

**MODULE SPECIFICATION**

| Part 1: Information | | | |
|---------------------------|--|--------------------|---|
| Module Title | Core Subject knowledge for the EYTS. | | |
| Module Code | UTTJL-15-3 | Level | 3 |
| For implementation from | Sept 2017 | | |
| UWE Credit Rating | 15 | ECTS Credit Rating | 7.5 |
| Faculty | Faculty of Arts, Creative Industries and Education | Field | Primary Early Childhood Education Studies |
| Department | Education and Childhood | | |
| Contributes towards | BA (Hons) Early Childhood | | |
| Module type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co- requisites | None | | |
| Module Entry requirements | None | | |

| Part 2: Description |
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| <p>This module will support you in recognising key subject knowledge and pedagogical concepts behind the core curriculum subjects. 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> |
| Part 3: Assessment |
| <p>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.</p> <p>There will be formative feedback provided throughout the module, which will include self and peer assessment.</p> <p>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.</p> |

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| <p>Presentation</p> <p>Individual Presentation</p> <p>Teach a 6 minute section of a lesson in either Numeracy or Phonics. An additional 2 minutes per student for tutor questions.</p> <p>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</p> <p>Essay</p> <p>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.</p> <p>Students will be able to use this to gather bundles of evidence against the Teaching Standards.</p> <p>Word count: 1500 will provide an equivalency of 500 words per lesson plan/ evaluation.</p> | | |
| Identify final timetabled piece of assessment (component and element) | <i>EG. Component A2</i> | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 25% | 75% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting <i>(as % of component)</i> | |
| 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 | 100% | |
| Component B Description of each element | Element weighting <i>(as % of component)</i> | |
| 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.) (3750 words approx.) Assessment criteria AL3, CL3, GL3 | 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> | |
| . | 100% | |

| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|-----------------------|-----------------|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| Component B Description of each element | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Element weighting (as % of component) 100% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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.) (3750 words approx.) Assessment criteria: AL3, CL3, GL3 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Learning Outcomes | On successful completion of this module students will be able to: <ol style="list-style-type: none"> 1. Convey information and ideas through presenting and in discussions (A). 2. Have a good subject knowledge of the National Curriculum KS 1 and the EYFS (A/B) 3. Have a strong understanding of the English (with particular reference to Systematic Synthetic Phonics) and Numeracy curriculum. (A/B) 4. Recognise and engage with appropriate planning for children across the range of age ranges (A/B) 5. Recognise the context of child development alongside curricular expectations(A/B) | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Information Sets Information (KIS) | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: left;"><u>Key Information Set - Module data</u></th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="text-align: center; border: 2px solid black;">15</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">Scheduled learning and teaching study hours</td> <td style="text-align: center;">Independent study hours</td> <td style="text-align: center;">Placement study hours</td> <td style="text-align: center;">Allocated Hours</td> </tr> <tr> <td style="text-align: center;">150</td> <td style="text-align: center;">36</td> <td style="text-align: center;">114</td> <td style="text-align: center;">0</td> <td style="text-align: center;">150</td> </tr> </tbody> </table> | <u>Key Information Set - Module data</u> | | | | | <i>Number of credits for this module</i> | | | | | | | | | 15 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 150 | 36 | 114 | 0 | 150 |
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| Contact Hours | The table below indicates as a percentage the total assessment of the module which constitutes a; | | | | | | | | | | | | | | | | | | | | | | | | | |

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|--------------------------------------|--|---------------------------------|------|--|--|------------------------------------|--|--|----|----------------------------------|--|--|-----|--------------------------------------|--|--|-----|--|--|--|------|
| Total Assessment | <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <table border="1" data-bbox="660 309 1321 539"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td></td> <td>0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td></td> <td>75%</td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td></td> <td>25%</td> </tr> <tr> <td colspan="2"></td> <td></td> <td>100%</td> </tr> </table> | Total assessment of the module: | | | | Written exam assessment percentage | | | 0% | Coursework assessment percentage | | | 75% | Practical exam assessment percentage | | | 25% | | | | 100% |
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| Practical exam assessment percentage | | | 25% | | | | | | | | | | | | | | | | | | |
| | | | 100% | | | | | | | | | | | | | | | | | | |
| Reading List | <p>Essential and recommended additional reading will be provided for each run of the module. Wherever possible, online texts will be used.</p> <p>Bald, J. (2007) Using Phonics to Teach Reading and Spelling. London: Sage</p> <p>Barmby, P., Bilsborough, L., Harries, T. & Higgins, S. (2009) Primary Mathematics: Teaching for Understanding. Maidenhead: OUP</p> <p>Brunton, P. & Thornton. (2001) Science in the Early Years: building firm foundations from birth to 5. London: Sage</p> <p>Cotton, T. (2010) Understanding and Teaching Primary Mathematics. London: Longman</p> <p>Cremin, T. (2009) Teaching English Creatively. Oxon: Routledge</p> <p>Dunne, M. & Peacock, A. (2012). Primary Science: A guide to teaching practice. London: Sage</p> <p>Hall, K., Goswami, U., Harrison, C., Soler, J. (2010) Interdisciplinary Perspectives On Learning To Read: Culture, cognition and pedagogy. Oxon: Routledge</p> <p>Harlen, W. (2006) Teaching, learning and assessing science 5-12. London: Sage</p> <p>Haylock, D. (2010) Mathematics Explained for Primary Teachers (4th ed) London: Sage</p> <p>Joliffe, W. & Waugh, D. (2012) Systematic Synthetic Phonics. London: Learning Matters</p> <p>Pound, L. & Lee, T. (2011) Teaching Mathematics Creatively. Abingdon: Routledge</p> <p>Ryan, J. & Williams, J. (2007) Children's Mathematics 4-15: Learning from Errors and Misconceptions. Maidenhead: McGraw-Hill</p> <p>Thompson, I. (ed) (2010) Issues in Teaching Numeracy in Primary School. (2nd ed) Maidenhead: OUP</p> | | | | | | | | | | | | | | | | | | | | |

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|---|-----------------------------------|---------|---|--------------------|
| First CAP Approval Date | <i>Date of first CAP approval</i> | | | |
| Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i> | | Version | 1 | <i>Link to RIA</i> |