

curriculum in primary practice

religious education

7-11

developing primary
teaching skills

terence copley

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Religious Education Seven Eleven Developing Primary Teaching Skills

Neil Kitson, Ian Spiby



Religious Education Seven Eleven Developing Primary Teaching Skills:

Religious Education 7-11 Terence Copley, 2002-01-04 The place of religious education in the elementary curriculum is an ambiguous one for many teachers Using a mixture of theory and practical ideas this book will help all elementary teachers whether specialists or not to deliver effective religious education Terence Copley clarifies the legal framework discusses problem areas like the withdrawal of children from the subject and examines key principles and concepts involved in teaching the main areas of religious education He also looks at practical issues of classroom organization and at how religious education can be integrated into topic work but should also remain a subject in its own right **Class**

Management in the Primary School E. C. Wragg, 2002-09-26 Ted Wragg helps teachers to clarify their own aims and to find the strategies which will work for them Topics covered include first encounter the establishment of rules and relationships time management and specific discipline problems **Explaining in the Primary School** Ted Wragg, George

A Brown, 2002-09-26 Wragg and Brown offer activities and discussion points to help teachers build up a repertoire of techniques for various situations and to evaluate the effectiveness of their explanations in the classroom **Art 7-11** Linda Green, Robin Mitchell, 2003-09-01 Aimed at non specialist primary teachers this book offers support for the two attainment targets of the national curriculum in art investigating and making and knowledge and understanding It uses examples and materials to explore various areas of children's development in art making and understanding and also aims to equip teachers with strategies for developing their own understanding and appreciation of the subject Units included cover such areas as children's motivation to make art developing co operative work with artists in schools learning about art from other cultures learning about art from different historical periods 2D and 3D art assessing children's art **Assessment and**

Learning in the Primary School E. C. Wragg, 2003-08-27 This is an innovative yet practical resource book for teachers focusing on the classroom and covering vital skills for primary and secondary teachers The book is strongly influenced by the findings of numerous research projects during which hundreds of teachers were observed at work This book addresses both formal and informal ways of assessing children's work and progress Pupils learning is often neglected in the debate so this book puts what children actually learn right at its centre Divided into six units Ted Wragg addresses important topics such as principles and purposes of assessment written oral and practical evaluation self assessment the whole school approach staff development and appraisal The inclusion of practical activities discussion topics photographs cartoons and case examples makes this a very user friendly book for both trainee and experienced teachers in primary schools **English 7-11** David Wray, 2002-01-08 This book focuses on approaches to the teaching of primary English at Key Stage 2 in the context of the National Curriculum Through a series of guided activities teachers are encouraged to reflect upon particular teaching strategies and activities such as an analysis of language and literacy the processes of language and literacy the use of topic work a critical look at classroom environments and examination of the texts which children read and write and a discussion

of the role of the teacher **Science 7-11** Clive Carre, Carrie Ovens, 2006-05-09 As one of the core areas of the curriculum science provides particular challenges especially to teachers working at the top end of the elementary school range Science 7 11 invites science teachers working with preteens to examine their practice in the light of current research findings Clive Carre and Carrie Ovens both experienced primary teachers themselves ask what teachers really need to know both about their subject and about their students in order to teach **Drama 7-11** Neil Kitson, Ian Spiby, 2002-01-04 This book is a practical guide to teaching drama and provides a clear and coherent framework together with a theoretical underpinning which will allow teachers to create their own drama lessons from an informed standpoint and maximize the learning potential The authors propose a curriculum for drama which combines the diverse references in the various documents of the National Curriculum whilst at the same time identifying the unique qualities specific to the subject which can form a coherent framework for teachers to adopt Central to the book are a range of techniques examples and activities which will provide a firm foundation for the teaching of drama give confidence to those who have little or no experience and allow development for others who may have already acquired some **Questioning in the Primary School** E. C. Wragg, George A. Brown, 2002-09-26 An explanation of the different types and patterns of questions primary teachers should ask and offers useful practical exercises to enable both experienced and trainee teachers to improve their own and others questioning skills

Teaching the Primary Curriculum for Constructive Learning Michael Littledyke, Laura Huxford, 2013-10-23 First Published in 1998 There is a current preoccupation with educational standards with claims that overall standards of achievement have fallen The purpose of this book therefore is to address the question of how children learn across the primary National Curriculum subjects with implications for effective teaching approaches The book emphasises a constructivist view of learning which acknowledges that children have views and attitudes which are formed as a result of experiences in and out of school and that these must be taken into account if meaningful and transferable learning is to be achieved

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