

Module specification

1. Factual information			
Module title	NC5204: Play: Exploring and Inventing		
Module tutor	Lucy Krebs	Level	5
Module type	Taught	Credit value	10
Mode of delivery	100% face-to-face		
Notional learning hours	100 notional hours, made up of: Face-to-face teaching: 10 hours Guest speakers: 5 hours Group tutorial: 1 hour Independent work: 84 hours		
2. Rationale for the module and its links with other modules			
Fundamental to Early Childhood degrees is that students have a critical understanding of theory in practice and how this can support children’s learning and development. This module will build on NC4204: Learning, Development and Pedagogical Theory, and apply this to the home environment in which students will be working. The module works in conjunction with learning from NC5203: The Baby Years, in order to build an understanding of theories of development and how the environment can complement a child’s individuality and curiosity.			
3. Aims of the module			
Children have an intrinsic motivation to explore, and this, coupled with a rich imagination, makes for interesting inventions! This module will explore pedagogical and philosophical approaches that emphasise the importance of play, playfulness and experiential learning. This will be applied to the home environment, including outdoor play, in promoting a child’s natural curiosity while celebrating their individuality. Students will synthesise this knowledge to justify their own environment and reflect on which pedagogies, philosophies and theories most represent their early years practice.			
4. Pre-requisite modules or specified entry requirements			
None.			
5. Is the module compensatable?			
Yes – at module level.			



6. Learning, teaching and assessment strategy for the module
Face-to-face teaching Seminars Group work Research-based tasks Video analysis

7. Intended learning outcomes *At the end of the module, learners will be expected to:*

1. Explore and apply play focused pedagogical and philosophical approaches to the home learning environment.
2. Examine and apply the ways in which the home learning environment empowers a child in their own individuality and natural curiosity to explore and invent.
3. Synthesise theoretical perspectives to justify decisions made for the home play environment to promote learning and wellbeing.

A: Knowledge and understanding	B: Cognitive skills	C: Practical and professional skills	D: Key transferable skills
A1; A2; A3		C1	D2

8. Indicative content *This should provide an overview of content over the number of weeks of module delivery*

- Play-based theories and pedagogies of learning and inclusive development in practice
- Affordances and challenges of diverse range of home learning environments for facilitating play
- Play types and inclusive practice
- Sustaining curiosity and promoting individuality in a diverse range of home environments

This module provides opportunities for you to evidence the Early Childhood Graduate Practitioner Competencies <https://www.ecsdn.org/wp-content/uploads/2021/09/ECSDN-Booklet-Rev-July-2020.pdf>.

9. Assessment

Assessment rationale

9. Assessment

Students will spend at least the first year of their graduate life working as a nanny in a private home, and this assessment asks them to design an environment that accommodates natural curiosity and independence through the application of relevant theory. Criticality will be needed in the justification of choices made for their environments alongside the practicalities of managing safety, risk and family life.

Assessment task/s	Weighting	Trimester submitted	Grading (Pass/Fail or %)	Module Learning Outcome(s) that the assessment task maps to
<i>Display Presentation:</i> Individual presentation of display of designed home learning environment <ul style="list-style-type: none"> - 10 minutes - 1500 word equivalent - Reference list 	100%	T2	%	All

10. Teaching staff associated with the module

Name and contact details

Lucy Krebs lucy.krebs@norland.ac.uk

11. Core reading list

Author	Year	Title	Location	Publisher
Brodie, K.	2014	<i>Sustained Shared Thinking in the Early Years: Linking Theory to Practice</i>	Abingdon	Routledge
Raban, B.	2020	<i>Developing Self and Self Concepts in Early Childhood Education and Beyond</i>	Bingley, UK	Emerald Publishing Ltd

12. Other indicative text (e.g., websites)



Ahmad, S., Hussain, A., Batool, A., Siitar, K. and Malik, M. (2016). 'Play and Cognitive Development: Formal Operational Perspective of Piaget's Theory.' *Journal of Education and Practice* Vol. 7 p. 72-79

Brooker, E., Blaise, B., and Edwards, S. (2014). *SAGE Handbook of Play and Learning in Early Childhood*. Los Angeles: Sage

Department for Education (2023). *Development Matters: Non-statutory curriculum guidance for the early years foundation stage*. Available at: https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf [Accessed: 8 July 2024]

Department for Education (2023). *Statutory Framework for the Early Years Foundation Stage*. Available at: https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf [Accessed: 8 July 2024]

Early Years Coalition (2021). *Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage*. Available at: <https://birthto5matters.org.uk/wpcontent/uploads/2021/04/Birthto5Matters-download.pdf> [Accessed: 8 July 2024]

Featherstone, S. (Ed.) (2013). *Understanding Schemas in Young Children: Again! Again!* London: Bloomsbury

Harris, K. I. (2022). 'Through a Child's Eyes: Using Floor Play to Connect with Children and Families.' *Young Children* Vol. 77 p.36-42

King, P. and Sturrock, G. (2020). *The Play Cycle: Theory, Research and Application*. Abingdon: Routledge

13. List of amendments since last (re)validation

Area amended	Details	Date Central Quality informed



Document Control Information	
Policy Title:	NC5204 Module specification
Version number:	V4.0/LK/24-07-25
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