

Module Title:	Play, the Curriculum and the Developing Child: Integrated practice
Module Code:	BAEY13I/BAEY33I
Level:	5
Credits:	30
Pre-requisites:	<ol style="list-style-type: none">1. Successful completion of the Level 4 practical assessment: Introduction to Early Years Care and Education: Integrated Practice2. Placement or employment in an Early Years setting

Module Description:

This module is designed to give students a deeper understanding of the importance of play in young children's learning, and how practitioners working with children 0-8 plan and organise play opportunities that will facilitate the delivery of early years curricula. They will have the opportunity to join in with that planning and delivery in their placements.

Indicative Content:

- Consideration of activities that promote and support learning in a non-biased and supportive manner.
- The role of play in early learning
- Provision of materials, equipment and resources and implications for funding
- The importance of different types and levels of adult intervention in play to support learning and development
- Discussion of the central importance of communication in the learning and development of young children
- Different ways in which communication can take place during play
- Different types of play
- Different kinds of play provision
- Investigation into different educational and philosophical approaches to early years curricula
- Study of government-led curricula, such as the Foundation Stage of the National Curriculum
- Alternative curricula such as Montessori and High Scope
- Critical examination of the similarities and differences between early years curricula and Key Stage One of the National Curriculum
- Issues of differentiation and inclusion in catering for the needs of all the children in any setting

Learning and Teaching Methods:

Interactive lectures will take the form of tutor-led taught elements and individual and group work on related activities. Students will be required to plan and implement activities in their placements, and to give peer support to enable themselves and their colleagues to reflect on these

Specific Learning Resources

Bibliography

Highly recommended:

Bruce, T. (2011) [*Learning through Play: introduction to childcare*](#), 2nd edition, London: Hodder Education

Development Matters in the Early Years Foundation Stage (EYFS): This non-statutory guidance material supports practitioners in the statutory requirements of the EYFS: Early Education – Available to download for free from www.early-education.org or www.foundationyears.org.uk or www.education.gov.uk/publications

Palaiologou, I. (2012) [*Child Observation for the Early Years*](#), 2nd edition, London: Learning Matters

Nutbrown, C. (2011) [*Threads of Thinking: schemas and young children's learning*](#), 4th edition, London: Sage

Stewart, N. (2011) [*How Children Learn: the characteristics of effective early learning*](#), London: British Association for Early Childhood Education

Wall, K. (2011) [*Special Needs and Early Years: a practitioner's guide*](#), 3rd edition, London: Sage

Recommended

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

Casey, T. (2010) [*Inclusive Play: practical strategies for children from birth to eight*](#), London: Sage

Moyle, J. (ed.) (2010) [*The Excellence of Play*](#), 3rd edition, Maidenhead: Open University Press

Garrick, R. (2009) [*Playing Outdoors in the Early Years*](#), 2nd edition, London: Continuum

Background reading

Anning, A., Cullen, J. and Fler, M. (eds) (2009) [*Early Childhood Education: society and culture*](#), 2nd edition, London: Sage

Athey, C. (2007) [*Extending Thought in Young Children: a parent-teacher partnership*](#), 2nd edition, London: Paul Chapman

Brock, A., Dodds, S., Jarvis, P. and Olusoga, Y. (2009) [*Perspectives on Play: learning for life*](#), Harlow: Pearson Education

Collins, J. and Foley, P. (eds) (2008) [*Promoting Children's Wellbeing: policy and practice*](#), Bristol: Policy Press

Dryden, L., Forbes, R., Mukherji, P. and Pound, L. (2005) [*Essential Early Years*](#), London: Hodder Arnold

Keenan, T. and Evans, S. (2009) [*An Introduction to Child Development*](#), 2nd edition, London: Sage

Module Specifications: School of Health & Social Sciences

Macleod-Brudenell, I. and Kay, J. (2008) [Advanced Early Years: for foundation degrees and levels 4/5](#), 2nd edition, Harlow: Heinemann

Smidt, S. (2013) [The Developing Child in the 21st Century: a global perspective on child development](#), 2nd edition, Abingdon: Routledge

[Smith, P.K., Cowie, H. and Blades, M. \(2011\) Understanding Children's Development, 5th edition, Chichester: John Wiley](#)

Taylor, J., Bond, E. and Woods, M. (eds) (2013) [Early Childhood Studies: a multidisciplinary and holistic introduction](#), 3rd edition, London: Hodder Education

Yeo, D. (2003) [Dyslexia, Dyspraxia and Mathematics](#), London: Whurr

Module Learning Outcomes

Subject Specific Learning Outcomes

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

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| LO 1 | Analyse the elements of a chosen early years setting that support and encourage learning, comparing it with alternative early years settings. |
| LO 2 | Evaluate the importance of effective communication with young children. |
| LO 3 | Debate the importance of differentiation and inclusion in planning the Early Years curriculum. |
| LO 4 | Plan a range of play-based activities that will support the curriculum in their chosen setting |
| LO 5 | Evaluate the delivery of two of these activities. |

Assessment Title or element

Weighting (%)

Portfolio: 4,000 words

60%

Practical assessment with reflective evaluation

To produce a curriculum plan for the children in your placement. This is to include an introduction, describing and evaluating the curriculum used in their setting. The curriculum plan will show at least 6 activities/experiences and will show how they will promote the learning and development of the children. One of these will be observed and planned in detail and will have been carried out by the student as a means of assessment. Each will include reflections on the activities and the children's reaction to them. A conclusion will include a report of the advice given by the placement supervisor and a reflection of the student's learning after implementation of the activities.

40%

Module Specifications: *School of Health & Social Sciences*

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 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 sessions.

Information correct at point of publication.