



## MODULE SPECIFICATION

Part 1: Information			
Module Title	Core Curriculum (Early Years)		
Module Code	UTLGWS-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	
Department	ACE Dept of Education and Childhood		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p><b>Overview:</b> This module focuses on developing trainees evidence-based knowledge, understanding and skills in teaching and learning in English and mathematics in Early Years and Primary Education.</p> <p><b>Educational Aims:</b> Develop trainees' critical, evidence-based understanding of the application of a range of theories and effective practices in learning and teaching to Early Years and Primary English and maths. Support trainees to understand and apply key concepts, curriculum and pedagogical approaches in teaching Early Years and Primary English and maths, and to be able to plan for learners' needs and successes. Develop trainees' knowledge and understanding of the policies relating to Early Years and Primary English and Maths curricula and teaching in England.</p> <p><b>Outline Syllabus:</b> English Early Years and National Curriculum for maths and English Key subject knowledge for teaching maths and English Identifying and addressing trainees' own barriers to learning in English and maths. How to teach maths and English in Early Years and primary settings</p>

## STUDENT AND ACADEMIC SERVICES

Identifying and addressing misconceptions in children's learning in maths and English  
 Extending learning in maths and English to challenge more able pupils.

**Teaching and Learning Methods:** You will engage with this module through a range of tutor-directed teaching and learning approaches, peer engagement and significant independent study. We prioritise learner agency and the development of learning skills and dispositions including research-informed questioning and debate. There is an expectation that trainees will link their academic studies to their professional development and practice throughout.

### Part 3: Assessment

This assessment is focused on children's learning and progress in English and maths. Trainees will draw on their experience, examples from their teaching practice and literature to inform this assessment. Plagiarism is addressed by the need for trainees to use evidence and experience from their own practice in the assessment.

First Sit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Essay
Resit Components	Final Assessment	Element weighting	Description
Written Assignment - Component A	✓	100 %	Essay

### Part 4: Teaching and Learning Methods

Learning Outcomes	On successful completion of this module students will achieve the following learning outcomes:	
	<b>Module Learning Outcomes</b>	<b>Reference</b>
	Demonstrate a critical, evidence-based understanding of the application of a range of theories and effective practices in learning and teaching to Early Years and Primary English and maths.	MO1
	Understand and apply key concepts, curriculum and pedagogical approaches in teaching Early Years and Primary English and maths and be able to plan for learners' needs and successes.	MO2
	Demonstrate knowledge and understanding of the policies relating to Early Years and Primary English and Maths curricula and teaching in England.	MO3
Contact Hours	<b>Independent Study Hours:</b>	
	Independent study/self-guided study	114
	<b>Total Independent Study Hours:</b>	114
	<b>Scheduled Learning and Teaching Hours:</b>	

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	Face-to-face learning	36
	<b>Total Scheduled Learning and Teaching Hours:</b>	36
	<b>Hours to be allocated</b>	150
	<b>Allocated Hours</b>	150
Reading List	<i>The reading list for this module can be accessed via the following link:</i>	

### Part 5: Contributes Towards

This module contributes towards the following programmes of study: