



**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

**Part 1: Basic Data**

Module Title	The Early Years Foundation Stage Framework				
Module Code	UTTGSC-30-2	Level	2	Version	1.1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	FdA Early Years				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	2 <sup>nd</sup> May 2012
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**Part 2: Learning and Teaching**

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>○ Demonstrate knowledge of the themes, principles and commitments of the Early Years Foundation Stage framework, in particular the characteristics of effective teaching and learning that refocus on interactions with children to promote creative and thinking skills and early language and communication (Component A and B)</li> <li>○ Demonstrate a thorough knowledge and understanding of significant theories and principles related to children’s healthy personal, social and emotional development (Component A and B)</li> <li>○ Demonstrate a thorough knowledge and understanding of significant and emerging theories of how children learn and develop in communication, language and literacy (Component A and B)</li> <li>○ Demonstrate a thorough knowledge and understanding of the patterns of physical development and how children learn and develop physically and healthily (Component A and B)</li> <li>○ Demonstrate a thorough knowledge and understanding of the significant theories and principles of how children develop understanding and concepts in literacy, mathematics, understanding of the world, and, expressive arts and design (Component B)</li> <li>○ Plan and implement developmentally appropriate, holistic play and learning experiences that reflect the individual needs and interests of the unique child and promote learning and healthy development across the prime and specific areas of</li> </ul>
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	<p>learning and development (Component A and B)</p> <ul style="list-style-type: none"> <li>○ Monitor, record and assess children’s learning and healthy development across the prime and specific areas of learning and development (Component A and B)</li> <li>○ Work with others, in particular, parents/carers to support children’s learning and healthy development at home, and, other professionals in identification and support of children’s additional or special educational needs (Component A and B)</li> </ul>
<p>Syllabus Outline</p>	<p>The themes, principles and commitments of the Early Years Foundation Stage framework with focus on the characteristics of effective teaching and learning;</p> <p>The foundations for learning and healthy development of children in relation to each of the prime areas of the Early Years Foundation Stage framework 0-5 years:</p> <ul style="list-style-type: none"> <li>○ Personal, social and emotional development – knowledge and understanding of significant and emerging theories of children’s healthy personal, social and emotional development; the impact of self-esteem and motivation and positive dispositions upon children’s learning and engagement,</li> <li>○ Communication and language – knowledge and understanding of the acquisition and development of children’s communication and language skills; the impact of basic social and emotional, as well as communication and language skills upon children’s ability to listen and learn, thrive and socialise, and</li> <li>○ Physical development – knowledge and understanding of the patterns of healthy physical development ;</li> </ul> <p>Understand the links between the prime and specific areas of learning and development of the framework – knowledge and understanding of how children apply basic skills in personal, social and emotional development; communication and language; and physical development, towards their learning in literacy, mathematics, understanding of the world, and, expressive arts and design;</p> <p>Planning and implementing developmentally appropriate, holistic experiences for play, learning and healthy development which will progress children towards the Early Learning Goals;</p> <p>Provision of a stimulating learning environment through planning, implementation and evaluation of experiences and the learning environment to maximise children’s progress within the prime and specific areas of learning and development of the framework;</p> <p>The differing needs and interests of children within the early years curriculum through consideration of Development Matters, formative and summative assessment, effective practice and planning and resourcing for developmentally appropriate play and learning experiences;</p> <p>Working with parents/carers and other professionals to support children’s learning and healthy development;</p> <p>Inclusive practice and early identification of individual children’s special or additional needs, e.g. strategies for children with EAL, language and communication delay, behavioural issues, dyslexia and dyspraxia; The module also encourages the use of ICT to support learning where applicable.</p>
<p>Contact Hours/ Scheduled Hours</p>	<p>Notational student learning 300 hours, of which 63 hours is learning and teaching activities in the classroom and Virtual Learning Environment, 48 hours in work placement setting and 189 hours independent learning. Students are expected to attend all taught sessions, tutorials, and work placement sessions, and, to engage with online learning.</p>

Teaching and Learning Methods	The module will be delivered through a mixture of methods, including lectures, seminars, tutorials, observations, video presentations and the Virtual Learning Environment. Much of the learning will take place in the workplace. Participants will be supported by the module tutor. Students are expected to engage in self-directed research, directed study and assignment preparation and completion, as part of their independent learning.
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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.</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. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library.</p>
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Indicative Reading List	<p>All participants will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals, and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the Library catalogue. All resources can be accessed from outside the University.</p> <p><b>Art</b> Anning, A. and Ring, K., (2004) <i>Making sense of children's drawings</i> Milton Keynes, Open University Press</p> <p><b>Child development</b> Aldgate, J., Jones, D., Rose, W. and Jeffery, C. (2006) <i>The Developing World of the Child</i>, London, Jessica Kingsley Athey, C. (2008) <i>Extending Thought in Young Children</i>, London, Sage Bee, H., &amp; Boyd, D., (2007) <i>The developing child</i> (11<sup>th</sup> Ed.), Oxford, Pearson Education: Allyn and Bacon Evangelou, M., Sylva, K., Wild, M., Glenny, G. and Kyriacou, M. (2009) <i>Early Years Learning and Development: Literature Review</i>, Nottingham, DCSF Publications Roberts, R. (2002) <i>Self-Esteem and Early Learning</i> (2<sup>nd</sup> Ed.), London, Paul Chapman Smidt, S. (2009) <i>Introducing Vygotsky (A guide for practitioners and students in Early Years)</i>, Abingdon, Routledge</p> <p><b>Early Years Foundation Stage</b> Bath, C., Garrick, R., Dunn, K., Maconochie, H., Willis, B. and Wolstenholme, C. (2010) <i>Children's experiences of the Early Years Foundation Stage</i>, DfE, available at <a href="http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&amp;PageMode=publications&amp;ProductId=DFE-RR071&amp;">http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&amp;PageMode=publications&amp;ProductId=DFE-RR071&amp;</a> accessed on 17/3/2012</p> <p>Brooker, L., Rogers, S., Ellis, D., Hallet, E. and Robert-Holmes, G. (2010) <i>Practitioners' experiences of the EYFS</i> London, DfE, available at <a href="http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&amp;PageMode=publications&amp;ProductId=DFE-RR029&amp;">http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&amp;PageMode=publications&amp;ProductId=DFE-RR029&amp;</a> accessed on 17/3/2012</p> <p><b>Language and literacy</b> Becker, B. (2011) 'Social disparities in children's vocabulary in early childhood. Does pre-school education help to close the gap?'. <i>British Journal of Sociology</i>, volume 62, issue 1, pages 69-88 Bradford, H. (2009) <i>Communication, Language and Literacy in the Early Years Foundation Stage</i>, London, David Fulton Department for Children, Schools and Families (DCSF) (2008) <i>Every Child a Talker</i>, available at <a href="http://nationalstrategies.standards.dcsf.gov.uk/node/153355">http://nationalstrategies.standards.dcsf.gov.uk/node/153355</a> Gross, J. (2011) 'Better communication', <i>SEN: The Journal for Special Needs</i>, volume 52, pages 37-41</p>
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Hamer, C. (2011) 'Face to face. Why talking to babies, and giving them a chance to respond, will give them the best possible start.', *Early Education*, volume 63, issue 10, pages 10-11  
 Marsh, J. and Hallet, E. (eds.) (2008) *Desirable Literacies, Approaches to Language and Literacy in the Early Years*, London, Sage

**Mathematics**

Anderson, A., Anderson, J., and Shapiro, J., (2004) 'Mathematical discourse in shared storybook reading', *Journal for Research in Mathematics Education*, volume 35, issue 1, pages 5-33  
 Gundreson, E.A. and Levine S.C. (2011) 'Some types of parent number talk count more than others: relations between parents' input and children's cardinal-number knowledge', in *Developmental Psychology*, volume 14  
 Gifford, S. (2004). 'A new mathematics pedagogy for the early years: in search of principles for practice', *International Journal of Early Years Education*, volume 12, issue 2, pages 99-115  
 Haylock, D. and Cockburn, A. (2008) *Understanding Mathematics for Young Children*, London, Sage  
 Hughes, A. (2009) *Problem Solving, Reasoning and Numeracy in the Early Years Foundation Stage*, Abingdon, Routledge

**Music**

Trevarthen, C. (2000) 'Musicality and the intrinsic motive pulse: Evidence from human psychobiology and infant communication', *Musicae Scientiae*, volume 2, issue 2 (SPI), 155-215

**Observing and assessing children**

Hobart, C. and Frankel, J. (2004) *Child Observation and Assessment*, Cheltenham, Nelson Thornes  
 Ridall-Leach, S. (2005) *How to Observe Children*, Oxford, Heinemann

**Play**

Bilton, H. (2002) *Outdoor play in the early years*, London, David Fulton  
 Bruce, T. (2004 Imp 13) *Helping Young Children Play*, Oxford, Hodder and Stoughton  
 Fjortoft, I. (2001) 'The Natural Environment as a Playground for Children', *Early Childhood Education Journal*, volume 29, issue 2, pages 111-117

**Working with Other Professionals**

Aubrey, C. (2007) *Leading and Managing in Early Years*, London, Sage  
 Baldock, P. (2010) *Understanding Diversity in the Early Years*, London, Sage  
 Siraj-Blatchford, I, Clarke, K. and Needham, M. (eds.) (2007) *Team around the child*, Stoke, Trentham Books

**Working with Parents**

McLarnon, J. (2011) *Supporting parents and carers to listen: a guide for practitioners* (Rev. Ed.), London, National Children's Bureau on behalf of Sure Start  
 Ward, U. (2009) *Working with Parents in Early Years Settings*, Exeter, Learning Matters  
 Whalley, M. (2007) *Involving Parents in Their Children's Learning* (2<sup>nd</sup> Ed.), London, Sage

**Part 3: Assessment**

Assessment Strategy

The module makes use of presentation and essay assessment methods for summative assessment. This will enable the student to demonstrate subject knowledge and critical engagement with theoretical frameworks and literature. In addition, the assessment strategies also encourage and enable the student to formulate valid conclusions that link theory to practice in the Early Years Foundation Stage, to think independently about essential issues, concepts and ideas and deploy effective communication strategies. The use of observation of the student in the workplace, as part of their formative assessment, will enable the student to demonstrate and reflect upon their professional learning to assess the impact of their practice in the Early Years Foundation Stage.  
**The following are the assessment criteria**  
**A: Conceptual Domain (Core)**

	<p>L2 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.</p> <p><b>B: Literature Domain</b> L2 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.</p> <p><b>C: Contextual Domain</b> L2 The assignment demonstrates that the student has an awareness of contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study.</p> <p><b>D: Research Domain</b> L2 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.</p> <p><b>E: Ethical Domain</b> L2 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.</p> <p><b>F: Values Domain</b> L2 The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.</p> <p><b>G: Action Domain</b> L2 The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.</p>
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Identify final assessment component and element	Comp B	
% weighting between components A and B (Standard modules only)	<b>A:</b> 25%	<b>B:</b> 75%

<b>First Sit</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
<p>A presentation (8 minutes) which examines how the setting develops foundations for children’s ability to learn and develop healthily in their: personal, social and emotional development; communication and language; and, physical development.</p> <p>For a group/paired presentation students will normally be given a group mark Students can refer to notes but should not read from a prewritten script Assessment criteria AL2, BL2, CL2</p>	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
<p>A report which examines and reflects upon how the setting supports children’s basic and developing social, emotional, communication and language skills in learning and play experiences across all four specific areas of learning and development – literacy, mathematics, understanding of the world, and, expressive arts and design. (3750 words)</p> <p>Assessment criteria AL2, BL2, EL2, GL2</p>	100%

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
<p>A presentation (8 minutes) which examines how the setting develops foundations for children’s ability to learn and develop healthily in their: personal, social and emotional development; communication and language; and, physical development.</p>	100%

<p>For a group/paired presentation students will normally be given a group mark  Students can refer to notes but should not read from a prewritten script  Assessment criteria AL2, BL2, CL2</p>	
<p><b>Component B</b>  <b>Description of each element</b></p>	<p><b>Element weighting</b></p>
<p>A report which examines and reflects upon how the setting supports children's basic and developing social, emotional, communication and language skills in learning and play experiences across all four specific areas of learning and development – literacy, mathematics, understanding of the world, and, expressive arts and design. ( 3750 words)  Assessment criteria AL2, BL2, EL2, GL2</p>	<p>100%</p>
<p>If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	