

# BEd: Early Childhood Development and Foundation Phase

## FUNDAMENTALS

**Academic information management**  
**AIM 101: Academic information management 101**  
*Module content:* Find, evaluate, process, present and manage information resources for academic purposes using appropriate technology. Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st century communications into the management of academic information.

**AIM 111: Academic information management 111**  
*Module content:* Find, evaluate, process, present and manage information resources for academic purposes using appropriate technology.

**AIM 121: Academic information management 121**  
*Module content:* Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st century communications into the management of academic information.

**Literacies in education**  
**JLZ 110: Literacies in education 110**  
*Module content:* The module is aimed at building on students personal literacies and relating these to the types of literacy they need to study successfully at university. The primary focus is on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles.

**JLZ 120: Literacies in education 120**  
*Module content:* The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually.

**JLZ 111: Literacies in education 111**  
*Module content:* The module is aimed at building on students personal literacies and relating these to the types of literacy they need to study successfully at university. The module focuses primarily on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles. Additional support is provided through practical tasks and discussions.

**JLZ 121: Literacies in education 121**  
*Module content:* The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay, using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually. Additional support is provided through practical tasks and discussions.

## YEAR 1

## YEAR 2

## YEAR 3

## YEAR 4



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## YEAR 4 FUNDAMENTALS

**JWI 410: Intermediate mathematics 410**  
**JVK 400: ECD-studies 400 or**  
**JLD 400: Learning support 400**

## CORE MODULES

**Education**  
**OPV 112: Education 112**  
*Module content:* In this module students are guided to develop knowledge, skills and attitudes with regard to the political, professional, historical and cultural complexities of teaching. Selected themes in the history of South African education will be explored to enable students to think critically about their role as engaged professional educators today.

**OPV 122: Education 122**  
*Module content:* This module focuses on child development and learning. In addition to the underlying principles of developmental psychology and theories of development, child development is discussed in terms of physical growth and motor development; development of perception,

## CORE MODULES

**Education**  
**OPV 212: OPV 212 Education 212**  
*Module content:* Curriculum in the Classroom: This module addresses four components that are directly related to classroom teaching and learning. The first unit deals with the foundations of the curriculum covering the work done by Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. Unit two discusses curriculum design and development and also focuses on the organisation of knowledge through educational taxonomies. The last two units cover teaching strategies as well as issues related to classroom testing and classroom assessment practices.

## CORE MODULES

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**Education**  
**JNM 410: Research methodology 410**

**JNM 420: Research methodology 420**

**PRO 400: Teaching practice 400**

**JFP 410: Foundation phase studies 410**  
*Module content:* Understanding and use of content and skills for outcomes-based education as prescribed by the National Curriculum. Planning and managing the three learning programmes in the Foundation Phase.

cognition and language; emotional development; social development and moral development. Developmental psychopathology is also introduced. In terms of child learning, the principles of learning, theories of learning and barriers to learning are discussed. In addition, school learning is explained in terms of learning, reading and study skills.

**Health and safety**  
**JGV 152: Health and safety 152**  
*Module content:* The module has a holistic approach to the aspects of health, safety and nutrition of the young child. It is a field of knowledge that will equip you with the necessary knowledge, skills, values and attitudes needed to create and promote a safe environment in which the young child can grow and develop. The main focus of this field of knowledge is the Life Orientation Learning area, which forms part of the Life Skills Learning Programme in Early Childhood Development and Education (ECD).

**Early numeracy**  
**JGS 120: Early numeracy 120**  
*Module content:* Facilitating the acquisition of early numeracy concepts and skills.

**OPV 222: Education 222**  
*Module content:* Supportive learning environments: Theoretical approaches to learning environments (bio-ecological and asset-based approaches, indigenous knowledge systems, solution-oriented intervention, appreciative inquiry); school-based support in terms of Inclusive Education, whole-school approach, the supportive role of the teacher and the well-being of the child; community-based support in the form of community engagement and community education.

**PRO 251: Preschool observation 251**  
*Module content:* Is an official, full time module for which no student may be remunerated. It has to be completed during January – February of the students second year. Consists of 10 days of observation in a pre-primary school. Includes

an observation assignment, presentation of learning activities and participation in related school and community activities and requires students to be assessed by schools.

**JGL 200: Literacy practices 200**  
*Module content:* This module introduces the concepts of language and literacies, highlighting the importance of these for learning. Various themes relate to the teaching and learning of the basic communicative skills with a strong focus on children's literature education and writing. The module aims to prepare students with the necessary skills to support young learners in their language development so that they become confident learners and competent communicators in at least two languages.

**JGS 210: Numeracy programme 210**  
*Module content:* Planning, managing and facilitating the numeracy programmes.

**JST 220: Natural science and technology 220**  
*Module content:* This module equips students to understand and present Natural Science and Technology in the ECD and Foundation Phase. General guidelines, thinking and specific skills, concepts, content knowledge, problem solving, design process, planning and presentation of appropriate activities.

**JLP 220: Life skills programme 220**  
*Module content:* Life Skills is central to the holistic development of learners. It is concerned with the social, personal, intellectual, emotional and physical growth of learners, and with the way in which these are integrated. The module Life Skills addresses the personal and social development of the child, as well as a Social Studies component which addresses the child as citizen and the relationship between the child and its environment.

## YEAR 2 ELECTIVES

**Elective modules**  
**Choose 1 at first-year level that should also be taken at second-year level.** The elective at first-year level will only be chosen in the second academic year and then continued with in the third academic year.  
**Modules are chosen according to the class timetable.**  
**NO TIMETABLE CLASHES ARE ALLOWED.**

**IsiZulu**  
**ZUL 210: IsiZulu 210**  
*Module content:* IsiZulu – communication and grammar IsiZulu – reading and writing

**ZUL 220: IsiZulu 220**  
*Module content:* IsiZulu – communication, grammar, reading and writing  
 The further acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. Continuation of the writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a range of communicative purposes. An introduction to isiZulu speech sounds/phonetics.

## YEAR 1 ELECTIVES

**Elective modules**  
**Choose 1 at first-year level that should also be taken at second-year level.** The elective at first-year level will only be chosen in the second academic year and then continued with in the third academic year.  
**Modules are chosen according to the class timetable.**  
**NO TIMETABLE CLASHES ARE ALLOWED.**

**IsiZulu**  
**ZUL 110: IsiZulu for beginners 110**  
*Module content:* \*For absolute beginners only. \*Only students from the School of Healthcare Sciences may take this module during semester 2. All other students must take this module during semester 1. Students from the School of Healthcare Sciences, who already possess the language skills taught in this module, may write an exemption examination. The acquisition of basic isiZulu communicative skills with emphasis on everyday expressions and suitable high frequency vocabulary, within specific social situations.

**ZUL 211: IsiZulu grammar – Capita Selecta 211**  
*Module content:* Aspects of the grammar of isiZulu such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to isiZulu speech sounds/phonetics.

**AFT 220: African languages literature – Capita selecta 220**  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as the continuation of the study of concepts such as text, topic, characters, events, time and place; the study of plot and style; the critical analysis of a novel / novelette.

**Sepedi**  
**SEP 210: Sepedi 210**  
*Module content:* Part 1: Sepedi communication and grammar Part 2: Sepedi reading and writing

**SEP 220: Sepedi 220 (incorporates SEP 253)**  
*Module content:* Sepedi – communication, grammar, reading and writing  
 The further acquisition of advanced communication skills in further social, occupational and educational situations. More extensive vocabulary and advanced language structures are acquired and used. Heightened awareness of the nature and function of language structures. Continuation of the writing of coherent, idiomatic and grammatically correct texts in order to impart ideas and information for a range of communicative purposes. An introduction to Sepedi speech sounds/phonetics. Reading and comprehension of texts which contain more extensive vocabularies and a larger variation of language structures. Reading of further literary works.

**ZUL 120: IsiZulu 120**  
*Module content:* IsiZulu – communication and grammar  
 The acquisition of more advanced communication skills in further social situations. More extensive vocabulary and more advanced language structures are acquired and used. Further awareness of the nature and function of language structures. Writing and spelling rules. Dictionaries and dictionary use. Reading and comprehension of basic texts.

IsiZulu For speakers of IsiZulu as a home language or 1st or 2nd additional language:  
**ZUL 111: Introduction to isiZulu grammar – Capita Selecta 111**  
*Module content:* \*For speakers of isiZulu as home language or first or second additional language.

Aspects of the grammar of isiZulu such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

**AFT 121: African languages literature – Capita selecta 121**  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as an introduction to literary concepts such as literary text(s), topic, characters, events, time and place; the analysis of selected short stories.

**SEP 211: Sepedi grammar – Capita Selecta 211**  
*Module content:* Aspects of the grammar of Sepedi such as a continuation of the study of the word categories; grammatical analysis; the structure, meaning and use of the pronoun and the enumerative; an introduction to Sepedi speech sounds/phonetics.

**AFT 220: African languages literature – Capita Selecta 220**  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as the continuation of the study of concepts such as text, topic, characters, events, time and place; the study of plot and style; the critical analysis of a novel / novelette.

**IsiNdebele**  
 (Only for speakers of isiNdebele as a home language or first or second additional language)

**NDE 210: IsiNdebele 210**  
*Module content:* Aspects of the grammar of isiNdebele

**AFT 220: African languages literature: Capita selecta 220**  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as the continuation of the study of concepts such as text, topic, characters, events, time and place; the study of plot and style; the critical analysis of a novel / novelette.

**Sepedi**  
**SEP 110: Sepedi for beginners 110**  
*Module content:* \*For absolute beginners only. \*Only students from the School of Healthcare Sciences may take this module during semester 2. All other students must take this module during semester 1. Also note that students from the School of Healthcare Sciences, who already possess the language skills taught in this module, may write an exemption examination

**SEP 120: Sepedi 120**  
 Prerequisite: SEP 110 is required for beginners and for speakers of Sepedi as home language or first or second additional language. AFT 110 will be required  
*Module content:* Sepedi – communication and grammar  
 The acquisition of more advanced communication skills in further social situations. More extensive vocabulary and more advanced language structures are acquired and used. Further awareness of the nature and function of language structures. Writing and spelling rules. Dictionaries and dictionary use. Reading and comprehension of basic texts.

Sepedi For speakers of Sepedi as home language or 1st or 2nd additional language:  
**SEP 111: Introduction to Sepedi grammar – Capita Selecta 111**  
*Module content:* \*For speakers of Sepedi as home language or first or second additional language.

**Afrikaans**  
**AFR 214: Afrikaans 214**  
*Module content:* Taalkunde-komponent: Morfologie, sintaksis, leksikologie en semantiek  
 Letterkunde-komponent: Afrikaanse poësie  
**AFR 220: Afrikaans 220**  
*Module content:* Afrikaanse prosa  
 Literatuurteorie en -kritiek

**English**  
**ENG 210: English 210**  
*Module content:* \*Alternatively evening classes - 3 discussion classes per week Modern English Literature and English Language Studies This module focuses on post-nineteenth century literature in English as well as on historical and theoretical aspects of the English language.

**ENG 220: English 220**  
*Module content:* \*Alternatively evening classes - 3 discussion classes per week 20th-Century, Postcolonial and Contemporary literature This module focuses on post-nineteenth century literature in English. Various genres are covered and particular attention is given to postcolonial writing.

## FUNDAMENTALS

**JLZ 300: Literacies in education 300**  
*Module content:* This module aims to equip students with the necessary communicative and classroom literacies to succeed as a professional in the domain of teaching. Students will show evidence of understanding and being able to implement the theories and strategies underpinning spoken and written communication required within an education context. The development of a critical awareness of language as a non-neutral, biased conveyor of meaning will also be fostered. Students will also enrich their personal language profile by acquiring a functional knowledge of appropriate words and phrases in an African language with the view to facilitating classroom management.

**ACS 300: Literacies in education 300**  
*Module content:* "Teaching as Academic Service Learning" provides students with an opportunity to gain practical experience teaching in a diverse context by tutoring learners in disadvantaged communities. Students are expected to work across cultural, language and racial barriers in preparation for their future careers as educators. The purpose of this module is to equip the prospective teacher with strategies for dealing more effectively with multilingualism and multiculturalism in a culturally diverse pedagogical context. Students will choose a community engagement project specific to their phase and subject area. This module is based on experiential learning and is an application of the theoretical principles acquired in the undergraduate programme of student teachers.

Aspects of the grammar of Sepedi such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

**AFT 121: African languages literature – Capita selecta 121**  
 Prerequisite: NDE 110/SEP 111/ZUL 111  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as an introduction to literary concepts such as literary text(s), topic, characters, events, time and place; the analysis of selected short stories.

**IsiNdebele**  
 (Only for speakers of isiNdebele as a home language or first or second additional language)

**NDE 110: Introduction to isiNdebele grammar – Capita Selecta 110**  
 Academic organisation: African Languages  
*Module content:* \*For speakers of isiNdebele as home language or first or second additional language. Aspects of the grammar of isiNdebele such as an introduction to the word categories; an introduction to the structure, meaning and use of the noun, the adjective, the relative, the possessive; the verb; writing and spelling rules; dictionaries and dictionary use; grammatical analysis.

**Early literacy**  
**JGL 120: Early literacy 120**  
*Module content:* Facilitating the acquisition of early literacy. The use of children's literature in early literacy.

**Human movement studies**  
**JMB 124: Human movement studies 124**  
*Module content:* The module equips the student to understand and participate in activities that promote movement and physical development. Creative movement on music to promote rhythm and dance patterns is part of the different ways that a learner use to explore different parts of the body. Different motor development is looked at– motor control, body awareness and perceptual motor abilities. Movement skills in early childhood development- use a combination of body parts, to loco mote, rotate, evaluate and balance, with or without equipment. The focus is on spatial perception, kinaesthetic perception, strength and stamina. It includes throwing and striking and rolling, bouncing and moving with a ball or similar equipment. Movement activities include games play to promote running, chasing and dodging are playing a part.

**Learning support**  
**JLD 120: Learning support 120**  
*Module content:* The purpose of this module is to equip the student with knowledge about inclusion and inclusive education in South Africa. We focus on the skills a teacher needs to support learners with learning barriers, as well as ways to accommodate these learners in the classroom. The causes of barriers to learning are examined and we distinguish between intrinsic and extrinsic factors that can cause learning problems. Multidisciplinary and systemic approaches are introduced.

**ECD-studies**  
**JVK 130: Early childhood development studies 130**  
*Module content:* Planning, implementation and evaluation of the Early Childhood Curriculum to promote learning and development in the early years.

**Resources and material**  
**JHM 151: Resources and material 151**  
*Module content:* Design and development of teaching skills, strategies, resources and material.

**Arts and culture**  
**JLK 110: Arts and culture 110**  
*Module content:* Students acquire teaching skills to facilitate group music making activities with learners in the foundation phase. Three components are balanced in this programme: basic knowledge (music concepts and theoretical content); music skills (singing, playing instruments, listening, moving, applying music notation and creating); and didactical skills. The value of music in a culturally diverse society is emphasized.

**JLK 120: Arts and culture 120**  
*Module content:* This module assists students to explore various methods of stimulating creativity in the classroom environment. They are familiarised with basic art making skills and processes that can be used in the Foundation Phase. The module allows students to explore their own creative thinking through various art mediums and processes, while being guided through theoretical lectures and practical demonstrations. A practical portfolio is compiled by every student, containing examples of art works and theoretical research. The portfolio serves as a manual for future reference in the classroom.

## YEAR 1 ELECTIVES

**Elective modules**  
**Choose 1 at first-year level that should also be taken at second-year level.** The elective at first-year level will only be chosen in the second academic year and then continued with in the third academic year.  
**Modules are chosen according to the class timetable.**  
**NO TIMETABLE CLASHES ARE ALLOWED.**

**English**  
**ENG 110: English 110**  
*Module content:* \*Alternative evening classes - 2 discussion classes per week  
 Introduction to Literature in English (1)  
 This module introduces the study of literature by examining a number of texts representing different genres (poetry, prose, drama). The texts studied here will be mainly from the pre-twentieth century era and may include texts written in English from both Africa and other parts of the world. The aim of this module is to equip students with the critical and analytical skills required for a perceptive reading of poetry, novels and plays.

**ENG 120: English 120**  
*Module content:* \*Alternatively evening classes: 2 discussion classes per week  
 Introduction to Literature in English (2)  
 This module introduces the study of post-nineteenth century literature by examining a number of texts representing different genres (poetry, drama, prose). Texts will be from both Africa and other parts of the world. By the end of this module students should have the background and analytical skills to perceptively read modern and contemporary poetry, novels and plays.

**AFT 121: African languages literature – Capita selecta 121**  
 Prerequisite: NDE 110/SEP 111/ZUL 111  
*Module content:* Aspects of the literature of isiNdebele/isiZulu/Sepedi such as an introduction to literary concepts such as literary text(s), topic, characters, events, time and place; the analysis of selected short stories.

**Afrikaans**  
**AFR 110: Afrikaans 110**  
*Module content:* Taalkunde-komponent  
 Inleiding tot die Afrikaanse taalkunde met klem op lees- en skryfvaardigheid  
 Letterkunde-komponent  
 Inleiding tot die Afrikaanse letterkunde aan die hand van kortverhale en gedigte

**AFR 120: Afrikaans 120**  
*Module content:* Taalkunde-komponent: Inleiding tot die Afrikaanse sintaksis, fonetiek en taalgeskiedenis  
 Letterkunde-komponent: Inleiding tot die Romanskuns  
 Inleiding tot die Drama



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