



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

BMPE 5005

Foundations of High Quality Physical and Outdoor Learning

**Darlith 1 /
Lecture 1**
02/10/2023

Heddwen Davies
Heddwen.davies@uwtsd.ac.uk

Trawsnewid Addysg; Trawsnewid Bywydau
Transforming Education; Transforming Lives



www.uwtsd.ac.uk

Amcanion / Aims :

- Cyflwyniad i'r modiwl
 - Cyflwyno Cwricwlwm Dysgu Sylfaenol yn Cwricwlwm i Gymru (2022)
 - Edrych ar ddylanwadau a wnaeth arwain at greadigrwydd a natur cwricwlwm y blynyddoedd cynnar yma.
 - Datblygu gwybodaeth a dealltwriaeth o egwyddorion y Cwricwlwm a dulliau rhyngwladol sy'n allweddol i addysgeg chwaraeus y cyfnod cynnar yma.
 - Creu poster neu ddogfen ac i gyfrannu i drafodaethau grŵp.
- Introduction to module
 - Introduction to the Foundation Learning in Curriculum for Wales (2022)
 - Consider various educational approaches that influenced the nature the early years curriculum.
 - To develop some knowledge and understanding of the underpinning philosophy of the Curriculum and the international approaches that underpin the playful pedagogy of this early years curriculum.
 - To produce a document/poster and to contribute to whole group discussions.

- Evaluate the contribution of constructivist theory and educational ideologies to early years education and the underlying principles and philosophy of the Foundation Phase and/or Successful Futures in Wales.
- Demonstrate a knowledge and critical understanding of the role of the outdoor classroom and the impact the environment can have on the development of children's sensory motor development and physical literacy as a vehicle for inclusive practice.
- Demonstrate a critical understanding of different types of learning needs and circumstances relating to a child's ability to respond in Physical Development lessons;
- identify and utilise a range of strategies to enable all young people, whatever their circumstances or ability, to take part in and enjoy meaningful Physical Development lessons which contributes to the development of physical literacy;

Tasgiau Moodle Tasks

BMPE5005

- Dod o hyd iddo ar moodle
- Asesiad Rhan 1

- Find on moodle
- Assessment Part 1

Module lead?
e-mail address?

E-bostio :

Heddwen.davies@uwtsd.ac.uk

E-mail :

LEVEL 5 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	BA Primary Physical Education / BA Outdoor Adventure Education		
Module:	Foundations for high quality physical outdoor learning		
Module code:	BMPE5005	Contribution to Overall Module Assessment (%):	50% (Part A)
Lecturer:	Miss Heddwen Davies	Internal Verifier:	Dr Nalda Wainwright
Assignment Title:	Analyse how the playful pedagogical approach of the Foundation Phase with its emphasis on outdoor learning lays foundations for children's physical literacy.	Word count (or equivalent):	Equivalent to 2,000 words.
Submission deadline:	23:59pm turn it in 4th December, 2020	Return date of provisional marks & written feedback:	Turn it in from 3pm. 8th January, 2020.
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Module Learning Outcomes (from module syllabus)

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

- LO 1: Evaluate the contribution of constructivist theory and educational ideologies to early years education and the underlying principles and philosophy of the Foundation Phase and/or

TASK DESCRIPTION

TASK DESCRIPTION

Analyse how the playful pedagogical approach of the Foundation Phase with its emphasis on outdoor learning lays foundations for children's physical literacy.

1. This is an individual piece of work
2. You need to evaluate - how does the theory of physical play enhance children's learning in the Foundation Phase. What is its effectiveness?
3. Include / Refer to learning theorists that have influenced the philosophy of the Foundation Phase Curriculum.
4. By evaluating the role of the outdoors, consider the benefits and the breadth that's provided in the teaching of the Foundation Phase Curriculum in this way. Here, including reference to international methods may be useful.
5. Ensure you include sufficient information/reference/ international influences of recent research and current educational issues to the development of the physicality of the Foundation Phase in Wales within Health & Wellbeing Area of Learning.
6. Provide good examples of support from reading that may influence the quality of content and discussion. Including them could enhance the overall essay.
7. Demonstrating an awareness of what is meant by children's physical literacy, inclusive teaching and learning would be useful.
8. Links should be made to WG documentation and various theorists. In particular documents such as 'Well-being of Future Generations (Wales) Act 2015' & Successful Futures (2015) – Area of Learning : Health and Wellbeing.
9. Include a reference list as evidence of sources used

Indication of words : Introduction : 200 – 400 words. Main body : 1,600 – 1,200. Conclusion : 200 – 400. (Range therefore between 2,000 and 2,200 words.

Engagement with Literature Skills

Guidance specific to this assessment:

You should read widely and consider different perspectives on the value of teaching children outdoors. To support with this aspect, use readings from the essential and recommended readings in lectures and from Moodle. Highlight key points (avoid simply reporting what has been read), identify differing perspectives and apply these to your discussions and debates (see Cognitive and Intellectual Skills below). Welsh Government and/or Estyn documentation and publications in relation to learning in the outdoors could also be useful. Develop professional skills of referencing accurately – use Referencing Handbook Harvard for guidance.

Knowledge and Understanding Skills

Guidance specific to this assessment:

You will need to show an understanding of key aspects of various worldwide influences over the years on this unique curriculum. Demonstrate appropriate understanding of the role of the outdoor classroom and the impact the environment can have on the development of children's sensory motor development and physical literacy as a vehicle for inclusive practice. You will need to show that you understand how the curriculum is evolving in Wales and consider how this might have implications for future opportunities for teaching lifelong benefits of physical health and well-being. Demonstrate knowledge of those that have contributed to the field of physical literacy and outdoor learning in order to inspire and enrich the teaching within Primary Schools in Wales e.g. Whitehead, M. (2010).

Cognitive and Intellectual Skills

Guidance specific to this assessment:

You should show that you can consider differing perspectives/ theories/ arguments around Foundation Learning in the outdoors and critically discuss its value and purpose. You need to show that you are aware of the debates that may exist around teaching Foundation Learning Curriculum in the outdoors and how does this relate to children's Physical Literacy in the primary school. You should also ensure that you justify judgements and provide informed debates within your work. Contrasting opinions that is further supported with research would be desirable in order to be able to make good and sensible judgements and sound concluding statements. What are the implications of ensuring good levels of physical literacy at young age?

Practical Skills

Guidance specific to this assessment:

Demonstrate good knowledge of young children's sensory motor development and physical literacy in discussions with affordances and inclusion. In discussions, provide ideas and some practical activities where these aspects would be promoted i.e. integrating theory with practice to further support writing. Critically evaluate and show an awareness of the limitations of the above when being applied in school-based learning activities.

Transferable Skills for Life and Professional Practice

Guidance specific to this assessment:

You should show that you are able to present your own points and thoughts in a coherent and clear written assignment, which is well presented and well written. You should ensure that work is grammatically correct, with professional, precise and accurate use of language. Any appendices provided should be relevant and should support points made within the assignment.

Connections with marking grid

Cyswllt gyda grid marciau

Previous learning from ...

- Remember & find BMOE4003 ...
- Review feedback from assessment Part A Essay for BMOE4003

Dysgu blaenorol

- Cofiwch a dewch o hyd i BMOE4003 ...
- Adolygu adborth o draethawd Rhan 1 BMOE4003

Early Years Curriculum / Cwricwlwm Blynyddoedd Cynnar

Outdoor ?

Adventure ?

Movement ?

Involvement ?

Tu allan ?

Antur ?

Symud ?

Cynnwys ?

& if so ... How? What?

Where? When?

Significance?

Ac os mae ... Sut?

Beth? Ble? Pryd?

Pwysigrwydd?

Curriculum for Wales



Llywodraeth
Welsh Government

www.gov.wales

Foundation Phase Framework

(Revised 2015)



Association for Physical Education

Health Position Paper

Physical Literacy – an all-Wales approach to increasing levels of physical activity for children and young people

Schools and Physical Activity Task and Finish Group

October 2015

association for Physical Education




Successful Futures

Independent Review of Curriculum and Assessment Arrangements in Wales

Professor Gwyneth Donaldson CBE
February 2015

Hwb

Home > Curriculum for Wales > Health and Well-being

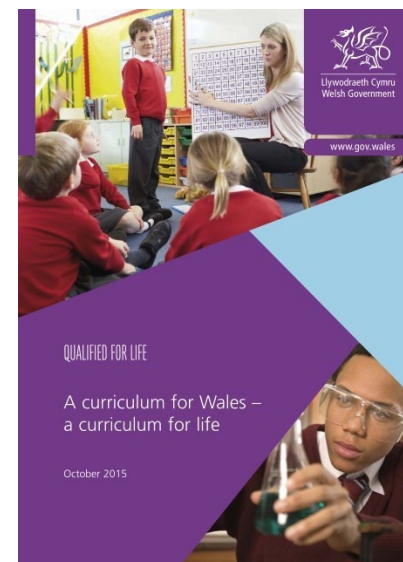
AREA OF LEARNING AND EXPERIENCE Health and Well-being

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.

Contents

- 1. Introduction
- 2. Statements of what matters
- 3. Principles of progression
- 4. Descriptions of learning
- 5. Designing your curriculum

1. Introduction



Uywodraeth Cymru
Welsh Government

www.gov.wales

Qualified for Life

A curriculum for Wales – a curriculum for life

October 2015

LITERACY
Cross-curriculum

NUMERACY
Cross-curriculum

**DIGITAL
COMPETENCE**
Cross-curriculum

**EXPRESSIVE
ARTS**

**HEALTH AND
WELL-BEING**

HUMANITIES

**LANGUAGES,
LITERACY AND
COMMUNICATION**

**MATHEMATICS
AND NUMERACY**

**SCIENCE AND
TECHNOLOGY**

Deunydd Cefnogi Llywodraeth Cymru. Welsh Gov. Supporting Documents

- Moodle
e.e. Datblygiad Corfforol
tudalennau 13 – 18

‘Llawlyfr Dysgu’n yr
Awyr Agored yn y
Cyfnod Sylfaen’ :
tudalennau 6 a 14

- Moodle
i.e. Physical
Developments page 13
– 18

‘Foundation Phase
Outdoor Learning
Handbook’ : page 6 &
14

Y Cyfnod Sylfaen The Foundation Phase

<https://youtu.be/5CZ0uX2q9HE>

Cwricwlwm i Gymru

<https://www.youtube.com/watch?v=RxEExNaPwCRU>

Curriculum for Wales

<https://www.youtube.com/watch?v=SCMLnc8IMxE>



Dylanwadau Byd Eang International Influences

1. Reggio Emilia – Northern Italy
2. Te Whariki – New Zealand
3. Hi-scope – USA
4. Forest Schools – Scandanavia



The use of the outdoors
is central to Foundation
Learning

<https://dysgu.hwb.gov.wales/playlists/view/00d83c8b-7c19-4f60-aead-38d09de33108/en#page1>

Task grŵp / Group task

- Grŵpiau o 3
- Groups of 3

Tasg Grŵp / Group Task – 30mins

- Creu poster / wordle / word doc am ddull rhyngwladol.
- Ymchwiliwch dull rhyngwladol a chydweithiwch i greu strwythur adrodd nôl.
- Ar moodle ceir deunydd parod ac/neu ar llyfrgell ar lein ac/neu google.
- Research and create a poster / wordle / word document about your international approach.
- Research your international approach & collaborate to create the format for feedback.
- See moodle for docs about the approach and/or the online library and/or google searches.

Amser i rannu / Time to share – return to home group

Dylanwadau Byd Eang

International Influences – Level up

1. Reggio Emilia – Northern Italy
2. Te Whariki – New Zealand
3. Hi-scope – USA
4. Forest Schools – Scandanavia

Quick reminder...

Nodweddion?

**Dylanwadau rhyngwladol -
ymha ffordd?**

**Beth ydy egwyddorion a
gwerthoedd Dysgu Sylfaen?**



Characteristics?

**International influences –
in what way?**

**What are the values and
main principles of
Foundation Learning?**

Module Learning Outcome Assessment Part 1/A :

Wythnos nesaf Next week Theory

LO1 Evaluate the contribution of constructivist theory and educational ideologies to early years education and the underlying principles and philosophy of the Foundation Phase and/or Successful Futures in Wales.

Dylanwad Damcanieithwyr ac Ymchwilwyr Influences from Theorists & Researchers

- Frederick Froebel 1782-1852
- Rudolf Steiner 1861-1925
- Maria Montessori 1870-1952
- Bruner 1915 - 2016
- Susan Isaacs 1948 -
- Jane Waters-Davies
- MacMillan (sisters)

Dewiswch ymchilydd o'r rhestr yma a nodwch 3 – 5 prif pwynt amdano / amdani.

Choose a researcher from this list and note 3 to 5 points about his / her philosophy / research.

Dydd Gwener / Friday
Darlith / Lecture
06/10/2023
1pm - 3pm TL

Dillad addas
Cot glaw – rhag ofn!
Gwaith cartref

Dress appropriately
& raincoat – just in case!
Home work