

# LITERACY, NUMERACY AND DIGITAL COMPETENCE AS CROSS-CURRICULAR RESPONSIBILITIES

Use a "life world"  
theme to approach  
through the eyes of  
several different  
subjects

## Thematic CCL



### Theme-based approach

A theme-based approach allows exploration through many different subjects. (Barnes, 2015) One benefit of a theme-based approach is that it is an simpler way to be able to connect different subjects and areas of learning. This approach also allows practitioners to engage pupils by linking lessons to a relatable topic, that interest the pupils. This can then allow for more effective learning.

There are however some limitations to this approach as there can sometimes be “tenuous links and unclear aims” to the learning. (Barnes 2015). (Hayes, 2010) Using a thematic approach can also be seen as “fragmented”, and the learning can possibly become surface learning, without the children developing any skills or knowledge.

### Model 1

The first model that will be used is a theme-based model as it allows the learning to be taken in a variety of different ways and help the children to enquire and explore. The theme for this unit of work is global gourmet. This unit of work will be delivered to a year 3+4 class. This unit of work will integrate design and technology with literacy, numeracy and digital competence. The literacy aim of this unit of work is instruction writing. The pupils will have previously completed a unit of work on instruction writing, where they will have looked at different examples of instructions and established what the features of instructions are. The pupils will be making their own mini cheesecakes. To do this they will be weighing out and measuring ingredients. The pupils will have already looked at different weighing and measuring activities, so this will give the opportunity to provide them with a concrete experience to help them establish connections to their previous learning, and use their skills in a different way. The pupils will then have the opportunity to make the cheesecake, which is bringing the food technology side of design and technology. This is also exciting and engaging activity for pupils. Once the children have made their cheesecakes, the next activity that they will complete is to write a set of instructions on how to make a cheesecake for another class who will be making them next week. The pupils will have different options into how they present their instructions. The children will have a choice to make an YouTube channel where they will show and explain how to make the cheesecake to present to their audience. The pupils will also have the choice to use a PowerPoint or to write their own set of instructions. This provides children with the development of their digital competence as it will teach the children how to create a YouTube video safely and privately, or how to save their work safely.

### Model 2

The model that I will be using is a multi disciplinary approach where the children's learning will be based on a trip to the local castle. Through this unit of work we will be linking literacy, numeracy and digital competence to history. The pupils will have been on a visit to the local castle, where they will have experienced what life was like during that era. To follow up from the school trip, the pupils will be completing a drama activity, where they will have to create their own scene that expresses how different people lived at the time. This will help the pupils develop their understanding of the era and how people lived but this will improve their communication skills. This activity also gives the opportunity to put the children in groups to work with pupils they don't usually work with which will improve their social skills. After the children have completed their scenes they will then have the opportunity to develop their digital competence skills by using green screen. The children will develop these skills as they will be filming and producing their mini movies themselves. This will also help the children produce a piece of work that they feel proud of. The children will then have to undertake a different activity where they will be given a range of problems in which they will have to work out the different directions to get through the different areas of the castle. The pupils will be given a plan of the castle, they will then have to programme a beebot with a set of directions to manoeuvre the beebot to the correct areas of the castle.

One stimulus used  
to generate deep  
learning in two  
subjects

## Multi Disciplinary CCL



### Multi-disciplinary approach

A multidisciplinary approach allows many opportunities for tracking and progression. This approach also uses a learning experience to help deepen children's knowledge and understanding in different subject area. The experience used in a multi-disciplinary also gives children the opportunity to develop social skills, and to mix with other members of their class. It also provides a memorable experience to the children, which allows them to make more connections to help them remember what they have been taught.

### Conclusion

These models help to deliver creative lessons that will engage pupils. It also helps with the new curriculum as it allows literacy, numeracy and digital competence to be linked into many different areas of the curriculum. By using this variety of models it allows for a range of cross-curricular lessons, to provide a well rounded, holistic curriculum.

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