



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

Module Code: M6X02149

**Module Title: Learning and
Teaching in the Primary School**

PRIMARY PGCE

LEVEL 6

YR ATHROFA

2018 - 2019

1. Points of contact

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

rachel.wallis@uwtsd.ac.uk – module lead

ishmael.lewis@uwtsd.ac.uk – deputy module lead

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 an overview of the scope, character and purpose of the primary curriculum requirements in Wales
- to enable students to synthesize subject knowledge and pedagogy to produce effective learning and teaching in the primary school

LEARNING OUTCOMES

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

- 1) understand different perspectives, approaches and theories of the teaching of literacy and numeracy in the primary school
- 2) demonstrate secure knowledge and understanding for teaching the Areas of Learning in Foundation Phase and Key Stage 2 subjects
- 3) critically analyse, interpret and evaluate a range of teaching strategies and pedagogic skills to promote effective learning across the primary curriculum

4. Essential background reading/tasks

Please refer to the pre-programme padlet (https://en-gb.padlet.com/rachel_wallis1/pp) for essential background reading and tasks. In particular, for this module, it is vital that you develop a working awareness of curriculum in Wales requirements as outlined in the pre-programme preparation tasks.

Tutors may also set, with appropriate notice, pre or post session tasks via Moodle or during sessions.

Some tasks (pre or post session) involve professional teaching experience and these should also be outlined in the relevant professional teaching experience handbook.

5. Module summary

Module sessions will be organised in a way that tries to maximise opportunities to develop understanding of the evolving curriculum in Wales whilst also developing an understanding of cross-curricular responsibilities and creative pedagogy within Areas of Learning and Experiences (AoLEs) and current curriculum documentation.

Language and Literacy and Communication in the Primary School



Team:
Ishmael Lewis, Jayne Morgan,
Diane Thomas, Catharine
Bleasdale, Elaine Sharpling

Session	Summary
1 28/09/2018	Children's Literature
2 01/10/2018	Oracy
3 02/10/2018	Reading 1: how do children learn to read?
4 08/10/2018 *	Phonics
5 12/10/2018 *	Reading 2: developing children's reading skills
6 15/10/2018	Writing 1: early writing
7 29/10/2018	Writing 2: developing children's writing
8 07/01/2019	Poetry & Drama

*Meet, Test, Share – link to bridging

Mathematics and Numeracy in the Primary School



Team:
Rachel Wallis, Nerys Defis, Libby Chancer, Nanna Ryder

Session	Summary
1 27/09/2018	Numeracy as a cross-curricular responsibility; understanding the importance of subject knowledge
2 01/10/2018	Additive reasoning in the primary school
3 02/10/2018	Counting and early number sense
4 08/10/2018 *	Developing reasoning in mathematics and numeracy
5 12/10/2018 *	Developing reasoning in mathematics and numeracy
6 15/10/2018	Planning for mathematics and numeracy
7 29/10/2018	Multiplicative reasoning in the primary school
8 07/01/2019	Teaching tricky areas in mathematics and numeracy

*Meet, Test, Share – link to bridging

Learning and Teaching across the Primary School, incorporating:



Team:
Ceri Lewis, Mathew Jones, Alun Thomas, Iwan Ellis Williams, David Stacey



Team:
Heddwen Davies, Iwan Ellis Williams, Shan Samuel Thomas, Carys Jennings, Catherine Morgan



Team:
Sioned Hughes, David Stacey, Rachel Bendall



Team:
Heddwyn Davies, Iwan Ellis
Williams

Session
Humanities 02/10/2018 SVH, DS, RB
ICT and Digital Competence 03/10/2018 AT, IEW, DS
Creativity 1 03/10/2018 HdD, HG, CWJ, IEW
Creativity 2 03/10/2018 CWJ, AT, CM, HdD
Y Cwricwlwm Cymreig 1 04/10/2018 CWJ, SVH
Health and Well-being 04/10/2018 HdD, CJL, MJ, IEW
Science and Technology 1 04/10/2018 CJL, MJ, IEW
Y Cwricwlwm Cymreig 2 05/10/2018 SVH, IEW, CWJ
Expressive Arts 05/10/2018 HdD, SST, CWJ
Science and Technology/Knowledge and Understanding of the World 05/10/2018 CJL, SVH, IEW
Health and Well-being (PE) 01/11/2018 or 02/11/2018 (depending on group) ** IEW
Science and Technology 01/11/2018 or 02/11/2018 (depending on group) ** CJL
Expressive Arts 01/11/2018 or 02/11/2018 (depending on group) ** HdD
Science and Technology 08/01/19 CJL, TC

Humanities 08/01/19 SVH, ???
Digital Competence and ICT? 08/01/19 TC,
Science and Technology 09/01/19 CJL, IEW, MJ
Humanities (Religious Education) 09/01/19 SVH, TC
Expressive Arts 09/01/19 HdD, IEW

** Please note these sessions will be on the Carmarthen campus

6. Assessment

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
M6X02149	Learning and Teaching in the Primary School	Coursework 100%: CW100: Written Assignment (equivalent to 5000 words) A critical analysis of the relationship between teacher subject knowledge and effective learning and teaching in the primary school. SUBMIT: 11/01/2019

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

7. Reading for the Module

Essential

Coe, R., Aloisi, C., Higgins, S. and Elliot Major, L. (2014) What makes great teaching: Review of underpinning research, available at:
<http://www.suttontrust.com/researcharchive/great-teaching/>

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum*

and Assessment Arrangements in Wales Crown Copyright available at:
<http://gov.wales/topics/educationandskills/schoolshome/curriculum-for-wales-curriculum-for-life/why-we-are-changing/successful-futures/?lang=en>

Haylock, D. and Cockburn, A. (2013) *Understanding Mathematics for Young Children*. London: Sage

Roden, J. and Archer, J. (2014) *Primary Science for Trainee Teachers*. London. Learning Matters.

Rowland, T., Huckstep, P. And Thwaites, A. (2003) The Knowledge Quartet in Williams, J. (Ed) *Proceedings of the British Society for Research into Learning* (available on Moodle)

Shulman, L. (1986) Those who understand: Knowledge growth in teaching, *Educational Researcher* Vol.15. No. 2: pp. 4-14. (available on Moodle)

Shulman, L. S. (1987) Knowledge and teaching: Foundations of the new reform, *Harvard Educational Review*, 57(1): pp. 1-22.

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

Ward, H. and Roden, J. (2016) *Teaching Science in the Primary Classroom*. London, Sage.

Recommended

Allen, J. et al (2012), *Primary ICT: Knowledge, Understanding and Practice*, London: Learning Matters.

Biddulph, J. (2002) *The Guided Reading Approach: Theory and Research*, Learning Media Limited

Cremin, T., Mottram, M., Collins, F., Powell, S. and Safford, K. (2009) Teachers as Readers: Building Communities of Readers Literacy 43 (1): 11-19

Graham, J. and Kelly, A. (2008) *Reading Under Control: Teaching Reading in the Primary School*, Abingdon: David Fulton

Graham, J. and Kelly, A. (eds 2003) *Writing Under Control: Teaching Writing in the Primary School*, Abingdon: David Fulton

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

Grigg, R. and Hughes, S.V. (2012), *Teaching Primary Humanities*, Harlow: Pearson.

Haylock, D. (2014) *Mathematics Explained for Primary Teachers*, London SAGE.

Johnson, R. and Watson, J. (2007) *Teaching Synthetic Phonics*, London: Learning Matters

Loxley, P. et al. (2014) *Teaching Primary Science, Promoting Enjoyment and Developing Understanding*. Oxon. Routledge.

Pound, L and Lee, C. (2013) *Teaching Mathematics Creatively*, London: Routledge.

Rowley, C. and Cooper, H. (2009) *Cross-Curricular Approaches to Learning and Teaching*, London: Sage.

Waugh, D., Neaum, S. and Waugh, R. (2013) *Children's Literature in Primary Schools*, London: SAGE

Waugh, D., Warner, C. and Waugh, R. (2013) *Teaching Grammar, Punctuation and Spelling in Primary Schools*, London: SAGE

Background

Dean, J. (2002) *Thinking Skills in Primary History*, Nuffield History Project.

Kerry, T. (2011) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons*, Abingdon: Routledge.

O'Hara, L. and O'Hara, M. (2001) *Teaching History 3-11*, London: Continuum.

Palmer, J. (2004) *Geography in the Early Years*, London: Routledge.

Plowman, L. and Stephen, C. (2006), *Supporting learning with ICT in pre-school settings*, *Learning and teaching Research Briefing 15*, available at: <http://www.tlrp.org/>

Websites

A wide range of resources is available at: www.learningwales.gov.uk

National Literacy Trust available at: www.literacytrust.org.uk

National Council of Teachers of Mathematics: www.nctm.org

United Kingdom Literacy Association available at: www.ukl

