UWE University of the West of England BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Extending Knowledge for Teaching in Early Years Education					
Module Code	UTTGRQ-30-3		Level	3	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	none		
Excluded Combinations			Module Entry requirements	none		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Demonstrate a comprehensive subject and pedagogical knowledge for early years teaching; (A & B) 2. Demonstrate sustained competence in subject knowledge and in the teaching of early reading, in particular Systematic Synthetic Phonic (SSP), communication and language development; and early mathematics; (B) 3. Demonstrate a systematic understanding of national requirements in relation to curriculum orders across the age phases of training; (A & B) 4. Evaluate and justify approaches to curriculum design across the age phases of training; (A & B) 5. Know and be able to evaluate distinctive teaching approaches to engage and support all learners, including the use of ICT and digital technologies; (B) 6. Critically discuss and analyse principles underpinning children's learning within the Early Years Foundation Stage (EYFS) and Core Curriculum areas; (A & B) 7. Know how to adapt teaching to support children's diverse needs and interests at different stages of development within the EYFS and Core Curriculum areas. (A & B)

Syllabus Outline	EYFS, Core and other priority curriculum areas including English, mathematics, Science.
	Auditing of other subject knowledge; focus events based upon national and local priority themes.
	National and local curriculum: principles of curriculum design.
Contact Hours/Scheduled Hours	Equivalent of 72 hours.
Teaching and Learning Methods	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.
	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.
Reading Strategy	Essential texts will be signalled clearly in module documentation and made available through the Library. Module guides will also reflect the range of reading to be carried out.
	Students are expected to identify all other reading relevant to the module. They will be 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.
	The development of literature searching skills is supported by a Library seminar provided within the first semester and by the Graduate Development Programme at level three. These level three skills will build upon skills gained by the student whilst studying at levels one and two. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, accessing journal articles electronically, evaluating information and referencing.
	Sign up workshops are also offered by the Library.
Indicative Reading List	Bald, J. (2007) *Using Phonics to Teach Reading and Spelling.* London: Sage
	Barmby, P., Bilsborough, L., Harries, T. & Higgins, S. (2009) *Primary Mathematics: Teaching for Understanding.* Maidenhead: OUP
	Browne, A. (2009) *Developing Language and Literacy 3 – 8.* London: Sage
	Brunton, P. & Thornton, L. (2011). *Science in the early years: building firm foundations from birth to 5.* London: Sage
	Cooper, L. (2010) *Knowledge and Understanding of the World* London: Continuum
	Cotton, T. (2010) *Understanding and Teaching Primary Mathematics.* Longman
	Cremin, T. (2009) *Teaching English Creatively.* Oxon: Routledge
	Hall, K., Goswami, U., Harrison, C., Soler, J. (2010) *Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy.* Oxon: Routledge
	Haylock, D., (2010) *Mathematics Explained for Primary Teachers* (4th ed). London: Sage.
	Pound, L. & Lee, T. (2011) Teaching Mathematics Creatively. Abingdon: Routledge
	Ryan, J. & Williams, J. (2007) *Children's Mathematics 4-15: Learning From Errors and Misconceptions.* Maidenhead: McGraw-Hill
	Thompson, I. (Ed.) (2010) *Issues in Teaching Numeracy in Primary Schools* (2nd Edn.) Maidenhead: OUP

Part 3: Assessment	
Assessment Strategy	The module is assessed through a portfolio of reflective tasks to be negotiated, permitting students to demonstrate their successful engagement with module learning outcomes. A combination of discrete written elements and oral presentations. Tasks will include auditing and tracking of subject and pedagogical knowledge and understanding, with specific assessment of

	EYFS and Core Curriculum areas; associated target setting and evidencing learning.
	Where possible, a choice of alternative modes of assessments may be offered, allowing reasonable adjustments for disabled students.

Identify final assessment component and element	**Component B**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**25**	**75**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Plan for a unit of work to be undertaken in the placement setting. Reflection on and evaluation of the unit of work in developing children's learning in the EYFS or ONE Core Curriculum area. (Equivalent of 1500 words.)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
Portfolio of directed tasks which demonstrate enhanced engagement, knowledge and understanding of the EYFS and Core Curriculum. (Equivalent to 3500 words.)	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
Plan for a unit of work to be undertaken in the placement setting. Reflection on and evaluation of the unit of work in developing children's learning in the EYFS or ONE Core Curriculum area. (Equivalent of 1500 words.)	100%
Component B **Description of each element**	**Element weighting** **(as % of component)**
Portfolio of directed tasks which demonstrate enhanced engagement, knowledge and understanding of the EYFS and Core Curriculum. (Equivalent to 3500 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.	