Liverpool John Moores University

Title:	CORE SKILLS: LITERACY AND NUMERACY IN THE CLASSROOM
Status:	Definitive
Code:	**6106ECHILD** (117363)
Version Start Date:	01-08-2018

Owning School/Faculty:	Education
Teaching School/Faculty:	Education

Team	Leader
Elizabeth Taylor	Y

Academic Level:	FHEQ6	**Credit Value:**	24	**Total Delivered Hours:**	48
Total Learning Hours:	240	**Private Study:**	192		

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	44
Off Site	4

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Assignment 1	50	
Report	AS2	Assignment 2	50	

Aims

To develop a critical understanding of theories concerning the development of language and numeracy, and how schools respond to children's learning needs.

Learning Outcomes

After completing the module the student should be able to:

1 Reflect critically on a range of theories that seek to explain children and babies acquisition of language, counting, and number.
2 Provide a critical account of current approaches to teaching either mathematics or language and literacy in the primary classroom.
3 Critically evaluate the extent to which research informs current policy and practice in English or Mathematics in the primary classroom including the issue of language diversity.

Learning Outcomes of Assessments

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

Assignment 1   1

Assignment 2   2   3

Outline Syllabus

Processes and theories of child language acquisition and development
Early stages of counting – the psychology of learning mathematics language & mathematics, including children with EAL
National policy, literacy and numeracy strategies, and other Government initiatives
Models of learning
Teaching strategies
Research findings
Social and physical barriers to learning
Dyslexia and dyscalculia
Current educational issues relevant to young children

Learning Activities

Lectures
Discussions
Directed reading
Fieldwork

Notes

The module provides an insight into children's thinking about language and number, starting in the nursery and proceeding into the primary phase. In particular it looks at differences between children's own ideas and the formal methods they meet in school. The module also provides an understanding of current curriculum policy and practice in schools, using international as well as UK examples.