



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Module Title	Developing Knowledge for Teaching in Early Years Education				
Module Code	UTTGRK-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Primary, Early Years and Education Studies		
Contributes towards	BA(Hons) Primary Early Years Education (ITE)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTTGRK-30-2	
Excluded Combinations	None		Module Entry requirements	none	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	04/05/12
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Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate detailed subject and pedagogical knowledge for Early Years Foundation Stage (EYFS) and primary/early years core subject teaching; (A & B) 2. Evidence developing subject knowledge in the teaching of early reading, in particular Systematic Synthetic Phonics (SSP), communication and language development; and early mathematics; (A & B) 3. Plan for progression in the EYFS and Core Curriculum areas, including designing opportunities for learning over a sequence of sessions; (A & B) 4. Design a medium term curriculum map aligning subject/areas of learning, justifying its relevance for EYFS / a particular primary/early years age phase; (A & B) 5. Recognise that children are at the heart of all teaching and learning and that learning approaches develop from children's interests and prior experiences; (A & B) 6. Show how they have developed their understanding of how to assess children's levels of attainment in specific areas and how to frame targets for further learning in the EYFS and Core Curriculum; (A) 7. Evaluate relevant resources for teaching in identified curriculum areas. (B)
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Syllabus Outline	<p>Current national educational policy, curriculum and priority areas.</p> <p>EYFS and Core Curriculum subject and pedagogical knowledge.</p> <p>National Curriculum / EYFS Curriculum specifications and assessment requirements.</p> <p>Ofsted frameworks for inspection, statistical data and placement school improvement planning.</p> <p>EYFS and Core Curriculum days to support the development of subject knowledge, planning and teaching skills.</p>
Contact Hours/Scheduled Hours	<p>Equivalent of 36 hours of lectures + 36 hours seminars, through semester 1 and start of semester 2.</p> <p>Whole day events, including workshops and seminars.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.</p>
Reading Strategy	<p>Students are encouraged to buy at least one text for this module; a list of recommended titles is provided in the module handbook and a copy of each is provided in the Library.</p> <p>All students are encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Bald, J. (2007) <i>Using Phonics to Teach Reading and Spelling</i>. London: Sage</p> <p>Brunton, P. & Thornton, L. (2011). <i>Science in the early years: building firm foundations from birth to 5</i>. London: Sage</p> <p>Craft, A. (2002) <i>Creativity and early years education : a lifewide foundation</i> London:Continuum</p> <p>Cremin, T. (2009) <i>Teaching English Creatively</i>. Oxon: Routledge</p> <p>Dunne, M. & Peacock, A. (2012). <i>Primary Science: A guide to teaching practice</i>. London: Sage</p> <p>Hall, K., Goswami, U., Harrison, C., Soler, J. (2010) <i>Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy</i>. Oxon: Routledge</p> <p>Harlen, W. (2006). <i>Teaching, learning and assessing science 5-12</i>. London: Sage</p> <p>Pound, L. & Lee, T. (2011) <i>Teaching Mathematics Creatively</i>. Abingdon: Routledge</p>

Part 3: Assessment

Assessment Strategy	<p>A case study model that supports students' understanding of children's learning in the EYFS and Core Curriculum.</p> <p>A portfolio of evidence of subject and professionally relevant knowledge developed through module tasks; reflection on teaching the EYFS and Core Curriculum, supported by readings and engagement with relevant literature.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Presentation of case study of one child's learning in the EYFS and/or Core Curriculum. (Equivalent to 2500 words.)	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
A structured portfolio of EYFS and/or Core Curriculum tasks with reflective log. (Equivalent to 2500 words.)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting <i>(as % of component)</i>	
Presentation of case study of one child's learning in the EYFS and/or Core Curriculum. (Equivalent to 2500 words.)	100%	
Component B Description of each element	Element weighting <i>(as % of component)</i>	
A structured portfolio of EYFS and/or Core Curriculum tasks with reflective log. (Equivalent to 2500 words.)	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		