

Liverpool John Moores University

Title: EARLY YEARS CURRICULUM
Status: Definitive
Code: **4505FSSTK** (116237)
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health
Teaching School/Faculty: Stockport College

Team	Leader
Sharron Galley	Y

Academic Level: FHEQ4
Credit Value: 24.00
Total Delivered Hours: 30.00
Total Learning Hours: 240
Private Study: 210

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	24.000
Seminar	2.000
Tutorial	3.000
Workshop	1.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Activity File comprising three activity plans based on initial assessment of individual needs and linked to theory (3000 words) 60%	60.0	
Essay	AS2	Essay which evaluates key theories surrounding early years curriculum and consider the ways in which practitioners work with families in relation to this. (2000 words) 40%	40.0	

Aims

To equip students with the knowledge, skills and values for the role of Practitioner working with children in Early Years.

Learning Outcomes

After completing the module the student should be able to:

- 1 Describe and demonstrate how to meet the individual needs of children in ways which are consistent with appropriate curriculum guidance.
- 2 Discuss the key theories and requirements surrounding the curriculum
- 3 Explore the ways in which practitioners work with families, carers and other agencies to support and develop children's learning in relation to curriculum philosophy.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

activity file	1
essay	2 3

Outline Syllabus

Importance of play in the early years and the analysis of outdoor learning in relation to its promotion within Early Years Curriculum. Curriculum models, frameworks and theories and requirements. Early years pioneers, theories of teaching and learning eg, Vygotsky. Creation and management of a stimulating and motivating learning environment. The important place of creativity within curriculum frameworks. Identification of individual needs, activities to enhance self-confidence and self esteem. Activity planning and assessment. Role of the Key Person Importance of partnership models, sharing of information.

Learning Activities

Students will participate in lectures, small group activities and work based tasks. Critical discussions in relation to reflections on practice will be included. Class activities will include evaluation of current curriculum in relation to early pioneers. Students will be encouraged to reflect on recent curriculum developments e.g. EYFS. Discussions will also allow students the opportunity to link their workplace activity to theoretical models.

References

Course Material	Book
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Author	Beckley, P., Elvidge, K. and Hendry, H.
Publishing Year	2009
Title	Implementing the EARly Years Foundation Stage
Subtitle	A Handbook.
Edition	
Publisher	O.U.Press
ISBN	

Course Material	Book
Author	Calloway, G.
Publishing Year	2005
Title	The Early Years Curriculum
Subtitle	A View from Outdoors.
Edition	
Publisher	David Fulton
ISBN	

Course Material	Book
Author	DfES
Publishing Year	2007
Title	Early Years Foundation Stage.
Subtitle	
Edition	
Publisher	DfES
ISBN	

Course Material	Book
Author	Siraj-Blatchford, I.
Publishing Year	2002
Title	A Curriculum Development Handbook for Early Years.
Subtitle	
Edition	
Publisher	Trentham Books
ISBN	

Notes

Theories of curriculum development are examined in relation to current practice. This activity based module will result in the presentation of a resource file which will be effective in supporting future practice. The balance and interconnection between play, creativity and academic learning will be explored. There are close links between this module and the Learning and Development in the Early Years module.