

MODULE HANDBOOK

ECAD4003

An Introduction to the Knowledge, Skills and Understanding of Language and Mathematics

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 4

FACULTY OF TEACHER EDUCATION

2018-2019

1. Point of contact

If you need to discuss anything relating to the module contact:

Nerys Defis (Module Lead) Nerys.Defis@uwtsd.ac.uk

2. Our expectations

We hope that you will enjoy the module and programme and are here to help.

You should:

- make good use of the University facilities and resources
- attend and participate in sessions
- act responsibly
- meet assignment deadlines
- engage and participate in all sessions.

Please read the University [Regulations for Students](#).

3. Aims and Learning Outcomes

AIM

- To provide trainees with the knowledge, skills and understanding required to teach Language and Mathematics within the Foundation Phase and Key Stage 2.

LEARNING OUTCOMES

By the end of this module trainees should be able to:

- demonstrate an understanding of the scope, character and purpose of Language and Mathematics within the National Curriculum;
- demonstrate sufficient knowledge and understanding of Language and Mathematics to teach appropriately within the primary school, using a range of effective learning and teaching strategies;
- demonstrate an understanding of the pedagogic skills for Language and Mathematics learning and teaching within Wales;
- organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

The layout of this module may be different to others you have encountered in that for this module there are TWO distinct STRANDS :

- **Language**
- **Mathematics**

Whilst these can be thought of as distinct subjects we will emphasise the importance of integrating numeracy and literacy across the curriculum.

As this is a course within Higher Education you will be expected to read around a topic and become an independent and self-directed learner. As well as separate sets of subject based lectures there may also be tasks that you will be expected to undertake PRIOR to each session. It is essential that you carry out the reading or the task(s) in order to get the most out of the more formal sessions. Your lecturer will be checking on your knowledge and understanding relating to the task during the session, so ensure you arrive prepared. It is your responsibility to READ this handbook and familiarise yourself with the expectations of the module.

4. Essential background reading/tasks – Language and Literacy

Pre- and post-session tasks will be given as appropriate during the module. However, as an ongoing aspect of development, you are encouraged to widen your knowledge of **children's literature**.

Please keep a list of children's books you have read, together with a short summary of how these might be used in the learning environment. You may like to consider whether the books are suitable for reading aloud to a class of children; being shared with a small group or are more suitable for paired or individual reading.

5. Module summary

Team Members:

Language	Mathematics
AC – Angella Cooze	ND – Nerys Defis
LD – Linda Davies	RW – Rachel Wallis
IL – Ishmael Lewis	NR – Nanna Ryder
HG – Helen Griffiths	

5a. Summary of session times

A summary of module times follows. Each student is responsible to read messages posted on the module Moodle page as, occasionally, unforeseen circumstances may affect the timetable.

A session overview will be distributed at the start of the module.

ECAD4003/C

Sesiynau Iaith & Mathemateg - BA1 - Lang. & Math Sessions

W. Wk.	Dyddiad / Date	Grŵp A	Group B & C
21	15/1/19 Dydd Mawrth / Tuesday	10-11am Ystafell HG001/5 ND Cyflwyniad i'r modwl ND 11-1pm Ystafell TL03 Iaith – Sesiwn 1 LD 2-4pm Ystafell TL02 Language – Session 1 HG	10-11am Room HG001/5 Module introduction ND 11-1pm: Room TL11 Language – Session 1 HG
21	17/1/19 Dydd Iau / Thursday	9 -11am Ystafell TL10 Iaith – Sesiwn 2 LD 11-1: Ystafell TL04 Mathemateg – Sesiwn 1 ND 3-5pm Ystafell TL06 Iaith – Sesiwn 3 LD	Group B: 9-11am Room TL04 Mathematics – Session 1 ND Group C - 9-11am Room TL07 Mathematics – Session 1 RW 1-3pm: Room TL14 Language – Session 2 AC 3-5pm: Room TL14 Mathematics – Session 2 RW / ND
22	22/1/19 Dydd Mawrth / Tuesday	9 -11am Ystafell TL05 Language – Session 2 HG 11-1: Ystafell TL04 Mathemateg – Sesiwn 2 ND	11-1pm: Room TL11 Language – Session 3 IL/HG
22	24/1/19 Dydd Iau / Thursday	9 -11am Ystafell TL10 Iaith – Sesiwn 4 LD 11-1: Ystafell TL04 Mathemateg – Sesiwn 3 ND 3-5pm Ystafell CJ01 Mathemateg – Sesiwn 4 ND	Group B: 9-11am Room TL04 Mathematics – Session 3 ND Group C - 9-11am Room TL07 Mathematics – Session 3 HG 11-1pm: Room CJ04 Language – Session 4 AC 3-5pm: Room TL11 Language – Session 5 AC
23	29/1/19 Dydd Mawrth / Tuesday	9 -11am Ystafell TL10 Iaith – Sesiwn 5 LD 11-1: Ystafell TL04 Mathemateg – Sesiwn 5 ND	9-11am Room TL11 Mathematics – Session 4 ND / RW 11-1pm: Room TL11 Language – Session 6 IL/HG
23	31/1/19 Dydd Iau / Thursday	9 -11am Ystafell CJ5 Language – Session 3 HG 11-1: Ystafell TL04 Mathemateg – Sesiwn 6 ND 3-5: Ystafell TL06 Iaith – Sesiwn 6 LD	Group B: 9-11am Room TL04 Mathematics – Session 5 RW Group C - 9-11am Room TL06 Mathematics – Session 5 ND 11-1pm: Room RH01 Language – Session 7 AC 3-5pm: Room TL11

			Mathematics – Session 6 RW/ND
24	5/2/19 Dydd Mawrth / <i>Tuesday</i>	9 -11am Ystafell TL10 Iaith – Sesiwn 7 LD 11-1: Ystafell TL04 Mathemateg – Sesiwn 7 ND	
25	12/2/19 Dydd Mawrth / <i>Tuesday</i>	9 -11am Ystafell TL10 Iaith – Sesiwn 8 LD	Group B: 9-11am Room CJ03 Mathematics – Session 7 RW Group C - 9-11am Room CJ02 Mathematics – Session 7 ND 3-5pm: Room TL11 Mathematics – Session 8 RW/ND
25	14/2/19 Dydd Iau / <i>Thursday</i>	9 -11am Ystafell TL06 Iaith – Sesiwn 9 LD 11-1: Ystafell TL04 Mathemateg – Sesiwn 8 ND 3-5: Ystafell CJ01 Mathemateg – Sesiwn 9 NR	9-11am Room RH01 Mathematics – Session 9 RW/ND 11-1pm: Room RH01 Language – Session 8 AC 3-5pm: Room TL11 Language – Session 9 AC

Language Strand

There are 9 Language sessions within the module. Welsh medium students will also receive 3 sessions on the teaching of English within a Welsh medium school.

As part of these sessions you will be introduced to the teaching and learning of language in the primary school. This includes the three strands of:

- Oracy
- Reading
- Writing

In order to be an excellent teacher of language, you need to inspire and engage children by fostering a love of learning. You must also understand the ways in which children acquire the skills of Literacy.

It is important that you are confident in your own subject knowledge relating to oracy, reading and writing and you should be aware that your use of language needs to serve as a role model for the children and the wider profession.

If you have any particular difficulty relating to written and/or spoken language, please contact Student Services or speak to your personal tutor for more information. The University can offer specific support.

Mathematics Strand

There are 9 Mathematics sessions within this module. In this strand, you will be introduced to the teaching and learning of mathematics in the primary school. This includes the strands of:

- Developing numerical reasoning
- Using number skills
- Using measuring skills
- Using geometry skills
- Using data skills
- Using algebra skills (KS2)

6. Assessment: Assignment

Module Code	Module Title	Mode of Assessment
ECAD4003	An Introduction to the Knowledge, Skills and Understanding of Language and Mathematics	Coursework: 100% Written Assignment 3,000 words Explain why teacher subject knowledge is important in relation to teaching Language and Mathematics in primary schools in Wales. SUBMIT: 30/04/2019

Please see further information on the Assessment Specification form (Moodle)

Reading Lists

Essential

Gamble, N. (2013) *Exploring Children's Literature*. London: SAGE.

Haylock, D. and Cockburn, A. (2013) *Understanding Mathematics for Young Children: A Quick Guide for Teachers of Children 3 – 8*. 4th edn. London: SAGE

Woolley, G. (2014) *Developing Literacy in the Primary Classroom*. London: SAGE.

Essential Documents

Students to download copies of relevant current guidance and the National Curriculum from Welsh Government website along with Professor Donaldson's report 'Successful Futures' which outlines a new curriculum for Wales.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Crown copyright. Available at:
<http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf> [Accessed 22 November, 2018]

Department for Education and Skills (2015) *Foundation Phase Framework (Revised 2015)*. Cardiff: Welsh Government. Available at:
<http://learning.gov.wales/resources/browse-all/foundation-phase-framework/?lang=en> [Accessed 22 November, 2018]

Department for Education and Skills (2015) *Curriculum for Wales Programme of Study for English Key Stages 2–4*. Cardiff: Welsh Government. Available at:-
<http://learning.gov.wales/resources/browse-all/revised-areas-of-learning-and-programmes-of-study-introductory-video/?lang=en> [Accessed 22 November, 2018]

Department for Education and Skills (2015) *Curriculum for Wales Programme of Study for Mathematics Key Stages 2 – 4*. Cardiff: Welsh Government. Available at:-
<http://learning.gov.wales/docs/learningwales/publications/150717-nc-maths-en-v2.pdf> [Accessed 22 November, 2018]

Recommended

Baker, C. (2003) *A Parents' and Teachers' Guide to Bilingualism*. 2nd arg. Clevedon: Multilingual Matters Ltd.

Baker, C. & Wright, W. (2017) *Foundations of Bilingual Education and Bilingualism* 6th Edition. Bryste: Multilingual Matters.

Blandford, S. & Knowles, C. (2016) *Developing Professional Practice 0 – 7*. Llundain: Routledge.

Bower, V. (2014) *Developing Early Literacy 0 to 8 from theory to practice*. London: SAGE.

Conkbayir, M. & Pascal, Ch. (2014) *Early Childhood Theories and Contemporary Issues*. London: Bloomsbury.

Corbett, P. (2007) *Speak out! Ages 9-11. Great Ideas for Speaking and Listening Activities*. London: A&C Black.

Cremin, T. (2009) *Teaching English Creatively (Primary Teaching Guides)*. Oxon: Routledge.

Department for Children, Education, Lifelong Learning and Skills (2008) *Learning and Teaching Pedagogy*. Cardiff: Welsh Assembly Government. Available at:- <http://learning.gov.wales/docs/learningwales/publications/130212ltpedagogyen.pdf> [Accessed 22 November, 2018]

Goodwin, P. (2010) *The Literate Classroom*. London: David Fulton.

Medwell, J. et al. (2011) *Primary English: knowledge and understanding*. 5th edn. Exeter: Learning Matters.

Gross J. (2013) *Time to Talk: implementing outstanding practice in speech, language and communication*. London: Routledge.

Hanson, A. (ed.) (2011) *Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School*. London: SAGE.

Haylock, D. (2014) *Mathematics Explained for Primary Teachers*. 4th edn. London: SAGE.

Jarvis, M. (2005) *The psychology of effective learning and teaching*. Cheltenham: Nelson Thornes Ltd.

Jarvis, P. (2006) *Towards a Comprehensive Theory of Human Learning*. London: Routledge.

Macblain, S. (2014) *How Children Learn*. London: SAGE Publications Ltd.

Medwell, J. et al. (2011) *Primary English: teaching theory and practice*. 5th edn. Exeter: Learning Matters.

Smith, P. & Dawes, L. (2014) *Subject Teaching in Primary Education*. London: SAGE

Taylor, H. and Harris, A. (2014) *Learning and Teaching Mathematics 0-8*. London: SAGE.

Periodicals & Journals

English in Education

Journal of Early Childhood Literacy

Literacy

Research in Mathematics Education

TES

The Welsh Journal of Education / Cylchgrawn Addysg Cymru

Websites

Estyn: www.estyn.gov.wales

Hwb: www.hwb.gov.uk

Learning Wales: www.learning.wales.gov.uk

Literacy Trust: www.literacytrust.org.uk

Mathematics Shed: www.mathematicsshed.com

National Association of Teachers of English: www.nate.org.uk

National Centre for Excellence in Mathematics Teaching: www.ncetm.org.uk

Nrich Maths: <http://nrich.maths.org.uk/>

Be selective in your choice of websites and consider the authors e.g. websites including .gov are from official government sites, .ac websites are from an academic source and generally considered more suitable for academic writing.

For a full referencing guide see the University's Harvard Referencing Handbook, available at: <https://www.uwtsd.ac.uk/media/uwtsd-website/content-assets/documents/library-and-learning-resources/infoskills/Harvard-proofread.PDF>