

Module Title:	Planning and Delivering the Early Years Curriculum
Module Code:	BAEY11H/BAEY21H/BAEY51H
Level:	6
Credits:	30
Pre-requisites:	Successful completion of Play, the Curriculum and the Developing Child L5

Module Description:

This module aims to consolidate students' knowledge of the Early Years Foundation Stage and of the National Curriculum Key Stage 1. It will enable them to use their knowledge to plan, lead and evaluate activities and learning opportunities in order to contribute to children's development and learning. There are clear links between placements/work settings and taught sessions, and tutors will work with settings to enable students to carry out their planned activities. Study of the curriculum will reflect the holistic nature of early years practice, and students will be encouraged to demonstrate an awareness of the context within which they will carry out their activities

Indicative Content:

- How to contribute to the work of teams in settings to facilitate the delivery of Early Years Foundation Stage and the National Curriculum Key Stage 1.
 - The expected pattern of children's development from birth to the end of the National Curriculum Key Stage 1.
 - How to establish a purposeful, safe, stimulating and encouraging environment where children feel confident, secure and are able to develop and learn.
 - A thorough exploration of all aspects of the Early Years Foundation Stage and of the National Curriculum Key Stage 1.
 - How to plan balanced and flexible routines that meet children's needs and enable them to develop and learn.
 - Activities and learning opportunities that contribute to children's development and learning, and support children in progressing through the Early Years Foundation Stage and of the National Curriculum Key Stage 1.
 - How to identify children's achievements and needs and identify possible next steps for them, as well as to identify those who need additional interventions, and how these will be achieved.
 - Key legislation and policies relevant to the child within Early Years sector.
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Learning and Teaching Methods:

Specific Learning Resources:

Bibliography

Highly Recommended

Anderson, M. (2012) [*Exploring Play: for early childhood studies*](#), London: Learning Matters

Glen, A., Cousins, J., and Helps, A. (2006) [*Play and Learning in the Early Years: an inclusive approach*](#), London: David Fulton

Palaiologou, I. (ed.) (2013) [*The Early Years Foundation Stage: theory and practice*](#), 2nd edition, London: Sage

Medwell, J. (2007) [*Successful Teaching Placement: primary and early years*](#), 2nd edition, Exeter: Learning Matters

For those in school settings

Riley, J. (ed.) (2007) [*Learning in the Early Years 3-7*](#), 2nd edition, London: Sage

For those in non-school settings

Rodger, R. (2012) [*Planning an Appropriate Curriculum in the Early Years: a guide for early years practitioners and leaders, students and parents*](#), 3rd edition, Abingdon: Routledge

Recommended

Bennett, N. and Wood, L. (1997) [*Teaching Through Play: teachers' thinking and classroom practice*](#), Buckingham: Open University Press

Bilton, H. (2010) [*Outdoor Learning in the Early Years: management and innovation*](#), 3rd edition, London: David Fulton

Bruce, T. (2004) [*Developing Learning in Early Childhood*](#), London: Paul Chapman

Clipson-Boyles, S. (2001) [*Supporting Language and Literacy 0-5: a practical guide for the early years foundation stage*](#), London: David Fulton

Cohen, D. (2013) [*How the Child's Mind Develops*](#), 2nd edition, Hove: Routledge

Cooper, H. (2001) [*Exploring Time and Place through Play: foundation stage - key stage 1*](#), 2nd edition, London: David Fulton

Edwards, C., Gandini, L. and Forman, G. (eds) (2012) [*The Hundred Languages of Children: the Reggio Emilia experience in transformation*](#), 3rd edition, Santa Barbara: Praeger

Fisher, J. (2008) [*Starting From the Child: teaching and learning in the foundation stage*](#), 3rd edition, Maidenhead: Open University Press

Fox, G. and Halliwell, M. (2000) [*Supporting Literacy and Numeracy: a guide for teaching assistants*](#),

London: David Fulton

Hopkins, C., Pepperell, S., Gifford, S. and Tallant, P. (2009) [*Mathematics in the Primary School: a sense of progression*](#), 3rd edition, Abingdon: Routledge

Hurst, V. and Joseph, J. (1998) [*Supporting Early Learning: the way forward*](#), Buckingham: Open University Press

Module Specifications: School of Health & Social Sciences

- Moyles, J. (2010) [*The Excellence of Play*](#), 3rd edition, Maidenhead: Open University Press
- Nutbrown, C. (2011) [*Threads of Thinking: schemas and young children's learning*](#), London: Sage
- Pollard, A. (1996) [*The Social World of Children's Learning: case studies of pupils from four to seven*](#), London: Continuum
- Roberts, G. (1999) [*Learning to Teach Reading*](#), London: David Fulton
- Sayeed, Z. and Guerin, H. (2000) [*Early Years Play: a happy medium for assessment and intervention*](#), London: David Fulton
- Toye, N. and Prendiville, F. (2000) [*Drama and Traditional Story for the Early Years*](#), London: RoutledgeFalmer
- Wall, K. (2011) [*Special Needs and Early Years: a practitioner's guide*](#), 3rd edition, London: Sage
- Weare, K. (2004) [*Developing the Emotionally Literate School*](#), London: Paul Chapman
- Williams, S. and Lewis, T. (1999) [*Helping Young Children to Read in the Early Years*](#), London: Hodder and Stoughton
- Williams, S. and Goodman, S. (2000) [*Helping Young Children with Maths*](#), London: Hodder and Stoughton
- Yeo, D. (2003) [*Dyslexia, Dyspraxia and Mathematics*](#), London: Whurr
- Background Reading**
- Cunningham H. (2005) [*Children and Childhood in Western Society since 1500*](#), 2nd edition, Harlow: Pearson
- Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [*Essential Early Years*](#), London: Hodder Arnold
- Gillen, J. (2003) [*The Language of Children*](#), London: Routledge
- Haylock, D. and Cockburn, A. (2013) [*Understanding Mathematics for Young Children: a guide for teachers of children 3-8*](#), 4th edition, London: Sage
- Macleod-Brudenell, I. and Kay, J. (2008) [*Advanced Early Years: for foundation degrees and levels 4/5*](#), 2nd edition, Harlow: Heinemann
- Taylor, J., Bond, E. and Woods, M. (eds) (2013) [*Early Childhood Studies: a multidisciplinary and holistic introduction*](#), 3rd edition, London: Hodder Education
- Thompson, I. (2008) [*Teaching and Learning Early Number*](#), 2nd edition, Maidenhead: Open University Press
- Wood, E. (2013) [*Play, Learning and the Early Childhood Curriculum*](#), 3rd edition, London: Sage

Module Learning Outcomes

Subject Specific Learning Outcomes

On successful completion of this module you will be able to:

Module Specifications: School of Health & Social Sciences

LO 1	Analyse the developmental and learning needs of the children in their setting, linking these to earlier and later stages of development and learning. Critically evaluate how the Early Years Foundation Stage and the National Curriculum Key Stage 1 meet the developmental and learning needs of young children
LO 2	Examine the potential impact of current policy, proposed changes to Early Years curriculum and the Early Years settings
LO 3	Plan and lead sequences of learning opportunities and activities which make a positive contribution to children's development and learning; negotiate the implementation of these into the settings curriculum.
LO 4	Plan, conduct and critically evaluate an activity within the placement setting.

Assessment Title or element	Weighting (%)
<u>A written report of 6,000 words*</u> This report is to include the planning and evaluation of the observed activity. The student's practice will be observed by a tutor. The student should submit a plan of their activities during the observed session and their reflections on the session. Students will need to make a reference to the EYFS outcomes in their plan and reflections. Further guidance will be given to students about this part of the assessment task during the module and discussions concerned with preparing for the observation will be part of the individual tutorial session	100%

* All module assessment requires demonstration that the learning outcomes for this module have been achieved.

Information correct at point of publication.