**Primary PGCE School Direct Unit Overviews**

This is a summary of the content covered in each of the taught units at University, during the Primary PGCE School Direct. The University sessions are supplemented by additional training, provided by the school in which you are placed for the majority of the year. They have responsibility for providing all the input on Foundation Subjects and RE, as well as elements of the Teaching Studies agenda.

Cross-curricular themes and dimensions such as SEND, SMSC, equality and diversity, safeguarding (including Prevent) and teaching multi-lingual children, will be addressed in the content of each unit, but schools also have a responsibility to re-visit these frequently and consolidate student knowledge and understanding.

Each taught unit introduces students to subject knowledge, pedagogical content knowledge, underpinning educational theories, research and application in education settings.

**English**

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| **Session** | **Title** | **Learning intentions**Students will develop an understanding of: |
| **1** | Fish or Phish? Spoken sounds and written letters: the role of phonics in early reading | * High quality phonic teaching and learning
* Different phonics programmes
* Progression through phonics
* Planning for phonics
* Assessment of phonics
 |
| **2** | Be quiet and get on with your work! Speaking, listening and quality talk in the classroom | * The role of speaking and listening
* Dialogic teaching and learning
* Supporting children’s language development
* Early language development and phonics
* The components of our language structure
* Supporting EAL learners
 |
| **3** | Turn the page: what next? The beginnings of early reading | * The processes involved in reading
* The ‘Simple View of Reading’
* The National Curriculum
* Shared reading – the pedagogy
* Motivation and enjoyment
 |
| **4** | The writing process: how children learn to write, and effective teaching | * The processes involved in writing
* How pupils learn to write
* Effective teaching of writing
* Models of writing: linking theory with practice
 |
| **5** | Routines for Reading: the importance of Guided Reading in developing reading comprehension | * Guided Reading
* Reading comprehension
* Effective questioning
 |
| **6** | Tools for Writing | * Approaches to teaching grammar and punctuation
* Strategies for spelling
* The link between spelling and handwriting
 |
| **7** | Assessing children as readers | * Expectations for reading attainment
* Opportunities for assessment and statutory requirements
* Diagnostic tools for assessment
* Assessment of EAL children
 |
| **8** | Assessing children as writers | * Expectations for writing attainment
* Opportunities for assessment and statutory requirements
* Exemplification materials for assessment
* Assessing EAL writers
 |
| **9** | Playing with Poetry | * The importance of word play and performance
* Different types of poetry
* A range of poetry for EYFS and KS1/2 children
* Creative approaches to reading and writing poetry in the classroom
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**Mathematics**

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| **Session** | **Title** | **Learning intentions** Students will develop an understanding of: |
| **1** | Introduction and Attitudes | * The importance of applying mathematics to solve problems
* The crucial role of attitude in mathematics
* Current developments in primary mathematics teaching
* How language permeates the teaching and learning of mathematics.
 |
| **2** | Counting and Understanding Number | * The complex nature of counting and how children learn to count
* The central role of place value in number systems
* The importance of practical, resource based approaches to learning and the crucial role of imagery including number lines
 |
| **3** | Calculations 1 (addition and subtraction) | * The development of mental calculation including informal jottings
* Ways to develop procedural fluency with number facts
* Written calculation strategies for addition and subtraction
* Pupil errors and misconceptions in addition and subtraction
 |
| **4** | Calculations 2 (multiplication and division) | * The development of mental calculation including informal jottings
* Ways to develop procedural fluency with number facts
* Written calculation strategies for multiplication and division
* The bar model as a tool for representation
* Pupil errors and misconceptions in multiplication and division
 |
| **5** | Creating the Mathematical Classroom and Dialogic Teaching | * The central nature of applying mathematics to solve problems in the mathematical classroom
* Opportunities for reasoning which mathematics offers children
* Opportunities for development of language and ‘dialogic teaching’ within mathematics lessons
 |
| **6** | Planning for Progression and Assessment | * The requirements of the new national curriculum for mathematics (2013)
* Planning for progression and inclusion in primary mathematics lessons
* The potential of a range of activities which are accessible to all children including
* Differentiating to meet the needs of all children including more able pupils, children with SEND and EAL
* The principles of Assessment for Learning and Assessment of Learning in primary mathematics
 |
| **7** | Geometry | * The classification and properties of shapes
* The importance of including the construction, position, orientation of shapes and direction
* Pupil errors and misconceptions in this area of primary mathematics
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| **8** | Fractions, Decimals and Percentages | * The teaching and learning of fractions, decimals, percentages
* A range of resources, models and images to support children’s understanding
* Pupil errors and misconceptions in this area of primary mathematics
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| **9** | Statistics and Measurement | * The teaching and learning of the data handling cycle and the use and interpretation of statistical representation
* The teaching and learning of measurement
* Pupil errors and misconceptions in this area of primary mathematics
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**Science**

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| **Session** | **Title** | **Learning intentions**Students will develop an understanding of: |
| **1** | IntroductionWorking scientifically | * Views of science and scientists
* Developing children’s ideas and social constructivism
* Developing investigative skills
 |
| **2** | Forces | * Forces on moving objects
* Pedagogical content knowledge
 |
| **3** | Living things and classification | * Life processes and living things
* Classification of animals and using keys
* Developing observation skills
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| **4** | Electricity | * Electric current
* Using models and analogies to teach abstract ideas
* Dialogic teaching
 |
| **5** | Plants | * Lifecycle of plants
* Growing plants
 |
| **6** | Adaptation and Evolution | * Managing sensitive issues
* Geological timescale and fossils
* Evolution – adaptation and inheritance
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| **7** | Earth and space | * Teaching of abstract and counterintuitive ideas
* Day and night
* Solar system
 |
| **8** | Interdependence and seasonal changes | * Living things and interdependence
* Cross-curricular links
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| **9** | Changing materials | * Creative starting points
* States of matter and changing state
* Chemical reactions and irreversible changes
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**Computing**

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| **Session** | **Title** | **Learning intentions**Students will develop an understanding of: |
| **1** | Introduction to the primary computing curriculum with emphasis on computer science and programming | * the expectations of the primary computing national curriculum
* ‘unplugged’ computing activities and reasons for using them
* how computing can help children learn the language of movement and develop spatial awareness
* progression of skills associated with programmable toys e.g. Logo
* how certain skills and concepts in programming can be supported through the use of Logo in mathematics lessons
 |
| **2** | Interactive whiteboardsCross-curricular resources | * To learn how to use the basic features of Activinspire and smart software.
* To consider how these resources can create stimulating and engaging activities for the pupils.
* To become familiar with a range of cross-curricular website resources.
 |
| **3** | Programming using Scratch | * basic skills of visual programming through using Scratch 2.0.
* experiment with the range of functions available through Scratch.
* how to use some of the basic features of Scratch to design a game.
 |
| **4** | Technology resources to enhance the curriculum and to support Early Years, EAL, and SEN pupils | * the expectations of the EYFS profile and the role of technology.
* a range of computing and technology resources that can be used effectively in the EYFS, and for supporting EAL and SEN pupils.
* the range of audio recording devices that are available.
* how to use some of the features of these devices to enhance learning activities.
* how these resources can create stimulating and engaging activities for the pupils.
* how these resources could be used to support assessment.
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**Teaching Studies**

The content of Teaching Studies is quite fluid and aims to respond to student experience while still covering a number of key concepts, theories and recent statutory duties and guidance. It is often described as the ‘backbone of the course’. It provides opportunities for reflection, discussion, informed debate and to move forward your thinking and practice as a beginning teacher.

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| **Session** | **Title** | **Description** |
| **1** | **Exploring Concepts of Education**  | Teaching Studies has a strong philosophy and a clear set of associated principles and practices. During this initial session, your tutor will spend some time explaining the workings of this philosophy to you; how and why it is central to what we do and what impact it will have on your experience of this unit. This session will begin the process of understanding how educational ideologies manifest themselves in schools and how this influences us by exploring notions of 'education'.  |
| **2** | **Teacher Education and Reflexivity** | Within the session, we will consider the purposes and opportunities offered through the reflective writing process. These sets of writing that you produce during the year will become important data that marks and records your shifting professional identity. |
| **3** | **Teaching and Learning**  | Understanding the learning process is a critical part of being a teacher.  Here we will explore how different theories of learning contribute to the education system in the UK. Your tutor will also share with you their recent/current research interests.  |
| **4** | **Planning and Personalisation** | In this session, we will consider how planning fits with the wider themes of the teaching studies unit. We will examine existing practices in schools, l thinking particularly about the purposes and important elements that might be included in planning. We will think about the ways that these can be personalised and differentiated to support all students. How can we plan for diversity and equality?  |
| **5** | **Diversity: Problems and Possibilities** | This session looks holistically at some aspects of identity and diversity. We will begin to explore the nature of difference and diversity in the UK in the 21st century and consider what this means for those of us who 'dare to be teachers.' |
| **6** | **Behaviour - problematised** | We consider the behaviour management strategies that you have utilised in school. We look at the issue of behaviour from a more philosophical point to ask ‘what functions behaviour might serve?’ Your stories from PG1 will guide these discussions and move us towards the way you will negotiate behaviour in your next placement |
| **7** | **Inclusion and Special Educational Needs** | We explore how inclusion can be thought about in broader terms and consider why SEN still prevails as a term. How have schools interpreted the new SEN guidance and how does this impact upon the teacher? Can the political aspects of SEN ever be separated out? |
| **8** | **Power and Surveillance** | In this session, we will consider how power and surveillance might operate in a school environment, drawing in philosophical thinking into this debate. How do these issues impact upon a teacher’s professional identity? |
| **9** | **Assignment Session – tutor led and group tutorials**  | This session will be a re-introduction to the assignment. It will help you to focus on narrative data that you have selected as the focus of your assignment. The first hour of the session is built around you working with your peers to continue critically analysing your narrative data. The second half of the session will be group tutorials with other students who are writing about a similar theme to you.  |

**Assignments**

An overview of each of three assignments is set out in the Programme Handbook, as are details of what happens in the unlikely event of a student failing. Please read this carefully. If a student fails any one assignment, they fail the course and must re-submit and pass the assignment in order to pass the course. See [**http://www.mmu.ac.uk/students/assessments**/](http://www.mmu.ac.uk/students/assessments/) for definitive information on assessment, failure and resubmission.

The Core assignment (covering English, Maths and Science) and Teaching Studies assignment are at Masters level. These are submitted to the University electronically, via Turnitin. See Moodle for further guidance and information about submission.

All work on the Foundation Subjects and RE is done in school or Alliance groups, led by the partner schools. Students hand in this assignment in schools, where it is marked and moderated by partnership school class mentors. Marks should then be forwarded to s.lister@mmu.ac.uk, no later than four weeks after the student has handed in the assignment.