PRIFYSGOL

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UNIVERSITY

MODULE SPECIFICATION FORM

Module Title: Core Curriculum	Level: 5	Credit Value: 20

Module code: ECS511	Cost Centre: GAEC	JACS2 code: X310

Semester(s) in which to be offered: 3	With effect from: September 2013

Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1

Existing/New: New	Title of module being replaced (if any):

Originating Academic area:	Childhood and Family Studies	Module Leader:	Karen Southern

Module duration (total hours)	200	Status: core/option/elective (identify programme where appropriate):
Scheduled learning & teaching hours	30	Core
Work-based Learning	30	
Independent study	140	

Percentage taught by Subjects other than originating Subject (please name other Subjects):

Programme(s) in which to be offered: FdA Childhood studies: Early Years Education	Pre-requisites per programme (between levels): None

Module Aims:

This module aims to explore the concepts behind the construction of a curriculum and the support needed to develop language, numeracy, thinking and creative skills.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

1) Analyse the construction of a curriculum and justify the choice of subjects.

2) Explore the development of language, numeracy, thinking and creative skills in children.

3) Examine the practitioner's role in supporting the development of language, numeracy, thinking and creative skills.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:

- Effective Communication
- Time management
- Organisational skills
- Personal and professional reflection to enhance practice
- Independent learning
- Evaluation
- Critical thinking
- Analyse concepts, theories and issues of policy in relation to practice.

Assessment:

1) Framework and Proposal – Write a framework of understanding with which to underpin the delivery of the core curriculum. Develop a plan for the development of the core curriculum within practice.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Project	100%		4,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning
The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions

whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Work-based learning is an important and integral part of each module. Students are supported throughout to make links between the module content and their professional practice. This is facilitated informally through a variety of communication methods integrated within each session and formally through an assessed piece of work.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

1) How are curricula constructed and what informs their content?
2) How do children develop language skills and how best can this be supported within the curriculum?
3) How do children develop number skills and how best can this be supported within the curriculum?
4) How do children develop thinking and creative skills and how best can this be supported within the curriculum?

In exploring these questions this module will consider:

- An investigation of different curricula to ascertain their structure and content
- Early language development
- Early number development
- Early thinking and creative development
- The development of key early years skills within a curricula.

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

Johnston, J. and Nahmad-Williams, L. (2008), *Early Childhood Studies ebook.* London: Pearson Education.*

Fisher, J. (2013) *Starting from the Child: teaching and Learning in the Foundation Stage.* Maidenhead: Open University Press

Other indicative reading:

Athey, C. (2007), *Extending Thought in Young Children.* Second Edition. London: Sage*
Carruthers, E. And Worthington, M. (2011) Understanding Children's Mathematical Graphics: Beginnings in Play. Maidenhead: Open University Press

Miller, L., Cable, C. And Devereaux, J. (2013), *Developing Early Years Practice.* London: David Fulton Publishers.

Moyles, J. (ed) (2007), *Early Years Foundations: Meeting the challenge.* Milton Keynes: OU Press*

Thompson, I. (ed) (2008), *Teaching and Learning Early Number.* Second Edition. Milton Keynes: OU Press*

Wilson, A. (ed) (2010), *Creativity in Primary Education.* Second Edition. London: Learning Matters*

Whitehead, M. (2009), *Supporting Language and Literacy Development in the Early Years.*Maidenhead: Open University Press

Web sites:

Estyn
Department of Education
Ofsted
Welsh Government

Journals:

Early years: An International Journal of research and Development
Education 3-13
European Early Childhood Education Research Journal
International Journal of Early Childhood