



**MODULE SPECIFICATION**

| Part 1: Basic Data         |  |                    |                           |                |    |
|----------------------------|--|--------------------|---------------------------|----------------|----|
| Module Title               | Core Knowledge Teaching in Initial Early Years Education |                    |                           |                |    |
| Module Code                | UTLN7M-30-M  | Level              | <b>M</b>                  | Version        | 2  |
| UWE Credit Rating          | 30   | ECTS Credit Rating | 15                        | WBL module?    | No |
| Owning Faculty             | ACE  | Field              | SELL                      |                |    |
| Department                 | Education and Childhood                                  | Module Type        | Standard                  |                |    |
| Contributes towards        | PGCE Primary Early Years Initial Teacher Education       |                    |                           |                |    |
| Pre-requisites             | None   |                    | Co- requisites            |                |    |
| Excluded Combinations      | None   |                    | Module Entry requirements | None           |    |
| First CAP Approval Date    | 02/06/2016   |                    | Valid from                | September 2016 |    |
| Revision CAP Approval Date | 31/05/2017   |                    | Revised with effect from  | September 2017 |    |

|                    |                |
|--------------------|----------------|
| <b>Review Date</b> | September 2022 |
|--------------------|----------------|

| 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"> <li>1. Demonstrate a secure subject knowledge of Literacy, Communication and Language, mathematics, and understanding the world (EYFS) and the core curriculum areas of English, mathematics and Science (KS1), , including accurate use of subject-specific language as appropriate;</li> <li>2. Engage with theories of assessment and know how to evaluate pupils' prior knowledge, and how to formatively and summatively assess pupils' attainment, including statutory assessment, and use findings and data as a basis for planning and target setting to secure progress for all pupils.</li> <li>3. Demonstrate a clear understanding of appropriate teaching strategies for teaching the areas of learning/core subjects, and be able to design, plan for and teach sequences of lessons/sessions as appropriate to meet the diverse needs of all learners in the relevant age phases and subjects;</li> <li>4. Evaluate and justify approaches to curriculum design across the relevant age phases of training;</li> <li>5. Demonstrate a critical understanding of developments in the EYFS and in the</li> </ol> |

## STUDENT AND ACADEMIC SERVICES

|                               |  |
|-------------------------------|--|
|                               | <p>core curriculum areas (KS1), and promote the value of scholarship</p> <p>6. Using authoritative evidence from the literature, critically discuss and analyse principles underpinning children’s learning within the areas of learning (EYFS) and the core curriculum subjects (KS1) and how this impacts on pedagogical decisions;</p> <p>7. Work effectively as an independent, self-motivated and self-critical learner demonstrating the capacity to engage in self-critical reflection on their own learning leading to purposeful target setting and personal professional development;</p>  |
| Syllabus Outline              | <p>Literacy, Communication and Language, Maths, and understanding the world (EYFS)</p> <p>Core subject and pedagogical knowledge (KS1).</p> <p>Subject knowledge for teaching early reading and mathematics, including systematic synthetic phonics.</p> <p>EYFS and National Curriculum specifications and assessment requirements.</p> <p>Assessment of prior knowledge, and formative and summative assessment strategies.</p> <p>Use of assessment to inform medium term planning, planning lessons and target setting for pupils.</p> <p>Current national educational policy, curriculum and priority agendas.</p>  |
| Contact Hours                 | <p>Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.</p>  |
| Teaching and Learning Methods | <p><b>Scheduled learning</b> includes lectures, seminars, tutorials, workshops, external visits, work based learning..</p> <p><b>Independent learning</b> includes hours engaged with essential reading, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions will vary.</p>   |
| Reading Strategy              | <p>All trainees 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. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>All <b>essential reading</b> will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online.</p> <p>If <b>further reading</b> is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p> <p>Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.</p> |
| Indicative Reading List       | <p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification.</i></p>  |

## STUDENT AND ACADEMIC SERVICES

|  |   |
|--|---|
|  | <p><i>However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Bald, J. (2007) <i>Using Phonics to Teach Reading and Spelling</i>. London: Sage</p> <p>Barmby, P., Bilsborough, L., Harries, T. &amp; Higgins, S. (2009) <i>Primary Mathematics: Teaching for Understanding</i>. Maidenhead: OUP</p> <p>Browne, A. (2009) <i>Developing Language and Literacy 3 – 8</i>. London: Sage</p> <p>Brunton, P. &amp; Thornton, L. (2011). <i>Science in the early years: building firm foundations from birth to 5</i>. London: Sage</p> <p>Cotton, T. (2010) <i>Understanding and Teaching Primary Mathematics</i>. Longman</p> <p>Cremin, T. (2009) <i>Teaching English Creatively</i>. Oxon: Routledge Hall</p> <p>Goodwin, P. (2011) <i>The Literate Classroom</i>. 3<sup>rd</sup> Ed. Oxon: Routledge</p> <p>Goswami, U., Dunne, M. &amp; Peacock, A. (2012). <i>Primary Science: A guide to teaching practice</i>. London: Sage</p> <p>Harlen, W and Qualter, A (2014) <i>The Teaching of Science in the Primary School</i>. London: Routledge. pp. 78-88 (e-book)</p> <p>Harrison, C., Soler, J. (2010) <i>Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy</i>. Oxon: Routledge</p> <p>Pound, L. &amp; Lee, T. (2011) <i>Teaching Mathematics Creatively</i>. Abingdon: Routledge</p> <p>Johnstone J (2014) <i>Emergent Science</i> Taylor and Francis p.3-29</p> <p>Robson, S. 2nd Edition (2012) <i>Developing Thinking and Understanding in Young Children: An introduction for students</i>, Abingdon: Routledge</p> <p>Ryan, J. &amp; Williams, J. (2007) <i>Children’s Mathematics 4-15: Learning From Errors and Misconceptions</i>. Maidenhead: McGraw-Hill</p> <p>Siraj-Blatchford, I. Taggart, B. Sammons, P. Melhuish, E. and Sylva, K. (2012) <i>Effective Teachers in Primary Schools: key research on pedagogy and children’s learning</i>, Stoke-on Trent: Trentham</p> <p>Thompson, I. (Ed.) 2<sup>nd</sup> Edition (2010) <i>Issues in Teaching Numeracy in Primary Schools</i> Maidenhead: OUP</p> |
|--|---|

| Part 3: Assessment  |   |
|---------------------|---|
| Assessment Strategy | The assessment is an essay in which students will demonstrate critical evaluation of an aspect of assessing pupils’ understanding, supported by readings and engagement with relevant literature. |

| Identify final assessment component and element                | Component A     |    |
|--|-----------------|----|
| % weighting between components A and B (Standard modules only) | A:<br>Pass/Fail | B: |
| First Sit  |                 |    |

## STUDENT AND ACADEMIC SERVICES

| <b>Component A (controlled conditions)</b><br><b>Description of each element</b> | <b>Element weighting</b> |
|--|--------------------------|
| 1. 5,000 word essay (to include 1,500 word appendices).                          | Pass/Fail                |
| <b>Component B</b><br><b>Description of each element</b>                         | <b>Element weighting</b> |
| 2.   |                          |

| <b>Resit (further attendance at taught classes is not required)</b>  |                          |
|--|--------------------------|
| <b>Component A (controlled conditions)</b><br><b>Description of each element</b>   | <b>Element weighting</b> |
| 1. 5,000 word essay (to include 1,500 word appendices).  | Pass/Fail                |
| <b>Component B</b><br><b>Description of each element</b>   | <b>Element weighting</b> |
| 2.   |                          |
| If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences. |                          |

### FOR OFFICE USE ONLY

|                            |            |         |                           |
|----------------------------|------------|---------|---------------------------|
| First CAP Approval Date    | 02/06/2016 |         |                           |
| Revision CAP Approval Date | 31/05/2017 | Version | 2                         |
|                            |            |         | <a href="#">RIA 12371</a> |