



MODULE SPECIFICATION

Part 1: Information			
Module Title	Core Subject Knowledge for the EYTS		
Module Code	UTTJL-15-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	15	ECTS Credit Rating	7.5
Faculty	Faculty of Arts Creative Industries & Education	Field	Primary, Early Childhood and Education Studies
Department	Education and Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Educational Aims: See Learning Outcomes</p> <p>Outline Syllabus: This module will support you in recognising key subject knowledge and pedagogical concepts behind the core curriculum subjects.</p> <p>An understanding of current political and education imperatives will be studied.</p> <p>Teaching and Learning Methods: Scheduled teaching and learning -This will include whole cohort lectures, seminars, skills workshops and online engagement and activities.</p> <p>Independent learning – There is an expectation that students engage in at least 2 hours of independent study for every hour of taught provision. This will include reading, directed tasks, working on personal skills and knowledge, preparation for and completion of assignments.</p>

STUDENT AND ACADEMIC SERVICES

Part 3: Assessment

Assessment and feedback are an integral part of learning and teaching and we prepare and encourage students to formatively self and peer assess as well as providing staff-led assessment opportunities.

There will be formative feedback provided throughout the module, which will include self and peer assessment.

The presentation and portfolio of tasks will be designed to provide a balance of demonstration of students' skills and their understandings. The portfolio of tasks will address each of the learning intentions identified to them.

Individual Presentation

Teach a 6 minute section of a lesson in either Numeracy or Phonics. An additional 2 minutes per student for tutor questions. This will give students the opportunity to demonstrate their subject knowledge and link it to their pedagogical skills within the prescribed age range and linked to the Teaching standards.

Essay

This will give students the opportunity to demonstrate their subject knowledge in a core subject area, and evidence their skills in planning. This will include a practical understanding of the curriculum as it applies to the unique child, and an understanding of differentiation. It will also demonstrate the student's ability to reflect and build on observations and assessment to develop children's outcomes. Students will be able to use this to gather bundles of evidence against the Teaching Standards. Word count: 1500 will provide an equivalency of 500 words per lesson plan/ evaluation.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component B	✓	75 %	Three Lesson plans for a Numeracy or Phonics lessons that demonstrates continuity with reference to the EYFS or National Curriculum and the Teachers Standards (Early Years), (this should cover the other subject area that was covered in the presentation.) (1500 words approximately.) Assessment criteria AL3, CL3, GL3
Presentation - Component A		25 %	Individual Presentation A 6 minute section of a lesson in either Numeracy or Phonics. An additional 2 minutes per student for tutor questions. Assessment criteria: AL3, CL3, GL3
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Presentation - Component A		25 %	Individual Presentation A 6 minute section of a lesson in either Numeracy or Phonics. An additional 2 minutes per student for tutor

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Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Convey information and ideas through presenting and in discussions</td> <td>MO1</td> </tr> <tr> <td>Have a good subject knowledge of the National Curriculum KS 1 and the EYFS</td> <td>MO2</td> </tr> <tr> <td>Have a strong understanding of the English (with particular reference to Systematic Synthetic Phonics) and Numeracy curriculum</td> <td>MO3</td> </tr> <tr> <td>Recognise and engage with appropriate planning for children across the range of age ranges</td> <td>MO4</td> </tr> <tr> <td>Recognise the context of child development alongside curricular expectations</td> <td>MO5</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Convey information and ideas through presenting and in discussions	MO1	Have a good subject knowledge of the National Curriculum KS 1 and the EYFS	MO2	Have a strong understanding of the English (with particular reference to Systematic Synthetic Phonics) and Numeracy curriculum	MO3	Recognise and engage with appropriate planning for children across the range of age ranges	MO4	Recognise the context of child development alongside curricular expectations	MO5				
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Reading List	<p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/uttgjl-15-3.html</p>																

Part 5: Contributes Towards	
<p>This module contributes towards the following programmes of study:</p> <p>Early Childhood [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19</p> <p>Early Childhood [Sep][FT][Villa][3yrs] BA (Hons) 2018-19</p> <p>Early Childhood {Foundation}[Sep][FT][Frenchay][4yrs] BA (Hons) 2018-19</p>	