fits with NC.
Secure subject knowledge –including modifications to develop progressions.
Reflections on impact of planned activities and strategies for pupil talk.
Effective use of thematic planning
Collaborative cross-curricular curriculum development experience.

Impact on practice:

Understand the role of the subject leader. (ASE subject leadership)
Reflect, and set targets for leadership role in future.
Understand how to develop a Science policy. and whole school action plan.

The Role of the Science Subject Leader

Knowledge of recent policy and issues in primary science (OFSTED 2013.2021) .
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence –
Look at planning and highlight additional support/resources needed for effective learning and teaching.

BCU Themes: A, C, D, F

Reading:

Ofsted- Maintaining curiosity (2013) and Research review series: science (2021)
Alexander R.J. (2020) A Dialogic Teaching Companion, London: Routledge
Barnes, J. (2015). *Cross Curricular Learning 3-14* (3rd ed.). London: SAGE Publications Ltd
Cutting,R and Kelly,O (2015) *Creative Teaching in Primary science*, London:SAGE

Web resources:

Teacher Assessment in Primary Science: <https://taps.pstt.org.uk>

PLAN (ASE) Support for planning and assessment in Science: [Primary Science Assessment \(PLAN\) | www.ase.org.uk](http://www.ase.org.uk)

Health and Safety in Science: CLEAPPS: [CLEAPSS Home page](http://www.cleapss.org.uk)

To understand the place of craft in the Art and Design curriculum and develop knowledge of how to teach and plan for progression in craft.
Explore issues based approaches to teaching Art and Design.
Skills development: craft (weaving focus) and stencilling/ screen printing.

BCU Themes: A,C,D
CCF: C,D

To understand what constitutes effective EAD/ Art and Design learning and teaching.
To demonstrate greater understanding of subject pedagogy, planning and teaching.
To understand the value of using sketchbooks.
To begin to develop teaching strategies to enable children to evaluate art and craft works .
To work collaboratively with peers to create a presentation based around planning for Art and Design, drawing upon reading and research.

BCU Themes: A,B,C,D,F
CCF: C,D,H

Learning Outcomes EDU4142:

- 1) Describe key areas of learning in the specialist subject.
- 2) Demonstrate understanding of subject pedagogy and knowledge.
- 3) Examine approaches to planning and teaching in the specialist subject.
- 4) Work as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

EDU4142
Impact on practice:
TBC

EDU4142
Impact on practice:
TBC

Assessment of Learning
4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5157: Currently: medium term plan for chosen subject + essay
(TBC school based teaching of Art and Design)

Further develop understanding of EAD/ Art and Design pedagogy linking theory and practice, and linking to reading and research.
Understanding the impact of high quality teaching and learning approaches on children's development and progress in EAD/Art and Design.
Inclusivity: Understand how to adapt teaching and learning strategies for the needs of different learners.

BCU Themes: A,B,E
CCF: B, C, E

Know how to plan a series of Art and Design lessons encompassing high quality teaching and learning strategies.
Explore effective strategies used in the assessment of EAD/Art and Design.
Skills and Knowledge Development: working in 3Dimensions with a range of materials.
Artist Workshop TBC
School based teaching TBC

BCU Themes: A, B, D:
CCF: A, B, D, F

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area.
- 2) Identify and justify strategies to ensure high quality teaching and learning.
- 3) Critically reflect on the impact of approaches to practices in the subject area.
- 4) Demonstrate an understanding of subject leadership.

Key Reading

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

<http://pzartfulthinking.org/> (Harvard Artful Thinking Program)

Earle, K and Curry, G (2018) *Addressing Special educational Needs and Disability in the Curriculum: Art. 2nd Ed.* Oxon: Routledge

Ogier, S (2017) *Teaching Primary Art and Design.* London: Learning Matters

Tutchell, S (2014) *Young Children as Artists: Art and Design in the Early Years and Key Stage 1.* Oxon: Routledge.

Gregory, P.; March. C. and Tutchell, S. (2010) *Mastering Primary Art and Design.* London: Bloomsbury

Edwards, J. (2013) *Teaching Primary Art.* Harlow: Pearson Education Limited

Eperjesi, R. with Parkin, A. (2020) 'Art and Design: Modelling to Promote Creativity' in Forster, C. and Eperjesi, R. (eds) *Teaching the Primary Curriculum.* London: Sage Publications Ltd.

Mason, R (2019) Creating Space to Explore Self-Identity, in Ogier, S (ed) *A Broad and Balanced Curriculum in primary Schools: Educating the Whole Child.* London: Learning Matters

*Additional journal articles and texts referenced for each module

Computing BA Primary QTS Provision

**SUBJECT STUDY
EDU4142
SUBJECT STUDY
EDU5157**

Impact on practice:
Research informed practice.
Secure curriculum knowledge – planned activity fits with NC.
Secure subject knowledge –including modifications to develop progressions.
Reflections on impact of planned activities.
Research informed practice.
Secure curriculum knowledge – understanding of NC for computing with a focus on making CC links and working within a thematic context
Collaborative cross curricular curriculum development experience

To develop understanding of National Curriculum links between STEM subjects.
Develop understanding of well chosen learning Objectives and success criteria for pupil progress in Computing
Consider and apply key presentation skills and collaborative planning.
Appreciate the importance of Digital Literacy and being safe, responsible and respectful users of ICT (e.g. projectevolve.co.uk)

BCU Themes: B,C,D,F

To develop greater understanding of subject pedagogy, planning and teaching.
To plan and deliver cross-curricular STEM lessons based on a single stimulus (e.g. Blakesley Hall visit using Tudors as context) .
To work collaboratively with peers to create a presentation based around planning for Computing, D&T and science, drawing upon reading, research and trip.

BCU Themes: B,C,D,F

Learning Outcomes EDU4142:
1) Describe key areas of learning in the specialist subject.
2) Demonstrate understanding of subject pedagogy and knowledge.
3) Examine approaches to planning and teaching in the specialist subject.
4) Work as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

Learning Outcomes EDU5157:
1) Evaluate pedagogical approaches to teaching and learning in the subject area.
2) Identify and justify strategies to ensure high quality teaching and learning.
3) Critically reflect on the impact of approaches to practices in the subject area.
4) Demonstrate an understanding of subject leadership.

BCU Themes: B,C,D,F

Further develop understanding of Computing pedagogy linking theory and practice, and linking to reading and research.
Understanding the impact of high quality teaching and learning approaches on children's development and progress in Computing
Long, Medium, short term planning and progression.
Topic-based, contextualised cross-curricular learning and teaching.

BCU themes: A,B,C,D,E

Revisit summative assessment – end of topic.
Explore effective strategies used in the assessment of Computing including peer review and online feedback (Scratch).
Develop understanding of planning for CS/IT/DL to assess progress and understanding and support pupil progress.
Action planning for school improvement in Computing and STEM.

BCU themes: A,B,C,D,E

Impact on practice:
Understand the role of the Computing subject leader.
Reflect, and set targets for leadership role in future.
Understand how to develop a design and technology policy. and whole school action plan.

The Role of the Computing Subject Leader
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence esp. within computer science –Look at planning and highlight additional support/resources needed for effective learning and teaching.
BCU Themes: A, C, D, F

BCU themes: C, D

Impact on practice:
Improved understanding of the planning process.
Increased understanding of the role of robust assessment in pupil progress.

BCU themes: A,C,D,E

Key reading:

- Barnes, J. (2015). *Cross Curricular Learning 3-14* (3rd ed.). London: SAGE Publications Ltd.
- Berry, M., 2013. Computing in the national curriculum A guide for primary teachers. Available at: www.computingatschool.org.uk/primary.
- Berry, M. (2015) QuickStart Primary Handbook. Swindon: BCS. [online] <http://www.quickstartcomputing.org/>
- Resnick, M. (2017) Lifelong Kindergarten: Cultivating creativity through Projects, Passion, Peers and Play. 1st edn. Cambridge Mass.: MIT Press.
- Wing, J. M. (2006) Computational thinking. Communications of the ACM, 49(3), March 2006. [Online] <https://www.cs.cmu.edu/~15110-s13/Wing06-ct.pdf>

Impact on practice:
Research informed practice.
Secure curriculum knowledge – planned activity fits with NC.
Secure subject knowledge –including modifications to develop progressions.
Reflections on impact of planned activities.
Research informed practice.
Secure curriculum knowledge – understanding of NC for design and technology with a focus on thematic planning
Collaborative cross curricular curriculum development experience

To develop understanding of National Curriculum and EYFS links between STEM subjects.
Develop understanding of well chosen learning intentions and success criteria for pupil progress in D&T
Consider and apply key presentation skills and collaborative planning.
Understand how to use risk assessments to ensure safe practice in D&T.

To develop greater understanding of subject pedagogy, planning and teaching.
To plan and deliver cross-curricular STEM lessons based on a single stimulus.
To begin to develop understanding of drawing as a tool for thought.
To work collaboratively with peers to create a presentation based around planning for D&T, computing, science, drawing upon reading and research.

Learning Outcomes EDU4142:
1) Describe key areas of learning in the specialist subject.
2) Demonstrate understanding of subject pedagogy and knowledge.
3) Examine approaches to planning and teaching in the specialist subject.
4) Work as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

Design and Technology BA Primary QTS Provision

**SUBJECT STUDY
EDU4142
SUBJECT STUDY
EDU5157**

Learning Outcomes EDU5157:
1) Evaluate pedagogical approaches to teaching and learning in the subject area.
2) Identify and justify strategies to ensure high quality teaching and learning.
3) Critically reflect on the impact of approaches to practices in the subject area.
4) Demonstrate an understanding of subject leadership.

Further develop understanding of D&T pedagogy linking theory and practice, and linking to reading and research.
Understanding the impact of high quality teaching and learning approaches on children's development and progress in D&T
Long, Medium, short term planning and progression.
Outdoor and cross-curricular learning and teaching.

Revisit summative assessment web.
Explore effective strategies used in the assessment of design and technology.
Develop understanding of planning for key questions to assess progress and understanding and support pupil progress.
Action planning for school improvement in D&T and STEM.

Impact on practice:
Understand the role of the design and technology subject leader.
Reflect, and set targets for leadership role in future.
Understand how to develop a design and technology policy, and whole school action plan.

The Role of the D&T Subject Leader
Vision for D&T
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence – Look at planning and highlight additional support/resources needed for effective learning and teaching.
BCU Themes: A, C, D, F

Impact on practice:
Improved understanding of the whole planning process.
Increased understanding of the role of robust assessment in pupil progress.

Key Reading

Hope, G (2018), **Mastering Primary Design and Technology**: Bloomsbury Academic, London.

Barnes, J., (2015) **Cross-Curricular Learning 3-14**: Sage Publications, London

Ritchie, R (2001) **Primary Design and Technology: A Process for Learning**, Taylor and Francis, London.

Atkinson, S. and Black, P (2016) **Useful assessment for design & technology: formative assessment, learning & teaching** in Design and Technology for the Next Generation, available at Layout 1 (wordpress.com)

Design and Technology Association (nd), data.org.uk

To recognise pedagogies aligned to teaching geography in the local area
To understand the role of map work in developing key skills.
BCU Themes: **ABCDE**

To develop geographical understanding and knowledge – using subject specific pedagogy to investigate the local area
BCU Themes: **ABCD**

Learning Outcomes EDU4142:
1. Describe key areas of learning in the specialist subject.
2. Demonstrate understanding of specialist subject knowledge and pedagogy.
3. Examine approaches to planning in the specialist subject.
4. Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

Impact on practice (yr1):

- Research informed practice
- Developing curriculum knowledge – what is covered in the geography curriculum? Developing Geographical Skills and Fieldwork.
- Using the local area to teach geography
- Developing subject knowledge to support teaching – what is human and physical?

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting
- 2) Identify and justify strategies to ensure high quality teaching and learning. 30% weighting
- 3) Critically reflect on the impact of approaches to practices in the subject area. 30% weighting
- 4) Demonstrate an understanding of subject leadership. 10% weighting

To develop further understanding of geography and its place within the curriculum – leading geography
To develop further understanding of subject specific pedagogical approaches – outdoor learning using the school locality
BCU Themes: **ABCDF**

Impact on practice (yr2):

- Research informed practice
- Securing subject and curriculum knowledge – addressing mapping skills and knowledge. Teaching about wider areas – the UK (Locational and Place Knowledge).
- Planning geography to support progress.
- Adaptive teaching – supporting different needs in class

Develop understanding of teaching strategies and recognise how these can be used to support Geographical teaching and learning – critical thinking in geography
To develop an understanding of using images within geography
To further understanding of the EYFS and NC
BCU Themes: **ACDE**

Assessment of Learning

4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5157: Currently: medium term plan for chosen subject + essay

Key reading
Barlow, A. and Whitehouse, S. (2019) Mastering Primary Geography
Catling, S. and Willy, T. (2018) Understanding and teaching primary geography
Grigg, R and Hughes, S (2013) Teaching Primary Humanities
Scoffham, S. (2017) Teaching Geography Creatively
*Additional journal articles and texts referenced for each module

Home

Using the locality to support learning:
Birmingham History Trail – planning into practice
BCU Key Themes: **A, B, C, D, F**

BCU Curriculum Key Theme: **A** - indicated as ongoing by the **red outline**

EDU4142 - History 2

- To develop greater understanding of subject pedagogy, planning and teaching in history.
 - Historical sources
 - Research informed practice - presenting a rationale for choices
- BCU Key Themes: **A, B, C, D, E**

EDU4142 - History 1

- Developing understanding of what constitutes local history
 - Ensuring local history is inclusive and relevant for all pupils
 - Adaptive teaching
 - Local history in the NC
 - Developing enquires/identifying key subject knowledge
 - Progression and assessment
- BCU Key Themes: **A, B, C, D, E**

Learning Outcomes EDU4142:

- 1) Describe key areas of learning in the specialist subject.
- 2) Demonstrate understanding of subject pedagogy and knowledge.
- 3) Examine approaches to planning and teaching in the specialist subject.
- 4) Work as part of a team to present your ideas to an audience referring appropriately to material from your reading and research

BA QTS Primary Education
History – Humanities
Subject Study Strand:

- **EDU4142 (Subject learning and teaching)**
- **EDU5157 (Subjects in action)**

Assessment of Learning

Collaborative group presentation : 5 minutes per student, 3,000 words equivalent (submitted electronically due to extension of Covid measures)

Demonstration of subject knowledge, discussion of approaches chosen for lesson planning and justification of planning choices and resources.

Impact on practice:

Research informed practice.
Secure NC knowledge with a focus on local studies in KS1 and KS2
Secure subject knowledge –including adaptive teaching to support pupils' progress.
Research informed practice – making informed choices.
Reflections on intended impact of planned activities.

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area.
- 2) Identify and justify strategies to ensure high quality teaching and learning.
- 3) Critically reflect on the impact of approaches to practices in the subject area.
- 4) Demonstrate an understanding of subject leadership.

EDU5157 - History 1

- Developing understanding of subject leadership
 - Further develop understanding of history pedagogy linking theory and practice, and linking to reading and research.
 - Understanding the impact of high quality teaching and learning approaches on children's development and progress in history
 - Evaluating sources
- BCU Key Themes: **A, C, D, F**

EDU5157 - History 2

- Developing planning
 - Progression and assessment in history – exploring effective strategies
 - Inclusion: Understand how to adapt teaching and learning strategies for the needs of different learners.
 - Developing understanding of subject leadership – supporting colleagues
- BCU Key Themes: **A, B, C, D, E, F**

Assessment of Learning

5157: Currently - a sequence of 4 lesson plans that lead to a purposeful outcome (1500 words equivalence). A rationale for the proposed lesson planning (1500 words).

Impact on practice:

Research informed practice – making informed choices
Understand the role of the history subject leader.
Securing subject and curriculum knowledge
Planning history to support progress.
Adaptive teaching – supporting different needs in class

Key reading:

Cooper, H (2013) *Teaching history creatively*. London: Routledge
Cooper, H (2017), *History 3-11*, London. Fulton
Dixon, L and Hales, A (2013). *Bringing History Alive Through Local People and Places : A Guide for Primary School Teachers*. London. Routledge
Grigg, R and Hughes, S (2013) *Teaching Primary Humanities*, Harlow: Pearson.
Howorth, M (2015) *Teaching Primary History*, London: Bloomsbury.
Percival, J (2020) *Understanding and Teaching Primary History*, London: Sage.
Sewell, K (Ed) (2018) *Planning the Primary National Curriculum*, London: Learning Matters

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – planned activity fits with NC.
- Secure subject knowledge –including modifications to develop progressions.
- Reflections on impact of planned activities.
- Research informed practice.
- Secure curriculum knowledge – understanding of NC for Music with a focus on composition.
- Secure subject knowledge - understanding of soundscapes as a structure for improvising
- Planning for a musical skills rather than a musical activity based curriculum.

Theory and discussion

NC Area of Focus – Improvisation and composition

To develop knowledge of how to teach and **plan for progression in composition**.
Explore issues based approaches to teaching music
To understand what constitutes effective EAD/ Music learning and teaching.

BCU Themes: A, B, C, D, E

Practical activity

NC Area of Focus – Improvisation and composition

To demonstrate greater understanding of subject pedagogy, planning and teaching.
To understand the use of soundscapes as a pedagogy
To begin to develop teaching strategies to enable children to learn from musical works .
To work collaboratively with peers to create a presentation based around planning for Music, drawing upon reading and research.

Skills development: Understanding melodic shape and pitch. Understand basic strategies for teaching melody
Understand form in music
Develop different methods of notation

BCU Themes A, C, D, E

Learning Outcomes EDU4142:

1. Describe key areas of learning in the specialist subject.
2. Demonstrate understanding of specialist subject knowledge and pedagogy.
3. Examine approaches to planning in the specialist subject.
4. Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting
- 2) Identify and justify strategies to ensure high quality teaching and learning. 30% weighting
- 3) Critically reflect on the impact of approaches to practices in the subject area. 30% weighting
- 4) Demonstrate an understanding of [subject leadership](#). 10% weighting

Instructional Models and Teaching Styles

NC Area of Focus – Listening and appraising

To understand and apply listening and appraising as a way to **develop a musical understanding within a 4 part instructional pedagogy**
Explore the link between listening and musical practice.

BCU Themes: A, C, D, E

Subject knowledge

Know how to plan a series of music/EAD sessions encompassing high quality teaching and learning strategies.
Explore effective strategies used in the assessment of EAD/Music.

Skills and Knowledge Development: Developing melodic understanding and controlling pitch within a western musical tradition

Inclusion, Adapted Teaching and SEND.

Inclusive practices for all and the barriers faced by children with SEND. Links to the Graduated Approach. The inclusion Spectrum.
Adaptive tuition based on musical development..
BCU Themes: A, C, D, E, F

Impact on practice:

Understand the role of the Music subject leader.
Reflect, and set targets for leadership role in future.
Understand how to develop a music policy.
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The Role of the Music Subject Leader

Vision for music.
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence – Look at planning and highlight additional support/resources needed for effective learning and teaching.

BCU Themes: A, C, D, F

Impact on practice:

Deep understanding of adapted teaching pedagogy leading to planning for and delivery of inclusive teaching.
Deeper understanding of western melodic structure and early forms of notation.
Know how to use a tool for effective curriculum design

Assessment Strategies

Questioning types and effective use.
Peer led learning, and peer assessment.
Teacher assessment and progression using the Planning for and reflection of **AFL strategies** for sessions in school.

BCU Themes: A, C, D

Assessment of Learning

4142: Group presentation. Lesson Plan of chosen subject deconstructed.
5157: Currently: medium term plan for chosen subject + essay

Key reading

Beach, N., Evans, J. and Spruce, G., n.d. *Making music in the primary school*.
Daubney, A., n.d. *Teaching primary music*.
Fautley, M. and Savage, J., n.d. *Lesson planning for effective learning*.
Ross, M., 1980 *The Arts and Personal Growth*. London: Pergamon
Swanwick, K., 2003. *Teaching music musically*. London: Routledge.
Paynter, J. and Mills, J., 2008. *Thinking and making*. New York: Oxford University Press.

Impact on practice:

- Secure subject knowledge – being able to develop an engaging curriculum from a stimulus for dance.
- Planning structured medium term planning.
- Professional behaviours – organisation and management of an educational visit.

NC Area of Focus – Dance

Visit to Birmingham Museum and Art Gallery (virtual visits to galleries worldwide – Covid).
Explore exhibits, identifying themes for a stimulus for dance.
In groups develop ideas for movement vocabulary, visual and auditory stimuli.
Develop a resource to use as a stimulus for dance making.
BCU Themes: A, C, D, F

NC Area of Focus – Games

Peer teaching of planned Games lesson. Reflection and discussions on teaching.
Planning progressions of movement competencies for Games in groups. Modifications to planning.
Teaching Games activities to groups of children and reflections on impact.
BCU Themes: A, B, C, D, E, F

NC Area of Focus – Games

Motor development, FMS and PL in depth and implications for planning, learning and progress in PE.
Games in the NC
Exploration and ideas generation in Games activities. Group planning of part of a Games lesson.
BCU Themes A, C, D, F

Learning Outcomes EDU4142:

1. Describe key areas of learning in the specialist subject.
2. Demonstrate understanding of specialist subject knowledge and pedagogy.
3. Examine approaches to planning in the specialist subject.
4. Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

Physical Education

BA Primary QTS Provision

SUBJECT STUDY EDU4142

SUBJECT STUDY EDU5157

NC Area of Focus – Dance

Dance in the NC, and subject specific content knowledge, pedagogical approaches and assessment.
Using resources to support subject knowledge and planning.
Dance making from a theme to produce a motif to be developed through using choreographical devices.
In groups develop a MTP using their stimulus resource sheet.
BCU Themes: A, B, C, D, E, F

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – planned activity fits with NC.
- Secure subject knowledge – including modifications to develop progressions.
- Planning appropriate activities.
- Professional behaviours - Reflections on impact of planned activities.

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – understanding of NC for PE with a focus on games.
- Secure subject knowledge - understanding of movement competency progressions.
- Planning for a movement rather than activity based curriculum.

NC Area of Focus – Gymnastics

Gymnastics in the NC.
Core principles and key skills for effective teaching of gymnastics.
Planning for FMS in gymnastics and progression of movement competencies.
Sequencing progressions.
Use of small and large equipment and apparatus.
Safe practice in gymnastics.
BCU Themes: A, B, C, D, E,

NC Area of Focus – Outdoor and Adventurous Activities

OAA in the NC
Exploration of practical ideas for learning areas within OAA – problem solving, teamwork, navigation, trust and cooperation and the natural world.
Group planning of an OAA learning experience to include a resource and lesson planning.
BCU Themes: A, B, C, D, E, F

Impact on practice:

- Research informed practice.
- Secure curriculum knowledge – OAA in the NC.
- Secure subject knowledge – Different themes within OAA and planning appropriate activities.
- Professional behaviours – working collaboratively

Learning Outcomes EDU5157:

- 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting
- 2) Identify and justify strategies to ensure high quality teaching and learning. 30% weighting
- 3) Critically reflect on the impact of approaches to practices in the subject area. 30% weighting
- 4) Demonstrate an understanding of [subject leadership](#). 10% weighting

Instructional Models and Teaching Styles

NC Area of Focus – Athletics
Athletics in the NC
Explore instructional models. Focus on Cooperative Learning model structures.
Planning for athletics.
Incorporate inclusive practice.
BCU Themes: A, B, C, D, E, F

Impact on practice:**Focus for School Based Tasks**

- Research informed practice.
- Secure curriculum knowledge – NC Athletics.
- Secure subject knowledge – planning age/stage appropriate activities using appropriate instructional model approaches.
- Classroom Practice - effective group organisation to ensure effective behaviour management and learning.
- Adaptive teaching - planning for inclusive/modified activities. Understanding movement competency progressions for athletics themes.
- Professional Behaviours – working collaboratively.

Impact on practice:

- Research informed practice
- Secure curriculum knowledge – NC gymnastics.
- Secure subject knowledge – skills progressions within gymnastics..
- How pupils learn – movement competency progressions for gymnastics.
- Effective planning – structure of lessons within a gymnastics context.
- Professional Behaviours – working collaboratively. Safe practice in gymnastics.. Risk assessments and understanding the P.I.E model.

Impact on practice:**Focus for School Based Tasks**

- Research informed practice.
- Secure subject knowledge - Understand the role of the PE subject leader.
- Secure curriculum knowledge – progression of athletics skills across all year group. Curriculum maps.
- Classroom practice – consider different resources to aid planning progressive activities in athletics.
- Professional Behaviours. Understand and reflect on challenges faced by PE subject leader. How to support non specialist teachers in PE.

The Role of the PE Subject Leader

Vision for PE.
Intent, Implementation, and Impact – curriculum development.
Developing staff confidence and competence – PCK and enhancing PPE profiles.
Look at planning and highlight additional support/resources needed for effective learning and teaching.
BCU Themes: A, C, D, F

Assessment Strategies

Questioning types and effective use.
Peer led learning, and peer assessment.
Teacher assessment and movement competency progressions using the Laban's principles of movement (Movement Wheel).
Planning for and reflection of AFL strategies for sessions in school.
BCU Themes: A, C, D

Impact on practice:**Focus for School Based Tasks**

- Research informed practice.
- Secure subject knowledge – movement competency progressions for athletics.
- Classroom Practice – use of AFL strategies and reflection on effectiveness.
- Adaptive teaching - planning for inclusive/modified activities that enable progression.
- Professional Behaviours – working collaboratively.

Inclusion, Adapted Teaching and SEND.

Inclusive practices for all and the barriers faced by children with SEND. Links to the Graduated Approach.
The inclusion Spectrum.
STTEP model and planning for Inclusive practice for sessions in school.
BCU Themes: A, C, D, E, F

Impact on practice:**Focus for School Based Tasks**

- Research informed practice.
- Secure subject knowledge – the inclusion spectrum and modified activity model. Planning well structured lessons with inclusive approaches embedded.
- Classroom Practice - effective group organisation to ensure effective behaviour management and learning.
- Adaptive teaching - planning for inclusive/modified activities based on the identified needs of the children. Understanding movement competency progressions for athletics themes.
- Professional Behaviours – working collaboratively.

Assessment of Learning

5157 – Assignment outcomes.
4142 – Assignment outcomes.

Key reading

AfPE 2020 *Safe Practice in Physical Education and Sport*. Leeds: Coachwise
Bailey, Armour, Kirk, Jess, Pickup, Sandford & BERA Physical Education and Sport Pedagogy Special Interest Group. (2009) *The educational benefits claimed for physical education and school sport: an academic review*. Research Papers in Education, 24:1, 1-27
Capel and Blair (2019) *Debates in Physical Education*. Routledge
Casey, A. Kirk, D. (2020) *Models Based Practice in Physical Education*. Routledge
Griggs (2012) *An Introduction to Primary Physical Education*. Routledge
Griggs (2018) *Understanding Primary Physical Education*. Routledge
Pickard and Maude (2014) *Teaching Physical Education Creatively*. Routledge

1) Debate on knowledge or skills in RE; determining content of RE; **Stage 2:** Essential knowledge (fields) in RE; RE skills for learning, know and design activities for human, & religious concepts and dispositions; **Step 2:** subject content for EYFS, KS1 & KS2. (2) knowing good features of effective learning in RE; evaluate experiential and the enquiry approached to RE; **Introducing** 'six' pedagogies. (3) STP, MTP & LTP Planning; critically examine plans from Discovery RE, RE:ONLINE Banquet.& a school. (4) visit to places of worship.
BCU Themes: C, D, E

Learning Outcomes EDU4142:

1) Describe key areas of learning in the specialist subject. 2) Demonstrate understanding of specialist subject knowledge and pedagogy. 3) Examine approaches to planning in the specialist subject. 4) Work effectively as part of a team to present your ideas to an audience referring appropriately to material from your reading and research.

EDU4142 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Adaptive teaching

Learning Outcomes EDU5157: 1) Evaluate pedagogical approaches to teaching and learning in the subject area. 2) Identify and justify strategies to ensure high quality teaching and learning. 3) Critically reflect on the impact of approaches to practices in the subject area. 4) **Demonstrate an understanding of subject leadership.**

EDU5157 CCF Impact on practice:

High Expectations
How pupils learn
Subject and curriculum knowledge
Classroom practice
Assessment
Managing behaviour
Professional behaviours

Theories for learning in RE; RE-searchers approach; using personal doll, TASK and Enquiry; **Applying** Six Classical Pedagogies of RE (2) Beyond Levels; Types of knowledge, strategies in EY and KS1&2.
BCU Themes: A, C, D, E, F

Key readings

Castelli, M. and Chater, M. (2018) (eds.) *We Need to Talk about Religious Education: Manifestos for the Future of RE*, London: Jessica Kingsley.
Commission on Religious Education (CoRE) (2018) *Religion and Worldviews: The Way Forward*, London: Religious Education Council.
Elton-Chalcraft, S. (2015) (ed.) *Teaching Religious Education Creatively*, Abingdon: Routledge.
Freathy, G., Freathy, R., Doney, J., Walshe, K. and Teece, G. (2015) *The RE-searchers: A New Approach to Religious Education in Primary Schools*, Exeter: The University of Exeter.
James, M., and Stern, S. (2019) *Mastering Primary Religious Education*, London: Bloomsbury.
Larkin, S., Freathy, R., Doney, J., and Freathy, G. (2020) *Metacognition, Worldviews and Religious Education: A Practical Guide for Teachers*, Abingdon: Routledge.
Mogra, I. (2018) *Jumpstart! RE*, London: Routledge.
Pett, S. (2015) *Religious Education: The Teacher's Guide*, Birmingham: RE Today Service
Religious Education Council of England and Wales (REC) (2013) *A Curriculum Framework for Religious Education in England*. London: REC of England and Wales.
Webster, M. (2010) *Creative Approaches to Teaching Primary RE*, London: Longman.
*Additional journal articles and texts referenced for each module and session