

**MODULE SPECIFICATION PROFORMA**

Module Title: Curriculum (3-8 years)	Level: 5	Credit Value: 20
--------------------------------------	----------	------------------

Module Code: EDC519	Cost Centre: GAEC	JACS3 Code: X300
---------------------	-------------------	------------------

Trimester(s) in which to be offered: 1/2	With effect from: September, 2015
--	-----------------------------------

<b>Office use only:</b> To be completed by AQSU:	Date approved: September 2015
	Date revised: -
	Version no: 1

Existing/New: New	Title of module being replaced (if any): EDC517 Primary Curriculum (Key Stage 2)
-------------------	---

Originating School: Social and Life Sciences	Module Leader: Ruth Davies
--	----------------------------

Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate):  Core – BA (Hons) Education and Childhood Studies Core – BA (Hons) Education (ALN/SEN) Core – BA (Hons) Education (CS+P)
Scheduled learning & teaching hours 40	
Independent study hours 135	
Placement hours 25	

Programme(s) in which to be offered:  BA (Hons) Education and Childhood Studies BA (Hons) Education (ALN/SEN) BA (Hons) Education (CS+P)	Pre-requisites per programme (between levels):  None
--	--

**Module Aims:** To develop understanding of the planning, delivery and assessment of the curriculum for children aged three to eight years of age in Wales and England.

### **Intended Learning Outcomes**

*At the end of this module, using academic writing conventions, including Harvard referencing, students will be able to:*

1. Critically discuss key pedagogical concepts, policy documents and theory that underpin the curricula in Wales and England for children 3-8 years.
2. Demonstrate knowledge of areas of learning relating to the curriculum in Wales and England for children 3-8 years.
3. Develop capability in planning, delivery and resourcing the curricula in Wales and England for children 3-8 years.
4. Reflect critically upon own views and experiences of the curricula for children 3-8 years.

### **Assessment:**

Resource and report: produce, use and evaluate a resource/activity designed to promote the delivery of curricula for children 3-8 years, using the indoor or outdoor environment. The written element will include a rationale (justification for the pedagogical approach taken, links between theory and practice); a lesson plan (links made to curricula) and; an evaluation of the resource and reflection on personal and professional development.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Word count (or equivalent if appropriate)
1	All	Practical	100%	c4,000

### **Learning and Teaching Strategies:**

Sessions will comprise of the presentation of information, case studies, group work, practical activities, external speakers, review of DVD material and peer discussion. Students will be expected to make full use of the University's library and VLE to enhance their study.

### **Syllabus Outline:**

- Pedagogical philosophy and approaches to learning and teaching within the curricula for children aged 3-8 years including thematic approaches, learning through experience, investigation and enquiry
- Significance of international research/approaches eg Reggio Emilia; Te Whariki
- Evaluate legislation, policy, research and guidance documents to establish links between theory and practice in relation to the curricula in Wales and England for children 3-8 years.
- Statutory requirements for the planning, delivery and assessment of the curricula in Wales and England for children 3-8 years.  
Consider the development of bilingualism and the Cwricwlwm Cymreig
- The importance of a broad, balanced and inclusive curriculum
- Consider the value of outdoor learning, assessment and forest schools
- Transition through curricula stages

## **Bibliography**

### Essential reading:

Cockburn, A. and Handscomb, G. (2012), *Teaching Children 3-11: A Student's Guide*. Third Edition. London: Sage

Department for Education [DfE] (2014), *Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five*. London: Department for Education.

Department for Education [DfE] (2014), *The National Curriculum in England: Framework for Key Stages 1 to 4*. Crown Copyright.

Department for Education and Skills [DfES] (2014), *Curriculum for Wales: Revised Areas of Learning (Language, Literacy and Communication Skills and Mathematical Development) and Programmes of Study (English, Welsh (First Language) and Mathematics) – Foundation Phase to Key Stage 4. Phase 1: Literacy and Numeracy*. Consultation – Summary of Responses. Cardiff: Welsh Government.

Learning Wales (2015), *National Curriculum Subjects: Programmes of Study set out the Welsh Government's Requirements for Subjects in the National Curriculum for Wales*. Cardiff: Welsh Government.

Maynard, T. and Powell, S. (ed.) (2014), *An Introduction to Early Childhood Studies*. Third Edition. London: Sage Publications Limited.

Palaiologou, I. (ed.) (2013), *The Early Years Foundation Stage: Theory and Practice*. Second Edition. London: Sage Publications Ltd.

Wood, E. (2013), *Play, Learning and the Early Childhood Curriculum*. Third Edition. London: Sage.

### Other indicative reading:

Broadhead, P., Howard, J. and Wood, E. (eds) (2010), *Play and Learning in the Early Years: From Research to Practice*. London: Sage Publications Limited.

Cremin, T. and Arthur, J. (eds) (2014), *Learning to Teach in the Primary School*. Third Edition. Abingdon: Routledge.

Department for Children, Education, Lifelong Learning and Skills [DCELLS] (2009), *Foundation Phase Outdoor Learning Handbook*. Cardiff: Welsh Assembly Government.

Department for Education and Skills [DfES] (2012), *Foundation Phase in Action*. Cardiff: Welsh Government.

Department for Education and Skills [DfES] (2013), *National Literacy and Numeracy Framework: To Support Schools in Introducing the National Literacy and Numeracy Framework*. Information Document. Cardiff: Welsh Government.

Department for Education and Skills [DfES] (2014), *National Reading and Numeracy Tests – Test Administration Handbook 2015*. Guidance Document. Cardiff: Welsh Government.

Donaldson, G. (2015), *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.

Reed, M. and Canning, N. (eds) (2010), *Reflective Practice in the Early Years*. London: Sage Publications Ltd.

Knight, S. (ed.) (2013), *International Perspectives on Forest School: Natural Spaces to Play and Learn*. London: Sage Publications Limited.

Nutbrown, C. (2011), *Key Concepts in Early Childhood Education and Care*. Second Edition. London: Sage Publications.

Pugh, G. and Duffy, B. (eds) (2014), *Contemporary Issues in the Early Years*. Sixth Edition. London: Sage Publications Limited.

Robinson, M. (2008), *Child Development 0 – 8: A Journey Through the Early Years*. Maidenhead: McGraw Hill/Open University Press.

Smidt, S. (2011), *Introducing Bruner: A Guide for Practitioners and Students in Early Years Education*. Abingdon: Routledge.

Journals:

Education 3-13

European Early Childhood Education Research Journal

Web-sites:

<http://www.education.gov.uk>

<http://www.estyn.gov.uk>

<http://www.ofsted.gov.uk>;

<http://wales.gov.uk>

<http://learning.gov.wales/resources/improvementareas/curriculum/programmes-of-study/?lang=en>