Preparation for beginning the BEd (Hons) Primary with QTS programme

Welcome to the BEd Degree Programme at the University of Hertfordshire. We are looking forward to working with you next year on your journey to becoming a primary school teacher. This booklet is to help you prepare for the BEd programme.

A key aspect of being an effective teacher is having good subject knowledge and we will support you through the programme to develop your knowledge, skills and understanding in each area of the curriculum.

To begin this process, this booklet sets out some initial tasks related to English, mathematics and science for you to complete before you start the course in September. There is also a task for you to begin thinking about how you will develop your professional practice.

Contents

Section 1 English
Task 1: Children's literature
Task 2: Subject Knowledge Audit

Section 2 Mathematics
Task 1: Scavenger hunt
Task 2: Maths puzzles

Section 3: Science
Task 1: Personal Reflection
Task 2: Virtual Learning/Online supportive material
Task 3: Science, what is the Big Idea?

Section 4: Developing Professional Practice
Task 1: Skills and Qualities
Task 2: Record of previous experience (only to be completed if you have had substantial previous classroom experience)
Section 1: English course preparation

Task 1: Children’s literature

A key factor in successful English and literacy teaching is good knowledge of children’s literature, and the best teachers of English and literacy are those who have a good knowledge of children’s books. With a great knowledge of children’s books, teachers can plan exciting and engaging English lessons as well as effectively promote reading for pleasure.

During the programme you will compile a log of children’s books. In order to start you off on this we suggest that you choose from the list below (you don’t have to complete the list – unless, of course, you want to!) This will enable you to revisit texts from your childhood and also introduce you to some new ones! Come ready to talk about the books and other texts you have read, why you chose them and what you like or don’t like about them in your first English session.

- 3 ‘classic’ children’s books
- 2 novels written for ‘young adults’
- 1 non-fiction text aimed at young children and one on the same subject aimed at older children.
- 1 recent children’s film and the book on which it is based
- 1 comic or magazine aimed at primary-aged school children
- A graphic novel for children
- 10 poems by 10 different poets from [http://childrenspoetryarchive.org/](http://childrenspoetryarchive.org/)

Here are some suggested author websites for you to browse (and you might like to look at other authors’ websites):

- [https://www.christopheredge.co.uk/](https://www.christopheredge.co.uk/)
- [https://www.thepoetryofjosephcoelho.com/](https://www.thepoetryofjosephcoelho.com/)
- [http://www.emilygravett.com](http://www.emilygravett.com)
- [http://www.juliadosnaldson.co.uk/](http://www.juliadosnaldson.co.uk/)

BEd pre course tasks for 2020
Task 2: English Subject Knowledge Audit

Successful teachers of literacy and English have good knowledge of this curriculum subject, plus a good understanding of how to teach it and also of children’s development and progress. There is a current focus on grammar, spelling and systematic synthetic phonics in the English primary curriculum. In order to understand the expectations for primary aged children in English please complete the three activities below:

1. Please complete the 2019 KS2 Grammar, punctuation and spelling test, accessed from the webpage below:

2. Please read through the 2014 National Curriculum vocabulary, grammar and punctuation glossary and highlight the terminology that you are unsure of or unfamiliar with:

Once you have completed the GPS test and read through the 2014 National Curriculum vocabulary, grammar and punctuation glossary please reflect on your own knowledge of spelling and grammar. Perhaps note down some specific areas that you wish to explore further. You will be working on your English subject knowledge throughout your time studying with us so you do not have to feel confident with everything now.

Please keep notes from these activities so that you can begin to construct an English subject knowledge action plan when you start on the course. This action plan will be completed with support from the English team.
Section 2: Mathematics course preparation

Task 1: Scavenger Hunt

We believe that mathematical activities should be both interesting and engaging.

We would like you to visit the National Centre for Excellence in the Teaching of Maths (NCETM) website, and look at the article in Issue 34 of their primary magazine entitled ‘Digital cameras and mathematics outside the classroom’. (Direct link below). We would then like you to undertake the mathematical scavenger hunt yourself: Take photos of the ten items and bring them to the first maths session, ready to discuss the activity.

https://www.ncetm.org.uk/resources/30914

Task 2: Maths puzzles

We learn mathematics not for its own sake but in order to solve problems in our everyday lives. We therefore want to plan activities into lessons that will challenge learners to think for themselves and to make decisions. We want children to have fun with maths while broadening and deepening their mathematical understanding.

With this in mind have a go at these puzzles and problems from the NRICH website.

  MAGIC Vs http://nrich.maths.org/6274/note
  BUZZY BEE http://nrich.maths.org/194/note
  NATIONAL FLAGS http://nrich.maths.org/7749/note

Make notes on your own response to the problems and consider the following questions:

1) To what extent did you enjoy these activities? Can you say why?

2) What different areas of maths were involved in carrying out these activities?

3) How do your own experiences of learning maths compare with these types of problem solving activities?
Section 3: Science course preparation

As a primary school teacher, you will teach elements of biology, chemistry and physics and you will need to develop your knowledge, skills and understanding in all three areas so that you can teach this exciting and dynamic subject with confidence and competence.

There are three tasks to undertake:

Preparatory Task 1 – Personal Reflection

- Reflect on your experience as a learner of science in primary and secondary school. When reflecting we would like you to focus on 2 events; 1 which you view as being a positive experience and another which you view as being less positive. When making notes on these two experiences consider the following:
  
  - How did you feel about science as a learner at that time? Was science a subject that interested/excited you? Do you feel that influenced your experiences at that time?
  
  - Why do you feel each experience was either positive/negative? What was it the teacher was doing? What were you doing?
  
  - What do these reflections tell you about quality learning and teaching in science?

Preparatory Task 2 – Virtual Learning/Online supportive material

There is a wealth of supportive websites available to support science learning and teaching within the primary classroom. For the purpose of this task we would like you to focus on one; Explorify.

1) Create an account with Explorify, it is free to use. Follow the following link to their website: [https://explorify.wellcome.ac.uk/](https://explorify.wellcome.ac.uk/)

2) Explore the website and its functionality. When doing so identify what you like about the site. Equally, which aspects of the site could be improved? As a teacher you have a professional voice to be able to critique resources and select those that will be of benefit to you and your class of individual learners.

3) Select a lesson to engage with more fully. Begin to unpick how the lesson is develops learning. What structures/mechanisms are there in the lesson to support knowledge and/or skills acquisition?
Preparatory Task 3 – Science, what is the Big Idea?

This task is asking you to read through the ‘National Curriculum’ and ‘The Working with Big Ideas’ documents and reflect upon how these two documents support a teacher in ensuring subject coverage.


The ‘Working with Big Ideas’ document. Please follow the link to obtain a copy of this document https://www.ase.org.uk/download/file/fid/6740

The full document is quite weighty, so we have also included a summary of the ‘Big Ideas’ as a word document below to use when engaging with the task.

- How has the National Curriculum for primary science separated learning out? How does it support progression?
- How does the ‘Working with Big Ideas’ material support and strengthen the National Curriculum and help show progression in conceptual understanding?
- Within the ‘Big Ideas’ supporting word document add your thoughts about the National Curriculum themes that may be appropriate to link to each ‘Big Idea’ from 1 – 10
<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>5-7</th>
<th>7-11</th>
<th>NC Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 All matter in the Universe is made of very small particles. Atoms are</td>
<td>All the ‘stuff’ encountered in everyday life, including air, water</td>
<td>When some substances are combined they form a new substance (or</td>
<td></td>
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<td>the building blocks of all matter, living and non-living. The behaviour</td>
<td>and different kinds of solid substances, is called matter because it</td>
<td>substances) with properties that are different from the original</td>
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<td>and arrangement of the atoms explains the properties of different</td>
<td>has mass, and therefore weight on Earth, and takes up space.</td>
<td>ones. Other substance simply mix without changing permanently and</td>
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<td>materials. In chemical reactions, atoms are rearranged to form new</td>
<td>Different materials are recognisable by their properties, some of</td>
<td>can often be separated again. At room temperature, some substances</td>
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<td>substances. Each atom has a nucleus containing neutrons and protons,</td>
<td>which are used to classify them as being in the solid, liquid or</td>
<td>are in the solid state, some in the liquid state and some in the</td>
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<tr>
<td>surrounded by electrons. The opposite electric charges of protons and</td>
<td>gas state.</td>
<td>gas state. The state of many substances can be changed by heating</td>
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<tr>
<td>electrons attract each other, keeping atoms together and accounting for</td>
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<td>or cooling them. The amount of matter does not change when a solid</td>
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<td>the formation of some compounds.</td>
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<td>melts or a liquid evaporates.</td>
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<td>2 Objects can affect other objects at a distance</td>
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<td>All objects have an effect on other objects without being in contact</td>
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<td>with them. In some cases the effect travels out from the source to the</td>
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<td>receiver in the form of radiation (e.g. visible light). In other cases</td>
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<td>action at a distance is explained in terms of the existence of a field</td>
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<td>of influence, such as a magnetic, electric or gravitational field.</td>
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<td>Gravity is a universal attraction between all objects however large or</td>
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<td>small, keeping the planets in orbit around the Sun and causing</td>
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<td>terrestrial objects to fall towards the centre of the Earth.</td>
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<td>3 Changing the movement of an object requires a net force to be acting</td>
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<td>on it</td>
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<td>A force acting on an object is not perceived directly but is detected</td>
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<td>by its effect on the object’s motion or shape. If an object is not</td>
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<td>moving the forces acting on it are equal in size and opposite in</td>
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<td>direction, balancing each other. Since gravity affects all objects on</td>
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<td>Earth there is always another force opposing gravity when an object is</td>
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<td>at rest. Unbalanced forces cause change in movement in the direction of</td>
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<td>the net force. When opposing forces acting on an object are not in the</td>
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<td>same line</td>
<td>Forces can push, pull or twist objects, making them change their</td>
<td>The speed of a moving object is a measure of how far it would travel</td>
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<td>motion or shape. Forces act in particular directions. Equal forces</td>
<td>in a certain time. How quickly an object’s motion is changed depends</td>
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<td></td>
<td>acting in opposite directions in the same line cancel each other</td>
<td>on the force acting and the object’s mass. The greater the mass of</td>
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<td>and are described as being in balance. The movement of objects is</td>
<td>an object, the longer it takes to speed it up or slow it down, a</td>
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<td></td>
<td>changed if the forces acting on them are not in balance.</td>
<td>property of mass described as inertia.</td>
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</tbody>
</table>
4 The total amount of energy in the Universe is always the same but can transferred from one energy store to another during an event. Many processes or events involve changes and require an energy source to make them happen. Energy can be transferred from one body or group of bodies to another in various ways. In these processes some energy becomes less easy to use. Energy cannot be created or destroyed. Once energy has been released by burning a fossil fuel with oxygen, some of it is no longer in a form that is as convenient to use.

There are various ways of causing an event or bringing about change in objects or materials. Objects can be made to change their movement by pushing or pulling. Heating can cause change, as in cooking, melting solids or changing water to vapour. Electricity can make light bulbs glow. Wind can rotate the blades of wind turbines.

In all these changes, energy is transferred from one object, which is an energy source or resource, to another. Fuels such as oil, gas, coal and wood are energy resources. Some energy resources are renewable, such as those produced by wind, waves, sunlight and tides, others are non-renewable such as from burning fossil fuels with oxygen.

5 The composition of the Earth and its atmosphere and the processes occurring within them shape the Earth’s surface and its climate. Radiation from the Sun heats the Earth’s surface and causes convection currents in the air and oceans, creating climates. Below the surface heat from the Earth’s interior causes movement in the molten rock. This in turn leads to movement in the plates which form the Earth’s crust, creating volcanoes and earthquakes. The solid surface is constantly changing through the formation and weathering of rock.

There is air all around the Earth’s surface but there is less and less further away from the surface (higher in the sky). Weather is determined by the conditions and movement of the air. The temperature, pressure, direction, speed of movement and the amount of water vapour in the air combine to create the weather.

Measuring these properties over time enables patterns to be found that can be used to predict the weather a short time ahead. Long-term patterns in the weather are referred to as the climate of different parts of the world. Much of the solid surface of the Earth is covered by soil, which is a mixture of pieces of rock of various sizes and the remains of organisms. Fertile soil also contains air, water, some chemicals from the decay of living things, particularly plants, and various living things such as insects, worms and bacteria. The solid material beneath the soil is rock. There are many different kinds of rock with different compositions and properties. The action of wind and water wears down rock gradually into smaller pieces – sand is made of small pieces of rock and silt of still smaller pieces. About two-thirds of the surface of the Earth is covered by liquid water, which is essential to life. Water is constantly recycled through processes involving evaporation from oceans and other surfaces, such as soil and plants, condensation in clouds and precipitation as rain, snow or hail.

6 Our solar system is a very small part of one of billions of galaxies in the Universe. Our Sun and eight planets and other smaller objects orbiting it comprise the solar system. Day and night and the seasons are explained by the orientation and rotation of the Earth as it moves round the Sun. The solar system is part of a galaxy of stars, gas and
| 7 | Organisms are organised on a cellular basis and have a finite life span. All organisms are constituted of one or more cells. Multi-cellular organisms have cells that are differentiated according to their function. All the basic functions of life are the result of what happens inside the cells which make up an organism. Growth is the result of multiple cell divisions. | There is a wide variety of living things (organisms), including plants and animals. They are distinguished from non-living things by their ability to move, reproduce and react to certain stimuli. | To survive they need water, air, food, a way of getting rid of waste and an environment which stays within a particular range of temperature. Although some do not appear to be active, all will at some stage carry out the life processes of respiration, reproduction, feeding, excretion, growth and developments and all will eventually die. |
| 8 | Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms. Food provides materials and energy for organisms to carry out the basic functions of life and to grow. Green plants and some bacteria are able to use energy from the Sun to generate complex food molecules. Animals obtain energy by breaking down complex food molecules and are ultimately dependent on green plants as their source of energy. In any ecosystem there is competition among species for the energy resources and the materials they need to live and reproduce. | All living things need food as their source of energy as well as air, water and certain temperature conditions. | Plants containing chlorophyll can use sunlight to make the food they need and can store food that they do not immediately use. Animals need food that they can break down, which comes either directly by eating plants (herbivores) or by eating animals (carnivores) which have eaten plants or other animals. Animals are ultimately dependent on plants for their survival. The relationships among organisms can be represented as food chains and food webs. Some animals are dependent on plants in other ways as well as for food, for example for shelter and, in the case of human beings, for clothing and fuel. Plants also depend on animals in various ways. For example, many flowering plants depend on insects for pollination and on other animals for dispersing their seeds. |
| 9 | Genetic information is passed down from one generation of organisms to another. Genetic information in a cell is held in the chemical DNA. Genes determine the development and structure of organisms. In asexual reproduction all the genes in the offspring come from one parent. In sexual reproduction half of the genes come from each parent. | Living things produce offspring of the same kind, but offspring are not identical with each other or with their parents. | Plants and animals, including humans, resemble their parents in many features because information is passed from one generation to the next. Other features, such as skills and behaviour, are not passed on in the same way and have to be learned. |
| 10 | The diversity of organisms, living and extinct, is the result of evolution. | There are many different kinds of plants and animals in We know about these from fossils. Animals and plants are classified into groups and subgroups. |
All life today is directly descended from a universal common ancestor that was a simple one-celled organism. Over countless generations changes resulting from natural diversity within a species lead to the selection of those individuals best suited to survive under certain conditions. Species not able to respond sufficiently to changes in their environment become extinct.

| All life today is directly descended from a universal common ancestor that was a simple one-celled organism. Over countless generations changes resulting from natural diversity within a species lead to the selection of those individuals best suited to survive under certain conditions. Species not able to respond sufficiently to changes in their environment become extinct. | the world today and many kinds that once lived but are now extinct. | according to their similarities. For example within the group of animals called birds, there are families of birds such as sparrow, and different kinds (species) within a family such as house sparrows, tree sparrows, and great sparrows. Organisms of the same species breed more of the same. Different species cannot interbreed to produce offspring that can reproduce. Although organisms of the same species are very similar they vary a little from each other. One of the results of sexual reproduction is that offspring are never exactly like their parents. |

Science is about finding the cause or causes of phenomena in the natural world
Science is a search to explain and understand phenomena in the natural world. There is no single scientific method for doing this; the diversity of natural phenomena requires a diversity of methods and instruments to generate and test scientific explanations. Often an explanation is in terms of the factors that have to be present for an event to take place as shown by evidence from observations and experiments. In other cases supporting evidence is based on correlations revealed by patterns in systematic observation.

| Science is about finding the cause or causes of phenomena in the natural world | Science is about finding explanations for why things happen as they do or why they take a particular form, assuming that every event or phenomenon has a cause or causes and that there is a reason for the form things take. An explanation is not a guess; there has to be some basis for it. There are various ways of finding out what makes things work or why they happen. Careful observation, including measurement where possible, can suggest what may be happening. In other cases it is possible to do something to make a change and observe what happens. When this is done it is important to see that other things stay the same so that the result can only be the effect of changing one thing. |

| Everyone can ask questions about things in the natural world and can do something to find answers that help explain what is happening. | In science explanations are sought through some kind of systematic inquiry that involves collecting data by observing or measuring features of the objects being studied or using data from other sources. Whether or not an effective explanation can be obtained depends on what data are collected and this is usually guided by having some theory or hypothesis about what might be happening. |

| Technologies have been created by people to provide the things they need or can use, such as food, tools, clothes, somewhere to live and ways of communicating. All around us are examples | Technologies are developed using engineering, which involves identifying problems and using ideas of science and other ideas to design and develop the best possible solution. There are always different ways of approaching problems, so various possibilities need to be tried out. |

| The use of scientific ideas in technologies has made considerable changes in many aspects of human activity. Advances in technologies enable further scientific activity, in turn this increases understanding of the natural world. In some | | |
areas of human activity technology is ahead of scientific ideas, but in others scientific ideas precede technology.

| of how materials have been changed so that they can be used for certain purposes. | order to decide which is the best solution it is necessary to be clear about what the result is intended to be and so how success is to be judged. For instance, a solution to the problem of being able to see the back of your head would be different if a criterion for success is to leave your hands free. |

### 14 Applications of science often have ethical, social, economic and political implications

The use of scientific knowledge in technologies makes many innovations possible. Whether or not particular applications of science are desirable is a matter that cannot be addressed using scientific knowledge alone. Ethical and moral judgments may be needed, based on such considerations as justice or equity, human safety and impacts on people and the environment.

| The understanding of the natural world that is developed through science enables us to explain how some things work or phenomena occur. This understanding can often be applied to change or make things to help solve human problems. Whilst such technological solutions have improved the lives and health of many people in countries across the world, it has to be recognised that they may use materials from the natural world which may be in short supply or may be detrimental to the environment. |
Please purchase the book below, which will help you with your science subject knowledge and is an excellent text for you to use when preparing to teach each subject area. It will also help you to identify the links between different areas in the curriculum:


https://www.amazon.co.uk/Primary-Science-Knowledge-Understanding-Achieving/dp/1526410923/ref=dp_ob_image_bkIt

It can also be purchased as an e-book from Google books:
https://books.google.co.uk/books?id=DWoCDgAAQBAJ&printsec=frontcover&dq=peacock+primary+science+2017&hl=en&sa=X&ved=0ahUKEwil1NTU0fPbAhXKDsAKHZMQAHQ6AEIjzAA#v=onepage&q=peacock%20primary%20science%202017&f=false
Section 4: Preparation for Developing Professional Practice

Task 1: Skills and qualities

The first module on the BEd programme is about encouraging you/students to become reflective practitioners. Through your/their reflections you/students will identify aspects for personal and professional development. Listed below are numerous skills and qualities which are essential for those beginning a career in teaching. Choose 2 attributes from the list and write a paragraph on each explaining why you feel confident in these and another 2 which you know are areas which you can work on. Each paragraph should include an example(s) from your experience/practice and a reference to related reading.
Skills and qualities

Patient                      Like young people/children
Well organised              Fair
Able to establish discipline Sense of humour
Persuasive                  Sensitive
Assertive                   Energetic
Team player                 Flexible
Enthusiastic                Able to think on your feet
Creative                    Good with time management
Imaginative                 Committed to equal opportunities
Reliable                    Good at listening
Resilient                   Leadership qualities

Task 2: Statement of achievement for trainees with substantial classroom experience

If you have been employed as a classroom assistant or unqualified teacher, you will already have considerable knowledge and understanding of teaching and learning. This should be reflected in your record of observation/experience in school. The statement of achievement summarises your successes in the classroom.

Who should write it?
It should be written by a class teacher with whom you have worked, a member of the senior management team or the Head. A proforma is provided on the next page.

When should it be written?
It can be done at any time but it would be most appropriate towards the end of the summer term before you start your training course. This ensures that the comments are as up to date as possible.

What do I do with it?
You will need to keep a copy of this in your file to share with your University tutor and school mentor as you start your first school placement. It will enable appropriate targets to be set for your development which take account of your previous experience.
STATEMENT OF ACHIEVEMENT/REPORT FOR ENTRANTS WITH SUBSTANTIAL PRIOR EXPERIENCE IN THE PRIMARY CLASSROOM

Please could you provide a brief report about the entrant’s achievements while employed in your school. This information enables the University to take account of relevant previous experience when the first school-based training is undertaken.

<table>
<thead>
<tr>
<th>Entrant’s name</th>
</tr>
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<tbody>
<tr>
<td>Role in school (e.g. classroom assistant)</td>
</tr>
<tr>
<td>School</td>
</tr>
<tr>
<td>1. Professional Values and Practice (e.g. relationships with pupils and other adults; contribution to the life of the school etc.)</td>
</tr>
<tr>
<td>2. Knowledge and ability to plan for learning (Please indicate subject areas, whether this was for a whole class or group and whether planning was independent or within a team)</td>
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<tr>
<td>3. Knowledge and ability to assess pupils’ learning</td>
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<tr>
<td>4. Teaching and class management including behaviour management. (Please indicate whether this is usually with the whole class or groups)</td>
</tr>
</tbody>
</table>

Signature and position in school.  
Date