



PGCE Primary Lead Partner

&

PGCE Primary Apprentice

Pre-Course Booklet

Key dates and preparation guidance for the course

2026-2027

April 2026

Dear Student Teacher,

Welcome to the Primary PGCE Lead Partner & Primary PGCE Apprentice Course at the University of Roehampton. The next year will be busy, but an exciting and challenging one for you. This preparation booklet aims to give you further information about the PGCE programme with ways to prepare yourself before the course begins, and activities which you could complete prior to induction. While not compulsory, these activities will help you get off to a good start in September. **You need to complete the subject knowledge audits for English, maths and science ahead of the course. These are on the pre-course information pages and will be referred to in the induction sessions in September when we will give you guidance about how to submit them. We advise you to have these completed by the 3rd September.**

Over the duration of the PGCE course you will be engaged in a range of school and educational experiences including time observing good practice in schools and developing your teaching skills on your assessed School Experiences. To gain QTS (Qualified Teacher Status) you need to successfully complete 120 days in school plus four additional weeks of Intensive Training and Practice (ITaP) days which are a combination of university-based teaching and school-based practice. Student teachers keep professional hours in school (generally 8am to 5:30pm). The dates you are in school/university are mapped out on the calendar on the following page – refer to the key.

You will also be engaged in university based taught course modules and you will undertake the Professional Studies, Core Curriculum and Wider Curriculum modules with their related assignments; you need to pass these, and your school placements, in order to gain the PGCE award. Weekly readings are a key part of preparation for the taught sessions, so it is helpful if you have engaged in some of the background reading recommended in this booklet ahead of the course.

On arrival at university on your first induction day on Thursday 3rd September, you will be provided with a timetable of taught sessions and meet your peers and tutors. Your university timetable will include taught subject input sessions days from 9am – 4/5pm. You will cover an introduction to the course on the first induction day and have a lecture on teaching and learning theories. This day is a compulsory part of the course and is essential for you to learn about expectations for the year ahead.

Please remember that you need to commit to 100% attendance across the course and that the course will require you to undertake a large amount of independent study outside these times (evenings, weekends and school holidays).

Key points to note:

- **Enrolment day – Friday 28th August. Guidance about the location and what you need to bring to university in order to complete the in-person enrolment will be shared on the induction webpages. You can only complete the in-person enrolment once you have completed the online part. You should still attend the start of the taught programme if you are not yet fully enrolled.**
- It is recommended that you complete the subject knowledge audits for English, maths and science ahead of the induction days – find them on the pre-course information pages.
- Your training starts in your host school at the start of term, and you are expected to attend INSETs as required if these fall within the first few days ahead of the taught university programme starting.
- The course starts at university on **Thursday 3rd September at 9am** in at university – location TBC. Information and maps will be available on the pre-course information pages.
- The course ends on Friday 9th July 2027. There follows a week of contingency days should you need to make up any days of absence from placement. If you are in receipt of a salary or bursary, you would be expected to fulfil your contract with your school. You are not required in school either at half-terms or during the Christmas or Easter holidays. However, your placement school may have slightly different term dates than the norm and you will need to be flexible if this is the case. Also, please note you will be using some of these ‘school holidays’ to complete your assignments.
- Please do not arrange holidays or time away during the programme term dates as 100% attendance is required on both taught programme and school placements.

We will be holding a Taster morning on campus on Thursday 9th July from 9-1pm. You will be sent an email inviting you to register for this and details will be on the pre-course information webpages.

The PGCE Primary team look forward to working with you in the coming year.

Yours sincerely,

Steph Laird - PGCE Primary Programme Leader
s.laird@roehampton.ac.uk 0208 392 3076

Primary LP APP calendar 2026/27

September 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
40				1	2	3	4
41	5	6	7	8	9	10	11
42	12	13	14	15	16	17	18
43	19	20	21	22	23	24	25
44	26	27	28	29	30	31	

November 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

December 2026							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
49		1	2	3	4	5	6
50	7	8	9	10	11	12	13
51	14	15	16	17	18	19	20
52	21	22	23	24	25	26	27
53	28	29	30	31			

January 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
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4	25	26	27	28	29	30	31

February 2027							
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6	8	9	10	11	12	13	14
7	15	16	17	18	19	20	21
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March 2027							
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13	29	30	31				

April 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13				1	2	3	4
14	5	6	7	8	9	10	11
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May 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
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19	10	11	12	13	14	15	16
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21	24	25	26	27	28	29	30
22	31						

June 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
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23	7	8	9	10	11	12	13
24	14	15	16	17	18	19	20
25	21	22	23	24	25	26	27
26	28	29	30				

July 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
26				1	2	3	4
27	5	6	7	8	9	10	11
28	12	13	14	15	16	17	18
29	19	20	21	22	23	24	25
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August 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
30							1
31	2	3	4	5	6	7	8
32	9	10	11	12	13	14	15
33	16	17	18	19	20	21	22
34	23	24	25	26	27	28	29
35	30	31					

 Days in university	 Contrasting Placement	 Contingency days
 Developing practice	 School holidays	 Study day
 ITaPs	 HSP1&2	 Missing age phase days

Primary LP APP (SEND) calendar 2026/27

September 2026							
wk	Mo	Tu	We	Th	Fr	Sa	Su
36		1	2	3	4	5	6
37	7	8	9	10	11	12	13
38	14	15	16	17	18	19	20
39	21	22	23	24	25	26	27
40	28	29	30				

October 2026							
wk	Mo	Tu	We	Th	Fr	Sa	Su
40				1	2	3	4
41	5	6	7	8	9	10	11
42	12	13	14	15	16	17	18
43	19	20	21	22	23	24	25
44	26	27	28	29	30	31	

November 2026							
wk	Mo	Tu	We	Th	Fr	Sa	Su
44							1
45	2	3	4	5	6	7	8
46	9	10	11	12	13	14	15
47	16	17	18	19	20	21	22
48	23	24	25	26	27	28	29
49	30						

December 2026							
wk	Mo	Tu	We	Th	Fr	Sa	Su
49		1	2	3	4	5	6
50	7	8	9	10	11	12	13
51	14	15	16	17	18	19	20
52	21	22	23	24	25	26	27
53	28	29	30	31			

January 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
53					1	2	3
1	4	5	6	7	8	9	10
2	11	12	13	14	15	16	17
3	18	19	20	21	22	23	24
4	25	26	27	28	29	30	31

February 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
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7	15	16	17	18	19	20	21
8	22	23	24	25	26	27	28

March 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
9	1	2	3	4	5	6	7
10	8	9	10	11	12	13	14
11	15	16	17	18	19	20	21
12	22	23	24	25	26	27	28
13	29	30	31				

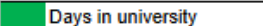
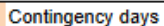
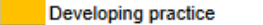
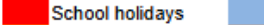


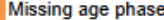
April 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
13				1	2	3	4
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16	19	20	21	22	23	24	25
17	26	27	28	29	30		

May 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
17						1	2
18	3	4	5	6	7	8	9
19	10	11	12	13	14	15	16
20	17	18	19	20	21	22	23
21	24	25	26	27	28	29	30
22	31						

June 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
22		1	2	3	4	5	6
23	7	8	9	10	11	12	13
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25	21	22	23	24	25	26	27
26	28	29	30				

July 2027							
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August 2027							
wk	Mo	Tu	We	Th	Fr	Sa	Su
30							1
31	2	3	4	5	6	7	8
32	9	10	11	12	13	14	15
33	16	17	18	19	20	21	22
34	23	24	25	26	27	28	29
35	30	31					

	Days in university		Contrasting Placement		Contingency days
	Developing practice		School holidays		Study day
	ITaPs		HSP1&2		Missing age phase days

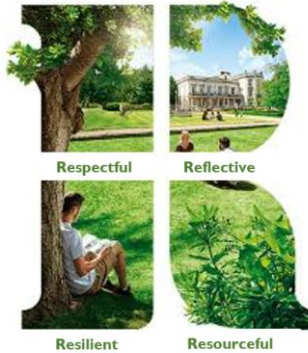
For students based in a SEND Host school setting – extended Contrasting School Placement

The PGCE Programme

PROGRAMME AIMS

The University of Roehampton

Fostering a love of learning since 1841



School of Education Values and Ambition

We value a Froebelian approach to teacher education with whole child development at the core of our philosophy.

Respectful: We respect each other and build positive relationships with our pupils and colleagues. We celebrate diversity and create an inclusive community.

Reflective: We reflect on our practice, connecting academic literature, research, and school experience. We strive to continually improve our pedagogy.

Resilient: We support each other and seek to grow from our challenges. We strive to realise our potential and to thrive together.

Resourceful: We work hard, and we are creative, imaginative, and curious. We keep learning.

Students who develop the qualities above are positioned to meet the wider programme aims of ensuring that student teachers can meet the Teachers' Standards (DfE, 2021) by the end of the course in order to be recommended for qualified teacher status (QTS) in a programme that:

- Develops subject specific pedagogical content knowledge and an understanding of the what, how and why of teaching in different contexts; meeting the ITTECF (DfE, 2024) within an ambitious curriculum.
- Creates carefully sequenced, research-informed curricula that informs practice and meets the diverse needs of all learners.
- Builds a network of experts to mentor and support our students in our partner schools.
- Assures quality using meticulous processes that support the highest possible standards.

- Prepares our students for their early career induction, to inspire them to continue to learn and develop professionally.
- Creates an inclusive, welcoming course that celebrates difference and removes obstacles to learning.

The 'learning community'

During the taught course, much of your time will be spent working with your assigned seminar group. This group is made up of other PGCE Lead Partner/Apprentice student teachers. You will attend lectures, workshops and seminars together.

PGCE student teachers have diverse prior experiences: some are from teaching, some are from other professions, and some are fresh from university. This diversity gives students the opportunity to capitalise on each other's strengths. The aim is to work professionally, collaboratively, and socially in your group and to support each other.

Ways of learning

In your seminar group, you will learn through a variety of modes including practical activity, observation, enquiry and analysis, discussion, and presentation. There will be lectures, seminars, workshops, visits, and collaborative projects with opportunities for choice and creativity. The aim is to gain experience and pedagogical knowledge and to reflect on practice in preparation for your career as a teacher.

In order to prepare for the academic requirements of course it is recommended that you revise your study skills, for instance, note taking from reading, recording references fully, organising your records and managing your time. The book below is recommended:

Cottrell, S. (2023) *Critical Thinking Skills: Effective Analysis, Argument and Reflection (Macmillan Study Skills)*, Red Globe Press

Assessment of the University based modules

The course promotes critical inquiry through analysis of educational contexts and issues. Assessment includes three assignments based on linking theory and practice and will be assessed at master's Level (HE7) for the award of the PGCE (Postgraduate Certificate in Education) or at Level 6 for the award of the PROGCE (Professional Graduate Certificate in Education). There are three main assignments that will allow you to integrate theory with your school-based practice. These assignments focus on: Professional Studies, The Core Curriculum and The Wider Curriculum. You will be provided with an overview of each assignment at the induction day in September.

School Experience

School Experience dates and focus

It is a requirement that you spend 120 days in school, within the PGCE course, to be able to gain QTS (Qualified Teacher Status). You will have two assessed block school experiences that are supervised and assessed by the University plus some additional ITaP weeks (Intensive Training and Practice weeks) which are on the calendar. **Your Lead Partnership/Apprenticeship school arranges your Contrasting school placement.** Placements are organised to suit your phase of training, to provide some contrast in context and to be within a reasonable journey from your term time address. You will be provided with a handbook at induction which outlines the requirements for your time in school.

Preparation for Professional Studies

Professional Studies is the component of your course that focusses on developing your understanding of learning and teaching in a non-subject specific context and on allowing you time to consider wider professional issues so that you can become an analytical and reflective practitioner. You will learn about pedagogical theory, explore and understand local and national policies and guidelines and use this information to make connections between theory, research and your own teaching practice.

To start the process of understanding some key concepts and ideas, the following preparatory tasks will be helpful and will give you a good foundation for the lecture and seminar content at the beginning of the course and for your assignment.

An introduction to the content and coverage of the PGCE:

Familiarise yourself with the [Initial Teacher Training and Early Career Framework](#) (DfE, 2024).

The ITTECF outlines the minimum expectation of your learning during your PGCE, both in sessions and in school, and provides the bridge to the Early Career Framework which supports your continued professional development as an early career teacher (ECT) in your induction years.

An introduction to learning:

Read the following article on [how children learn from the Cambridge Primary Review](#):

This website has other useful links to work on assessment, children's voice, and curriculum content.

Read this article about learning:

[Deans for Impact \(2015\). The Science of Learning. Austin, TX: Deans for Impact.](#)

Watch these two videos from Columbia University which support understanding of the contents of the two readings above:

[Video 1: Learning in Schools: memory and learning](#)

[Video 2: Understanding how memory works: memory and learning](#)

Practice and Policy:

Read the recently published Education White Paper: [Every Child Achieving and Thriving \(2026\)](#). There is an additional research report on SEND provision: [The Schools White Paper 2026: Special Educational Needs and Disability \(SEND\) Reform](#).

Read the [Education Policy Institute's annual report 2025](#) to secure a view of pupils' outcomes and educational experiences:
Education Policy Institute. (2025). Education in England: annual report 2025.

Familiarise yourself with the EYFS curriculum (2024) and the National Curriculum (2014)
[EYFS Statutory Framework](#)
[National Curriculum](#)

Read chapters five and six of the [SEND code of practice: 0–25 years \(2015\)](#)

Membership:

Sign up for free membership to:

[NASEN \(National Association for Special Educational Needs\)](#)

[The Bell Foundation](#) (the national organisation for English as an additional language provision)

Useful Web Sites

<https://www.gov.uk/government/organisations/department-for-education>

<https://www.tes.com/>

<https://www.bbc.co.uk/news/education>

When you start the course

This is a Master's level course and consequently you are expected to **read widely to support your learning**. The quality and quantity of the reading you undertake will directly influence the outcomes of your assignment. You will receive plenty of guidance and support to direct you to key readings and your understanding will be developed in lectures and seminars.

The following are helpful core text books which provide an excellent foundation to your knowledge. Should you wish to purchase a textbook, the three in bold are **highly recommended**, as they will support you in various elements of the course. There are also many hard copies available in the library and the first six of the list below are accessible electronically once you start the course.

Cremin C., Hendry, H. and Harrison A. (eds.) (2025). *Learning to Teach in the Primary School* (5th edition) London: Routledge

Sherrington, T. (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Educational Ltd.

Goepel, J., Childerhouse, H. and Sharpe, S. (2015). *Inclusive Primary Teaching: a critical approach to equality and special educational needs*, 2nd edition. Northwich: Critical Publishing

Boyd, D. and Bee, H. (2014). *The Developing Child*. Harlow, Essex: Pearson

McInerney, D. and Putwain, D. *Developmental and Educational Psychology for Teachers: An Applied Approach*. (2nd edition) Oxford: Routledge

Moyles, J. and J. Georgeson & J. Payler (eds.) (2017). *Beginning Teaching: Beginning Learning in Early Years and Primary Education* (4th edition) London: Open University

Sangster, M. (ed.) (2017). *Challenging Perceptions in Primary Education: Exploring Issues in Practice* (1st edition) London: Bloomsbury Academic

Preparation for English

English is one of the core subjects in the National Curriculum 2013. Throughout the course, we will explore teaching approaches and support you in developing your subject knowledge. To help you prepare, it is important that you gain an understanding of the statutory requirements of teaching from the areas of learning and development (Early Years Foundation Stage) and the Programmes of Study (National Curriculum) for your age phases of training and begin to consider your own subject knowledge requirements for teaching these age ranges.

Please ensure you complete the English grammar pre-course audit self-study booklet which is on the induction information pages. This needs to be typed and you will be given guidance about how to upload this at the induction sessions.

- 1) For the **Early Years Foundation Stage** look at the Statutory framework and the place of literacy (reading and writing) and communication and language within this:
https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf
- 2) For the **National Curriculum (Key stages 1 & 2)**, consider the programmes of study for reading (word reading and comprehension) and writing (composition and transcription,) and how these progress from year 1 – 6:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf
- 3) **Children's Literature**
Teachers need to be enthusiastic and knowledgeable readers of children's literature. You should start reading children's books as part of your professional development. A good website to find new book titles for different age phases is on the UKLA Book Awards section:
<https://ukla.org/ukla-book-awards-shortlist-2026/>
The Reader Teacher website has books recommended for specific age phases:
<https://www.thereaderteacher.com/>
- 4) **Grammatical Knowledge**
Grammatical knowledge is an important strand of English subject knowledge. We suggest you look at the grammar glossary section of the National Curriculum and the Year 6 Spelling, Punctuation and Grammar SPaG tests online:

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>

Investing in a grammar book is a good way to brush up on your subject knowledge. Look at the recommended below:

Grammar books

Crystal, D. (2004) *Rediscover Grammar*. London: Longman

Seely, J. (2004) *A-Z of Grammar and Punctuation*. Oxford: Oxford University Press

This children's book is also useful:

Gee, R. & C. Watson. (2004) *The Usborne Book of Better English*. London: Usborne

Useful websites for grammar

Online Grammar: <https://www.ef.com/wwen/english-resources/english-grammar/>

Internet Grammar of English: <https://www.ucl.ac.uk/internet-grammar/>

Oxford Owl Grammar - <https://home.oxfordowl.co.uk/english/primary-grammar/>

5) Phonic knowledge

In order to teach reading effectively you will need to develop your subject knowledge about systematic synthetic phonics. In order to prepare yourself for this important strand of subject knowledge:

- Look up the following terms and make notes about them: *systematic synthetic phonics, phoneme, grapheme, digraph, trigraph, adjacent consonants/consonant cluster, blend, segment.*
- Understanding how early reading is taught is an important aspect of the course. Read *The Reading Framework* (DFE, 2023):
- https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf

Course background reading – the below texts are essential for the course, and we will refer to these for our weekly key readings in addition to journal articles. These books are available as eBooks, through the university online library, once you are fully enrolled in September.

- Bearne, E. & D. Reedy, (2023 2nd edition) *Teaching Primary English: Subject Knowledge and Classroom Practice*, London: Routledge
- Wyse, D., Jones, R., Bradford, H., & M.A. Wolpert (2018) *Teaching English, Language and Literacy*, London: Routledge

Preparation for Mathematics

Teaching mathematics to primary age children is both exciting and challenging. For this to be true, you need to have secure, in-depth subject knowledge so that you know *what* you are teaching and *why* different methods work. To support you in developing your mathematical understanding, you need to buy: **Haylock, D., (2024) [Mathematics Explained for Primary Teachers](#), London: Sage Publications.**

Students are expected to take responsibility for addressing gaps in their knowledge and understanding in mathematics. You will be required to complete and submit an audit early

in the course and so **we advise you to download and start [this audit](#) during the summer. You will also find this audit on the Welcome Pages.** The emphasis in the audit is on your explanations and use of models and images to support explanations. **Haylock (mentioned above) is essential reading to support you in completing this audit. Within the audit there are further links alongside specific questions, to support you in developing your answers.** The audit is not a test. Read, research and consult others to support your completion of the audit. The web sites detailed below will also support your research when answering audit questions.

In advance of the course, we advise you to **become familiar with the specific web sites below:**

- National Centre for Excellence in the Teaching of Mathematics ([NCETM](#)) website and specifically explore these sections before you start the course:
 - [Primary subject knowledge materials](#)
 - [Professional development materials](#)
- [NRICH](#) Here you will find many rich tasks and problems and also articles to support your teaching. Please explore this site before starting the course.
- [Early Childhood Maths Group \(ECMG\)](#) website will support all teachers hoping to teach in Early Years. In addition to guidance and research summaries, there are further links for practical advice and ideas related to early years practice in mathematics.
- [Interactive Teaching Programmes \(ITPs\)](#) (explore the Fractions ITP as part of completion of your audit).
- You may also want to purchase: Hansen, Drews, Dudgeon, Surtees and Lawson (2020) [Children's Errors in Mathematics](#). Sage.
- In addition to the [National Curriculum \(2013\)](#) for Mathematics and the [EYFS Framework \(2024\)](#) please also explore the [National Curriculum Guidance Materials \(2020\)](#)

Preparation for Science

The science team looks forward to meeting you in the Autumn term. We know from experience that students have varying prior experiences and prior knowledge when joining the PGCE course. Some students have enjoyed a fantastic science education and cannot wait to come along to science sessions and find out how to teach a subject that they love. Sadly, some students have had negative prior experiences of science and may not be looking forward to returning to the subject. Please be assured that the science course has been designed to meet the needs of all students. In addition to developing your subject knowledge the taught course incorporates practical activities that can be replicated in school.

It is important that you give yourself the best start possible by preparing as follows:

Familiarise yourself with the KS1/KS2 national curriculum for science:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Please note that the curriculum is divided into 2 areas: 'Working Scientifically' and 'The Programme of Study'.

Familiarise yourself with the Early Years Foundation Stage (EYFS) statutory framework (for group and school-based providers. Science is not a separate area but falls within the section titled 'Understanding the World', which can be found on page 14/15 of the statutory framework:

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

The EYFS statutory framework is supplemented by the non-statutory 'Development Matters' document. Understanding the world can be found on pages 99 – 113:

<https://www.gov.uk/government/publications/development-matters--2>

When you start the course, you will have access to a range of science textbooks/ebooks to support your subject knowledge development. We are not suggesting that you purchase a science textbook at this stage as we'd encourage you to take a look at a range of books housed in the library. However, if you wish to purchase a science textbook the first two listed below provide a comprehensive overview of science in KS1 and KS2. The third book below provides a comprehensive overview of science in EYFS.

Peacock, G., Sharpe, J., Johnsey, R. and Wright, D. (2024) *Primary Science: Knowledge and Understanding*. 10th edn. London: Learning Matters.

Roden, J. (2014) *Primary Science for Trainee Teachers*. London: Learning Matters.

Brunton, P. and Thornton, L. (2010) *Science in the early years: building form foundations from birth to five*. London: Sage Publications.

Prior to starting the course, we recommend that you familiarise yourself with these organisations' websites. You may need to join, to access resources, but there is no fee.

<https://pstt.org.uk/>

<https://www.stem.org.uk/>

Also, if possible, we would like you to observe some science activity in school. To focus your observations, please consider the following:

- How much time is given to science or "understanding the world" on the timetable?
- How are the children grouped for science?
- Can you identify any of the skills that the children are using/developing?
- Can you find out about the children's ideas about phenomena being investigated?

You will be required to audit your own subject knowledge prior to the start of the PGCE course. The audit (which can be found on the Welcome Pages) is challenging, so please just do your best. When you start the course, we will support your subject knowledge development through the taught course and a range of independent self-study activities. The science team is looking forward to working with you over the forthcoming academic year.

Preparation for Foundation Subjects

Preparation for Art and Design

The key aim of the art and design module is to provide a range of experiences that will enable you to become a positive and enthusiastic teacher of art and design in the primary school. Sessions are largely practical in nature, offering students opportunities to engage with a range of practical art and design processes. In addition, you will be expected to engage in discussion of a range of issues relating to teaching and learning in art and design.

Try to visit a museum or gallery over the summer and consider the ways in which the gallery might engage and motivate young people to make their own work. Reflect on your previous experiences of teaching and learning in art and design and how these may have influenced your approach to the subject.

- Look at the NSEAD version of the National Curriculum, and start to familiarise yourself with the curriculum for Key stage 1 and 2:
<https://www.nsead.org/files/72cad37f5dfb4caf5a7def2ab9f60dd6.pdf>
- EYFS Expressive arts and design:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf
- *Recommended reading:*
This review explores some factors that contribute to a high-quality art education.
[Research review series: art and design - GOV.UK](#)
- *You'll find more information on the practical and theoretical ideas we discuss during the sessions at AccessArt and can try some of their warm-up ideas here:* [Warm-ups](#)

Preparation for Computing

Primary teachers may encounter digital technology in a number of ways: as a way of extending, enriching or supporting children's learning across all subjects and as tools to support their teaching across the curriculum. Computing was introduced as a new subject of National Curriculum subject in 2014 to replace ICT which trainees may recall from their own school days. Computing at Roehampton explores all of these aspects and some preparatory work for each is useful.

Most students find it helpful to have a laptop computer of their own that allows sufficient cloud storage for the PGCE programme. Although this is not a requirement, we would encourage you to consider this if purchasing. We would encourage you to sign up for a Google account and make use of 'document' and other tools available, see <https://www.google.com/accounts/NewAccount>

- Read Sentance et al (2018) Computer Science Education: Perspectives on teaching and learning in school. Chapter 10 (https://www.amazon.co.uk/Computer-Science-Education-Perspectives-Teaching/dp/1350057118/ref=tmm_hrd_swatch_0?_encoding=UTF8&qid=1616505692&sr=1-1)
- Read the guide: Leonard et al (2021) Culturally relevant and responsive computing: A guide for curriculum design and teaching
<https://static.raspberrypi.org/files/research/Guide+to+culturally+relevant+and+responsive+computing+in+the+classroom.pdf>
- Linda Luikas (2018) Journey Inside a computer – An EYFS approach to learning about computing, programming and computers
<https://www.youtube.com/watch?v=WN1TMSN49Ok&t=17s>
- Read Berry, M (2013) Computing in the national curriculum: a guide for primary teachers (<http://www.computingatschool.org.uk/data/uploads/CASPrimaryComputing.pdf>)

Other useful websites

- The National Centre for Computing Education offers a wealth of resources to support student teachers, Newly Qualified Teachers and more senior practitioner
<https://teachcomputing.org/>

Create an account here: <https://ncce.stem.org.uk/user/register?from=NCCE>

Preparation for Design and Technology

The main aim of the design and technology module is to provide a range of skills and experiences that will assist you in becoming a confident and enthusiastic teacher of design and technology in the primary school. Sessions are largely practical in nature, offering students opportunities to engage with a wide range of materials and disciplines including textile technology, cooking and nutrition, construction and electronics.

We advise that you try to visit the Design Museum (or have a virtual tour) over the summer and consider the ways in which you might engage the children within the various exhibits, and inspire them to want to learn more, explore and investigate further. Encouraging them to become the problem solvers and engineers of the future.

In preparation for the course you may wish to read:

- Benson, C. & S. Lawson. (2017) Teaching Design and Technology creatively. London: Routledge.
- Hope, G. (2018) [Mastering primary design and technology](#). London: Bloomsbury

Preparation for Geography

Geography is all *around us* as well as *within us* and the children we teach.

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.” (DfE, 2013)

As preparation for the course, you might want to start to collect:

EYFS/KS1	KS1/2
Small world materials (e.g., toys or similar that can be used to recreate real or imaginary worlds – stories, animals, buildings etc.).	Newspaper cuttings of events locally, nationally and internationally. Look for geographical themes and vocabulary.
Free copies of maps and plans such as at shopping centres, theme parks, tourist maps, maps in stories etc. These are often used well in book corners or role play areas.	
Photographs of a place that could be used in school – this might be the area that you wish to teach in, a capital city, a holiday destination or an area that interests you	

Please send us a postcard over the summer, this could be from your home, a place of interest that you have visited (e.g. Museum, Zoo etc) or a holiday. This could be a postcard you have bought, or one you have created yourself using an App/website. Postcards should be sent to: **Emily Rotchell, University of Roehampton, Froebel Campus, Roehampton Lane. SW15 5PJ.**

The Geographical Association (GA) website contains a wealth of recommended, free information (all age phases)

<https://geography.org.uk/>

Sign up for free primary membership here <https://geography.org.uk/free-primary-membership/> (this may be phased out so do sign up ASAP).

The Royal Geographical Society is also very useful (especially for KS2)

<https://www.rgs.org/schools/>

We will be using some of the following Apps in class if you want to download them/use them before our sessions (all free)

- Decibel X
- Kahoot

Preparation for History

Studying History is about using your investigative skills and thinking like Sherlock Holmes. You will be wanting children to ask questions, come up with theories, argue and debate. History is also about narrative and considering people and events in the broad sweep of time. How much have people's lives, ideas and cultures changed? Or not changed?

Before you start the course you need to visit a museum of your choice either in person or virtually (there are some suggestions of some interesting virtual museums below.) Consider the following:

- Why did you choose this museum – what interested you?
- How might you use this museum with children – what would you get them to do, how would you organise them, how would it enrich their learning
- Pick one object in the museum - what can you learn from it and what questions would you ask about it

Bring a picture of your object to your first history lesson and be prepared to talk about it for one minute.

Useful reading

National Curriculum for History KS1 and 2

Early Years Framework

Children's historical fiction

Do read a few children's historical fiction books and picture books - here are just a few suggestions but we will be compiling a PGCE group reading list

Rosemary Sutcliffe -Eagle of the Ninth

Caroline Lawrence- The Roman Mysteries

Lois Lowry- Number the Stars

Geoffrey Trease – Cue for Treason

Robert Westall – the Machine Gunners

Michael Morpurgo – Private Peaceful

Useful websites

Historical Association <https://www.history.org.uk/>

National Archives <https://www.nationalarchives.gov.uk/education/>

Historic England <https://historicengland.org.uk/services-skills/education/>

ExploreVirtual museums

Museum of London <https://www.museumoflondon.org.uk/museum-london-docklands>

British Museum <https://www.britishmuseum.org/>

International Slavery Museum <https://www.liverpoolmuseums.org.uk/international-slavery-museum>

Museum of the home <https://www.museumofthehome.org.uk/learning/>

And watch...

Vikings live from the British Museum

Pompeii and Herculaneum live from the British Museum

Preparation for Languages

Children have been learning foreign languages in many schools for many years, some as early as in nursery classes, others starting at various points through Key Stages 1 and 2, but as from September 2014 all children in Key Stage 2 are required to be learning a foreign language as part of the statutory curriculum. The sessions on the PGCE Primary programme will cover a wide range of aspects of language knowledge and implementation, the biggest caveat being that nobody should fear being forced into teaching in a foreign language – that has to be left to teachers who are equipped to do it through their own adequate knowledge of the language. We will be looking at the requirements of the Programme of Study, examples of good practice, materials, opportunities for cross-curricular work featuring language work, and a whole range of general language background knowledge that will inform thinking about children's home languages as well as the languages they are studying in school.

It would obviously be helpful to observe some language teaching in school ahead of the course, and if this is possible it would be good to find out:

- what level of expertise and confidence the teacher(s) has(ve) in the language
- what materials they are using
- what form of assessment they employ and
- what arrangements exist for transition to secondary school.

Much of this may be in very formative stages, of course, for those schools that are new to the subject. Great caution should be exercised in observing teachers and asking them about their level as there may well be some who lack confidence in their subject knowledge but who are doing a great job of motivating and engaging their children. It would also be really valuable to speak to some children about their views on learning a language.

The National Curriculum requirements for languages can be found at:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Preparation for Music

The music sessions cover a wide variety of musical activity that could and should take place in the primary classroom. The module is specifically designed for all to participate fully in music and to engage with musical ideas that will stimulate children into creating music themselves.

Expect to be involved in musical activity throughout the module, investigating and researching new areas of music from around the World and creating music yourself. Listening to a wide variety of music could help you prepare for this and then to begin to analyse what is going on in the music and could I create an activity out of it?

Prior to starting on the course you could begin by thinking about musical activity that you may have observed in school already for example a “singing assembly”, a classroom music lesson, songs used in the classroom for other purposes other than purely musical.

Music is to be shared and enjoyed, please anticipate the former and hopefully the latter!

You could read from the following:

Jones, P. and Robson, C. (2008) *Teaching Music in Primary Schools*. London: Learning Matters
Mills, J. (2005) *Music in the Primary School*. Cambridge: CUP

...and look and listen on the following website:

<http://www.bbc.co.uk/programmes/p01vs08w>

Preparation for Physical Education (NC) and Physical Development (EYFS)

The key aim of your Physical education (PE) class experience is to provide you with meaningful ways to explore and develop your pedagogical content knowledge as guided by national policies and

informed by current research. It is very much practically based and of course, it accommodates all of our constraints and aspirations, as it ought to reflect the primary PE we implement in primary schools.

Roehampton Lifelong Physical Education

- We use one main textbook (electronic and hard copies in library); *Children Moving*, a reflective approach to teaching Physical Education (Graham et al., 2020). It has all the content and pedagogical knowledge needed to plan and teach inclusive experiences and lessons. You will be mentored upon how to identify developmentally appropriate learning objectives as you create engaging progressions toward these, using the critical elements of the skills to underpin formative success criteria. Movement education starts from early years into Physical Education. As we move into Key Stage 2 we extend planning and teaching through an inclusive games approach; *Games for Understanding* (Bunker & Thorpe, 1986) to ensure that the fundamentals mastered by the end of Key Stage 1, are effectively transferred into a wider set of participative experiences in and beyond the school setting. See here: Please visit: <https://padlet.com/alisonmurray/tbm2zenrdhof2id> for an overview.*
- Our approach rests upon developmental principles and relies upon your participation to transfer these life enhancing skills, values and competencies. PE, within the primary school context, has an important and unique contributing factor to the whole educational process. By becoming a critical consumer of what schools can use, adapt and or create for their PE curriculum, we can plan and provide quality PE. Most importantly we provide a basic framework upon how to create inclusive PE experiences which reflect pupil interests from a wider community perspective.

Getting ready for PE

- In preparation, please retrieve our PE text.
- **Reading:** Do read chapter 3 (pg 31-39) of our class adopted text; *Children Moving* (Graham et al., 2020). And come to class ready to participate in teacher education PE each session.
- **Practical pedagogy support:** We analyse movement skills- to move and manoeuvre in the same place, to travel and to combine these using equipment. Print off a movement analysis framework (movement wheel)-found on page 36 (Figure 3.1; also seen in our general padlet*) to help with this.
- **Participating:** Have some fun as you try out some of the fundamental skills which underpin and drive our PE national curricular guide. (Note. Fundamental movement skills are the basis for all developmental frameworks). You can use our videos as a starting point (Table 1) to see models of the skills found in our national curriculum, using agility, balance and coordination progressed from early years.

Key Text

- Graham, G., Holt/Hale, S.A. and Parker, M., Hall, T. and Patton, K. (2020) *Children Moving, A Reflective Approach to Teaching Physical Education*. Tenth edition. McGraw Hill.

Supporting Texts

- Bunker, B., and Thorpe, R. (1986) The curriculum model. In R. Thorpe, Bunker, D., & Almond, L (Ed.), *Rethinking games teaching* (pp. 7-10). Loughborough: University of Technology, Loughborough.
- Fletcher, T., Ni Chróinin, D., Gleddie, D. & Beni, S. (2021) *Meaningful Physical Education: An approach for teaching and learning*. Oxon: Routledge
- Gabbard, C. (2021) *Lifelong motor development*. Lippincott Williams & Wilkins.
- Griggs, G. and Randall, V. (Eds.) (2022) *An introduction to primary physical education*. 2nd edition. Routledge.
- Mosston, M. and Ashworth, S. (1986; 2008) *Teaching physical education*.
- Stiehl, J, Morris, D., and Sinclair, C. (2008) *Teaching Children Physical Activity: Change, Challenge and Choice*. Human Kinetics.

Useful websites -policies, advocacy and resources

<https://fhcappg.org.uk/>

www.afpe.org.uk

<http://www.youthsporttrust.org/>

<http://www.pecentral.com/>

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.thenational.academy/teachers/curriculum/physical-education-primary/units>

APPG on a Fit and Healthy Childhood

Association of Physical Education

Youth Sports Trust

PE Central

Preparation for Religious Education

Religious Education (RE) helps pupils to explore themselves and the world in which they grow and flourish. It invites children to confront the depth and richness of the many expressions of faith and belief that people within our society consider to be important and provokes pupils to engage with profound and challenging questions relating to matters of ultimate value. Furthermore, RE helps young people to reflect on their own sense of identity, spiritual perspectives, and sense of meaning and it provides an opportunity for them to participate in respectful dialogue with those who hold different positions.

Religious Education is about people, including ourselves and our pupils. It focuses on beliefs, actions, and the question of what it is to be human. It seeks to understand why individuals and communities believe what they believe and act the way they act. It explores what it means to be religious or otherwise in today's world. It seeks the individual voice so that everyone can tell their own story.

Students should bring to the sessions any experiences they have of Religious Education in primary schools and an open heart and mind. Before the course, it would also be helpful for you to be attentive to the many manifestations of religion and belief that you may come across in the area in which you live. These may include places of worship, forms of religious dress or behaviour, shops selling religious items, posters and car stickers, memorials, and other religious symbols.

You can prepare for the course by reading the following books:

- James, M. and Stern, J. (2019) *Mastering Primary Religious Education*, London: Bloomsbury Academic.
- McCreery, E. (2008) *Achieving QTS: Teaching Religious Education (Primary and Early Years)*, Exeter: Learning Matters
- Pett, S. (2015) *Religious Education: The Teacher's Guide*, Birmingham: RE Today Services.
- We also strongly suggest you invest in the following as a trusted source of subject knowledge for Primary RE: Teece, G. (2012) *The Primary Teacher's Guide to Religious Education*, Witney, Scholastic.

Useful websites

Celebrating RE: <http://celebratingre.reconcil.org.uk/>

RE:Online: <https://www.reonline.org.uk/>

The National Association of Teachers of Religious Education: <https://www.natre.org.uk/>

RE Definitions: <http://re-definitions.org.uk/>

The Religious Education Council of England and Wales:

<https://www.religiouseducationcouncil.org.uk/>

Virtual tours (please view these before you start the course)

Westminster Abbey: <https://www.westminster-abbey.org/learning/virtual-tours>

Westminster Cathedral: <https://www.westminstercathedral.org.uk/tour.php>

The Mikvé Israel-Emanuel Synagogue: <https://snoa.com/photos-virtual-tour/>

Virtual mosque tours: <https://www.visitmysmosque.org/virtual-tours-2020/>

Gangaramaya Buddhist Temple: <https://www.p4panorama.com/panos/gangaramaya-temple-colombo-360-degree-virtual-reality-tour/>

Kadavul Hindu Temple:

<https://www.himalayanacademy.com/virtualtour/?route=/location&location=kadavul-temple>

Guru Nanak Darbar Gurdwara, Dubai: <https://www.p4panorama.com/Gallery.aspx/guru-nanak-darbar-dubai-360/>