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<b>Module Code:</b>	EDN501
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<b>Module Title:</b>	Curriculum Matters 1
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<b>Level:</b>	5	<b>Credit Value:</b>	20
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<b>Cost Centre(s):</b>	GAEC	<b>JACS3 code:</b>	X300
		<b>HECoS code:</b>	100459

<b>Faculty</b>	SLS	<b>Module Leader:</b>	Judith Ellwood
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Scheduled learning and teaching hours	30 hrs
Placement tutor support	0hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0 hrs
<b>Total contact hours</b>	<b>30 hrs</b>
Placement / work based learning	
Guided independent study	170 hrs
<b>Module duration (total hours)</b>	<b>200 hrs</b>

<b>Programme(s) in which to be offered (not including exit awards)</b>	Core	Option
BA (Hons) Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>

<b>Pre-requisites</b>
N/A

<b>Office use only</b>	
Initial approval: 03/04/2020	Version no: 1
With effect from: 01/09/2020	
Date and details of revision:	Version no:

**Module Aims**

To enable students to develop:

- knowledge and understanding of curricula requirements for 3 to 7-year olds;
- knowledge and understanding of current best pedagogical practice for 3 to 7-year-olds;
- skills to plan, prepare, resource and critically evaluate learning and teaching activities for 3 to 7-year-olds.

**Module Learning Outcomes - at the end of this module, students will be able to**

1	Discuss key policy, theory and pedagogical concepts that underpin the curriculum for 3 to 7-year-olds.
2	Demonstrate knowledge of and capability in planning for the key aspects of curricula requirements for 3 to 7-year-olds.
3	Apply curricula requirements, theory and pedagogical concepts to plan, prepare and resource a learning and teaching activity for 3 to 7-year-old learners.
4	Critically reflect on their knowledge of curricula requirements, theory and pedagogical concepts which underpin learning and teaching for 3 to 7-year-olds and evaluate their capability in applying these to practice.

<b>Employability Skills The Wrexham Glyndŵr Graduate</b>	<b>I = included in module content A = included in module assessment N/A = not applicable</b>
<b>CORE ATTRIBUTES</b>	
Engaged	I and A
Creative	N/A
Enterprising	A
Ethical	A
<b>KEY ATTITUDES</b>	
Commitment	I and A
Curiosity	I and A
Resilient	I and A
Confidence	I and A
Adaptability	A
<b>PRACTICAL SKILLSETS</b>	
Digital fluency	N/A
Organisation	I and A
Leadership and team working	N/A
Critical thinking	A
Emotional intelligence	N/A
Communication	I and A

## Derogations

N/A

## Assessment:

Indicative Assessment Tasks:

A portfolio (equivalent of up to 4000 words) which includes:

- a short presentation of a cross-curricular plan for learning and teaching for 3 to 7-year-old learners (LO2) and a session plan for a learning and teaching activity derived from it, together with a resource(s) which enables and supports the learning (LO3);
- a rationale for the two planning elements above (LO1);
- a critical reflective evaluation (LO4).

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)
1	1, 2, 3, 4	Portfolio	100%

## Learning and Teaching Strategies:

A variety of learning and teaching strategies will be used including lectures, workshops, observations, seminars, paired and group discussion, directed study tasks, flipped learning and tutorials. Further, students will be expected to:

- engage fully in independent activity and collaborative group work;
- make full use of the University's library and VLE (Moodle) to enhance their study.

## Syllabus outline:

- Curriculum policy and statutory requirements for learners aged 3 to 7 years;
- The importance of a broad, balanced and inclusive curriculum for all learners;
- Current pedagogical philosophy and best practice;
- Theoretical influences on the curriculum and learning;
- Cross-curricular, thematic planning for learning;
- Factors which impact on learning;
- The role of the practitioner;
- Skills for planning, preparing, resourcing and assessing learning and teaching activities for learners aged 3 to 7 years;
- Reflective practice.

### Indicative Bibliography:

#### Essential reading

Cremin, T. and Burnett, C. (eds) (2018), *Learning to Teach in the Primary School*. 4<sup>th</sup> ed. Abingdon: Routledge.

Department for Education and Skills (2015), *Curriculum for Wales: Foundation Phase Framework*.

<https://gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf>

Department for Education, Lifelong Learning and Skills (2008), *Learning and Teaching Pedagogy*.

<https://s3-eu-west-1.amazonaws.com/hwb-live-storage/c6/1d/cf/b1/d2d4461eb7ecce4ea2be581d/learning-and-teaching-pedagogy.pdf>

Department for Education, Lifelong Learning and Skills (2008), *Observing Children*.

<https://s3-eu-west-1.amazonaws.com/hwb-live-storage/a8/9c/a8/ee/f299432c801d025d875da415/observing-children.pdf>

Gray, C. and MacBlain, S. (2015), *Learning Theories in Childhood*. London: Sage.

Thomas, A. and McInnes, K. (eds) (2018), *Teaching Early Years. Theory and Practice*. London: Sage.

Welsh Government (2020), *Curriculum for Wales*.

<https://hwb.gov.wales/curriculum-for-wales/>

#### Other indicative reading

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

Department for Education (2013), *Early Years Outcomes. A Non-statutory Guide for Practitioners and Inspectors to Help Inform Understanding of Child Development Through the Early Years*.

[https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early\\_Years\\_Outcomes.pdf](https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf)

Department for Education (2013), *The National Curriculum in England: Framework for Key Stages 1 and 2*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

Department for Education (2017), *Statutory Framework for the Early Years Foundation Stage: Setting the Standards for Learning, Development and Care for Children from Birth to Five*.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/596629/EYFS\\_STATUTORY\\_FRAMEWORK\\_2017.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

### Indicative Bibliography:

Department for Education and Skills (2015), *Reflective Practice*.

[https://dera.ioe.ac.uk/23376/2/150611-reflective-practice-booklet-en\\_Redacted.pdf](https://dera.ioe.ac.uk/23376/2/150611-reflective-practice-booklet-en_Redacted.pdf)

Dubieli, J. (2016), *Effective Assessment in the Early Years Foundation Stage*. 2<sup>nd</sup> ed. London: Sage.

Knight, S. (2013), *Forest School and Outdoor Learning in the Early Years*. Second Edition. London: Sage.

MacBlain, S. (2018), *Learning Theories for Early Years Practice*. London: Sage.

McEvoy, J. and McMahon, S. (eds) (2019), *Child Centred Planning in the Early Years Foundation Stage*. London: Learning Matters.

Palaiologou, I. (ed.) (2016), *The Early Years Foundation Stage: Theory and Practice*. 3<sup>rd</sup> ed. London: Sage.

Welsh Government (2018), *Statutory Assessment Arrangements for the Foundation Phase and End of Key Stages 2 and 3*.

[https://s3-eu-west-1.amazonaws.com/hwb-live-](https://s3-eu-west-1.amazonaws.com/hwb-live-storage/6e/e6/58/64/a0a241b6959c97748b94a250/statutory-assessment-arrangements.pdf)

[storage/6e/e6/58/64/a0a241b6959c97748b94a250/statutory-assessment-arrangements.pdf](https://s3-eu-west-1.amazonaws.com/hwb-live-storage/6e/e6/58/64/a0a241b6959c97748b94a250/statutory-assessment-arrangements.pdf)

Wood, E. (2013), *Play, Learning and the Early Childhood Curriculum*. 3<sup>rd</sup> ed. London: Sage.