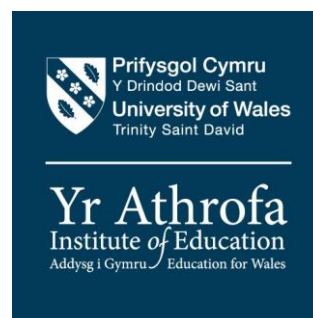




MODULE HANDBOOK

Module Code ECAD5004

**Module Title: Teaching Language
and Mathematics**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

FACULTY OF EDUCATION AND COMMUNITIES

2018 - 2019

1. Points of contact

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

Helen.denny@uwtsd.ac.uk

Jayne.morgan@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(S)

- To provide opportunities which extend knowledge, skills and understanding for teaching and learning Language and Mathematics in the primary school curriculum.
- To provide a critical overview of the age related expectations and pedagogical approaches for Language and Mathematics learning.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

1. evidence secure knowledge of national age related expectations in language and mathematics
2. show a theoretical understanding of how children learn effective language and mathematical skills
3. show a developing ability of how to make pedagogical choices which ensure good learning and teaching
4. organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

4. Essential background reading/tasks

Pre and post session tasks (which can be used for personal literacy files or personal numeracy files) will be given as appropriate during the module sessions or via Moodle.

5. Module summary

The order of these sessions may change according to circumstances and there will be an overlap in the themes covered.

This module builds on module ITLM4002 and is structured in a similar way. In 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 literacy and numeracy across the curriculum.

Language and Literacy Sessions

1 11/10/18	Remember Reading?
2 18/10/18	Guided Reading
3 25/10/18	Teaching Grammar & Punctuation
	PTE Part 1
4 14/02/19	Writing Fiction
5 21/02/19	Writing Non-fiction

6 28/02/19	Poetry
7 07/03/19	Drama
8 14/03/19	Assessing Literacy
9 21/03/19	'Drop in' Assignment guidance

Mathematics and Numeracy Sessions

1 11/10/18	Effective Pedagogy: Supporting all learners: looking at strategies and principles for differentiation in mathematics Introduction to the assignment
2 18/10/18	Effective Pedagogy: Targeting tricky areas (time; fractions, decimals, percentages; patterns, sequencing, algebra).
3 25/10/18	Effective Pedagogy: Developing numerical reasoning
	PTE Part 1
4 14/02/19	Effective Pedagogy: Using observation and data to inform mathematics pedagogy
5 21/02/19	Effective Pedagogy: Developing Geometry
6 28/02/19	Effective Pedagogy: Ensuring progress in mathematics
7 07/03/19	Effective Pedagogy: Mathematical misconceptions: looking at strategies and principles related to ensuring effective understanding by understanding potential misconceptions
8 14/03/19	Effective Pedagogy: Developing flexible thinking in mathematics: looking at principles and strategies for developing flexibility and proficiency
9 21/03/19	'Drop in' Assignment guidance

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5004	Teaching Language and Mathematics	Course Work with 100% weighting. Submission date: 4 th April 2019

Title of Assignment: What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

Written Assignment: 3, 500 words with 1, 500 word equivalent for the appendices.

Assignment Guidance: During PTE you will be required to gather data using aspects of 'The Mosaic Approach'. This data, related to **one learner in one phase only**, should support the response to the question: 'What helps me learn language and mathematics?'

The data needs to include:

- Observation;
- Map-making;
- Photographs;
- Interview with either the learner or the teacher of the learner;
- Samples of work.

This data can be used for the analysis of the child's language and mathematics learning. The analysis should be supported with reference to reading.

Please see assessment guidance for further information on the assessment of this module.

You may also find it useful to refer to the reference list for ITLM4001.

Essential

Key policy and Curriculum Documents

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales Welsh Government February 2015

Look at the Foundation Phase Curriculum:

<http://learning.gov.wales/resources/browse-all/foundation-phase-framework/?lang=en>

Download the areas of learning for Mathematical development and Language, and revised programmes of study for Mathematics and Language at Key Stage 2 available at:

<http://learning.gov.wales/resources/browse-all/revised-areas-of-learning-and-programmes-of-study-introductory-video/?lang=en>

National Literacy and Numeracy Framework: To support schools in introducing the National Literacy and Numeracy Framework available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130415-Inf-guidance-en.pdf>

Curriculum planning guidance available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/130124curriculumplanningguidanceen.pdf>

Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd ed.) National Children's Bureau

Graham, J. and Kelly, A. (2007, third edition) *Reading Under Control: Teaching Reading in the Primary School*

Graham, J. and Kelly, A. (2007, third edition) *Writing Under Control: Teaching Reading in the Primary School*

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

Lewis, M. and Ellis, S. (2006) *Phonics: Practice, Research and Policy* Paul Chapman Publishing

Nottingham, J. (2013) *Encouraging Learning* Oxon:

Pound, L. and Lee, T. (2010) *Teaching Mathematics Creatively*, Routledge: Oxon

Recommended

Askew, M. (2011) *Transforming Primary Mathematics* Routledge: Oxon

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

Cotton, T. (2013) *Understanding and Teaching Primary Mathematics*, Routledge: Oxon

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

Grigg R. (2010) *Becoming an Outstanding Primary School Teacher*, Harlow: Pearson.

Background

Carruthers, E. (2006) Children's Mathematics Making Marks Making Meaning. 2nd edn. London: Paul Chapman Publishing.

Connor, K. (2000) Mini Maths 1, Beam Education.

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

Dawes, L. (2011) Creating a Speaking and Listening Classroom: Integrating Talk for Learning at Key Stage 2, Oxon: Routledge.

English, R. (2006) Maths and ICT in the Primary School (A Creative Approach), London: David Fulton Publishers.

Grugeon, E., Dawes, L., Smith, C. and Hubbard L. (2005) Teaching Speaking and Listening in the Primary Classroom. 3rd edn. London: David Fulton Publishers.

Hansen, A. (ed) (2005) Children's Errors in Mathematics www.learningmatters.co.uk.

Suggate et al. (2006) Mathematical Knowledge for Primary Teachers, London: David Fulton.

Journals

Child Education

Early Years Education

Infant Project

Primary Mathematics

TES

The Primary English Magazine

Websites

Learning Wales: <http://learningwales.gov.uk/resources/nlnf>

Literacy Trust - www.literacytrust.org.uk

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

Nrichmaths-<http://nrich.maths.org.uk/>

RE: BA Ed (with QTS) Year 2 PTE, permission and confirmation that work has been undertaken in school for assignment ECAD5004.

Dear Class/Senior Mentor,

For the university module ECAD5004: Teaching Language and Mathematics, trainees are required to identify one ‘average’ attaining learner within the class in which they are based and, over the PTE , explore what helps the pupil to learn language and mathematics. Such exploration could involve:

- observation;
- asking the learner to identify places/things that help him/her learn language and mathematics;
- discussing what helps the pupil learn language/mathematics and how they feel about those areas with the pupil and/or teacher;
- collecting samples of work which might show something about the learner’s language and mathematics learning.

Undertaking this work should support trainees in understanding how children learn language and mathematics and how they can develop their teaching to ensure effective learning in these areas. Trainees are expected to be independent in undertaking this work and they have been given strict ethical guidelines to follow although we anticipate that undertaking the work above would be in line with typical classroom practice. The trainees have been told not to reveal the identify of the learner or the school within their assignment.

Students have been asked to:

1. Seek permission for this work (by consulting with the class teacher and learner)

2. Provide verification that the exploration work has taken place.

Please note that this work falls under the 'consent form' within the Athrofa partnership handbook. Therefore we would be grateful if you could confirm that the student has discussed his/her exploration work with you by signing below.

STUDENT NAME (PLEASE PRINT): _____

SCHOOL NAME (PLEASE PRINT): _____

MENTOR NAME (PLEASE PRINT): _____

MENTOR NAME (PLEASE SIGN): _____

If you have any queries regarding this, please contact:

helen.denny@uwtsd.ac.uk

Many thanks in advance,

ECAD5004 module team

Helen Denny
Jayne Morgan
Angella Cooze
Ishmael Lewis
Linda Davies
Rachel Wallis
Nerys Defis