Liverpool John Moores University

Title:	Introduction to Primary Science
Status:	Definitive
Code:	**4017PRIM** (120309)
Version Start Date:	01-08-2014
Owning School/Faculty:	Education, Health and Community
Teaching School/Faculty:	Education, Health and Community

Team	Leader
Deborah Pope	Y

Academic Level:	FHEQ4	**Credit Value:**	12.00	**Total Delivered Hours:**	36.00
Total Learning Hours:	120	**Private Study:**	84		

Delivery Options
Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	36.000

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	Portfolio		100.0	

Aims

To introduce students to children's early explorations and learning in science.
To begin to develop students' knowledge and understanding of key scientific concepts, scientific enquiry skills and pedagogy associated with teaching the subject in the early years.

Learning Outcomes

After completing the module the student should be able to:

1 Demonstrate awareness and comprehension of the pedagogical content and professional knowledge and understanding required for effective science teaching and learning in the early years.
2 Recognise the importance of developing secure knowledge and understanding of science to enable effective teaching and begin to take responsibility for identifying and meeting developing professional needs.

Learning Outcomes of Assessments

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

Science Portfolio	1	2

Outline Syllabus

The nature of science and why we teach it.
Introduction to the primary science National Curriculum.
Early years science experiences - early explorations.
Science in EYFS.
Children's ideas in science.
Children's misconceptions.
Constructivism
Scientific enquiry
Aspects of physics, chemistry and biology topics that can be taught in the earlier years of the primary phase.
Introduction to organising and planning lessons in science.

Learning Activities

Practical workshops and interactive lectures which will be delivered through a mixture of whole group and small group activities. There is an expectation that students will engage in independent learning and track the development of their subject knowledge in their tracking documents.

References

Course Material	Book
Author	Harlen, W.
Publishing Year	2006
Title	ASE Guide to Primary Science Education
Subtitle	
Edition	
Publisher	Association for Science Education
ISBN	

Course Material	Book
Author	Harlen, W. and Qualter, A.

Publishing Year	2009
Title	The Teaching of Science in Primary Schools
Subtitle	
Edition	5th
Publisher	Routledge
ISBN	

Course Material	Book
Author	Peacock, G., Sharp, J., Johnsey, R. and Wright, D.
Publishing Year	2009
Title	Primary Science Knowledge and Understanding
Subtitle	
Edition	
Publisher	Learning Matters
ISBN	

Course Material	Book
Author	Sharp, J and Byrne, J.
Publishing Year	2007
Title	Primary Science Audit and Test
Subtitle	Assessing Your Knowledge and Understanding
Edition	3rd
Publisher	Learning Matters
ISBN	

Course Material	Book
Author	Ward, H., Roden, J., Hewlett, C. and Foreman, J.
Publishing Year	2008
Title	Science in the Primary Classroom
Subtitle	A Practical Guide
Edition	2nd
Publisher	Sage
ISBN	

Course Material	Book
Author	Loxley, P., Dawes, L., Nicholls, L., Dore, B,.
Publishing Year	2014
Title	Teaching Primary Science: Promoting Enjoyment and Developing Understanding
Subtitle	
Edition	2nd
Publisher	Routledge
ISBN	

Notes

This module introduces students to key aspects of teaching science in the primary classroom.

@inproceedings{Harlen2006ASEGT, title={ASE guide to primary science education}, author={W. Harlen}, year={2006} }. W. Harlen. Published 2006. Sociology. This book offers guidance and practical support for student teachers, practising teachers and assistants, and those with management responsibilities for science. The new edition reflects the recent changes in education in the UK and picks up and runs with key issues in the primary classroom. The structure tackles four key areas: learning in science at the primary level; teaching primary science; provision for science at the school level; and, A new edition of the 'ASE Guide to Primary Science Education' is due out in January 2018. This article gives a summary of every chapter in this flagship ASE publication for anyone interested in primary science education. The book, edited by Natasha Serret and Sarah Earle, is divided into three sections: Why teach primary science? How do I teach? Whole school approaches.Â Encouraging girls into STEM starts with non-gender-specific educational resources. BESA describes the many initiatives over the past few years to Jan 2017. Journal Article. In Your View: The use of coloured pens to demonstrate student progress Using coloured pens to demonstrate student progress over time has been under-researched. The author appeals for anyone interested in furthering), ASE Guide to Primary Science Education, Cheltenham: Stanley Thornes, pp. 148â€“55. Assessment Reform Group (2002) Assessment for Learning: Ten Principles for Guiding Classroom Practice, Cambridge: Assessment Reform Group. Black, P. and Wiliam, D. (1998) Inside the Black Box, London: School of Education, Kingâ€™s College, London. Clarke, S. (2000) Unlocking Formative Assessment, London: Hodder and Stoughton.Â Collis, M. (1983) â€˜Resources for primary school scienceâ€™, in The Teaching of Primary Science: Policy and Practice, Sussex: Falmer Press. Cross, A. and Peet, G. (eds) (1997) â€˜Information Technology as essential in primary scienceâ€™, in Teaching Science in the Primary School, Plymouth: Northcote House.