

## Liverpool John Moores University

Title: WORKING WITH CHILDREN IN THE EARLY YEARS  
FOUNDATION STAGE  
Status: Definitive  
Code: **5520EYCUGP** (115755)  
Version Start Date: 01-08-2014

Owning School/Faculty: Nursing and Allied Health  
Teaching School/Faculty: Wirral Metropolitan College

Team	Leader
Maxine Smith	Y

**Academic Level:** FHEQ5  
**Credit Value:** 24.00  
**Total Delivered Hours:** 33.00  
**Total Learning Hours:** 240  
**Private Study:** 207

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	26.000
Tutorial	3.000
Workshop	4.000

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Resource file (3000 words)	50.0	
Report	AS2	Compile an evaluative report which shows critical analysis/evidence of own skill development in relation to Component 1 (3000 words)	50.0	

### Aims

*Students will develop the knowledge, understanding and skills necessary for the role of Senior Practitioner working with children in the Early Years Foundation Stage.*

## Learning Outcomes

After completing the module the student should be able to:

- 1 Plan, implement and initially evaluate children's learning progress within Early Years Foundation Stage.
- 2 Monitor, assess and record development of children within the Early Years Foundation Stage.
- 3 Evaluate provision for children and families within the Early Years Foundation Stage.
- 4 Distinguish between local and national programmes and strategies within the Early Years Foundation Stage and explain how these influence the curriculum.

## Learning Outcomes of Assessments

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

Resource file	3	4
Evaluative report	1	2

## Outline Syllabus

*Planning for the content and structure of Early Years Foundation Stage curriculum; theoretical approaches and influences on Early Years Foundation Stage curriculum; factors affecting learning; national programmes and strategies relating to the Early Years Foundation Stage; promoting play in the Early Years Foundation Stage; identifying needs for additional support; assessing learning within the Early Years Foundation Stage; regulatory and legislative framework; welfare requirements including health and safety and physical care routines; analysing adults' role; application of ICT/time management.*

## Learning Activities

Seminar/workshop, on-line delivery, work-based learning tasks, discussion via VLE, research, tutorials - individual.

## References

<b>Course Material</b>	Book
<b>Author</b>	Bruce, T.
<b>Publishing Year</b>	2004
<b>Title</b>	Developing Learning in Early Childhood.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London, Sage.

<b>ISBN</b>	
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<b>Course Material</b>	Book
<b>Author</b>	Fisher, J.
<b>Publishing Year</b>	2003
<b>Title</b>	The Foundations of Learning.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Open University Press.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Tassoni, P.
<b>Publishing Year</b>	2002
<b>Title</b>	Planning for the Foundation Stage.
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	London, Heinemann.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	MacLeod-Brudenell, I. and Kay, J. (eds)
<b>Publishing Year</b>	2008
<b>Title</b>	Advanced Early Years
<b>Subtitle</b>	
<b>Edition</b>	2nd
<b>Publisher</b>	Heinemann, London
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Moyle, J.
<b>Publishing Year</b>	2007
<b>Title</b>	Early Years Foundation
<b>Subtitle</b>	Meeting the Challenge
<b>Edition</b>	
<b>Publisher</b>	Open University Press, Maidenhead.
<b>ISBN</b>	

<b>Course Material</b>	Book
<b>Author</b>	Page-Smith, A. and Craft, A. (eds)
<b>Publishing Year</b>	2008
<b>Title</b>	
<b>Subtitle</b>	
<b>Edition</b>	
<b>Publisher</b>	Open University Press
<b>ISBN</b>	

## Notes

This module aims to equip the students with the knowledge for Senior Practitioners working with children in the Early Years Foundation Stage. The work-based learning of this module will involve students undertaking practical activity within their setting and analysing this in relation to current theory, provision and local/national strategies. The assessment aims to demonstrate that students' learning outcomes have been met via planning practical activity and evaluative summary.

The module will be delivered on line, with students accessing and responding to the material via the college's Virtual Learning Environment. There will be supplementary workshops but, for the majority of this module, students will be able to complete it at a time in the week that suits them, although computer access at college will be available during the allocated timeslot on the timetable.