

The Exemplification of Two Cross -Curricular Models to identify how the Cross-Curricular Responsibilities can be embedded in the New Welsh Curriculum

Lessons exemplified will be taught over a series of two weeks in a Foundation Phase Year 1 Class

Theme Based Cross-curricular Model (Barnes, 2015)

Theme – Nature ‘Mini beasts’

- Uses a theme to explore learning, making authentic connections across all areas of learning utilising all Foundation Phase provision to support and embed learning further offering rich tasks.
- Must be well planned and well assessed. (Barnes, 2015)

Activities

- Mini beast hunt using QR Codes, classifying and recording findings.
- Identify what makes a habitat – make a wormery
- Role play a mini beast in a creative movement lesson.
- **Write a recipe by sequencing written instructions in the correct order.**
- Buy ingredients, weigh, measure, create and cook woodland biscuits.
- **Create a poster to advertise a tea party with time, day and date.**
- Code a bee-bot to find its way home on a woodland map.

Curriculum skills – LLC, MD, CD, PD, PSD, KUW, WLD

Wider skills – Developing thinking skills, Curriculum Cymraeg,

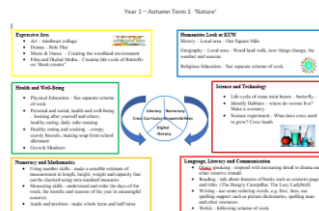
Assessment Opportunities – AFL – Lollipop sticks, Think pair share, Teacher and peer assessment. Use LNF and DCF expectation statements as learning objectives.

Progression opportunities –**Literacy** -**Build upon a form of writing modelled by the teacher, using vocabulary and word cards in a variety of opportunities to write for specific purposes across the curriculum e.g. to use ordering words, e.g. first, next, then, lastly. Within DCF to create and edit the poster on J2E**

Successful Futures

Picture 1, 2015

AOLE Planning



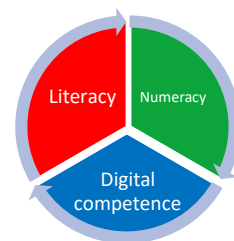
Benefits

- Child centred based on their interests, (Barnes, 2007, Kerry, 2015)
- Assessment can be linked to the LO and Success Criteria, with targets made to ensure further pupil progression.
- Opportunities to experience deep, challenging and relevant learning revisiting skills and using and applying them in an authentic context .(Kerry, 2015)
- Multiple aspects of the curriculum can be covered in a shorter time scale (Kerry, 2015)
- Emphasis on experiential learning (Harish, Krishnakumar and Raja (2012)

Limitations

- Unclear learning intentions form shallow links which limit learning.(Barnes, 2015, Hayes, 2010)
- Children may not like the theme, and may therefore not engage.
- Needs sufficient time for planning lessons and activities to ensure the development of rich tasks.
- If not planned sufficiently using all areas of provision, learning may be tokenistic.

Cross Curricular Responsibilities for Theme Based Model



Using measuring skills- weight.

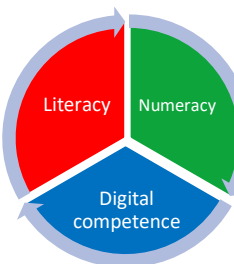
Developing numerical reasoning-transfer mathematical skills to play, use every day and mathematical language, use the concept of time.

Oracy - include some detail and some relevant vocabulary to extend their ideas or accounts.

writing skill - **sequence content correctly,, communicate purposefully in writing, e.g. may be supported by a drawing, select letters, words and pictures to compose writing on-screen.**

DCF – **Producing and creating - select appropriate software to complete given tasks in order to use text, image on J2E.** Problem solving - change instructions to achieve a different outcome.

Cross Curricular Responsibilities For Opportunistic Based Model



Develop numerical reasoning- transfer mathematical skills to play and classroom activities, select appropriate equipment and resources

Using number skills – **manage money -use different combinations of money to pay for items up to 20p in the toyshop- use non-standard units to measure: capacity in mud kitchen**

Oracy - New vocabulary constantly introduced, developing childrens word level, modelling specific vocabulary, descriptive words, question how would you describe the decorations you saw? Who was in the Nativity story? What would they have said to each other? How would they have felt?

Writing - retell events from a narrative in the right order, use capital letters and full stops with some degree of consistency

DCF– collaborate with a partner on a piece of digital work, use text when searching for information/media (image, video, sound) green screen and Book creator . **Role play - Financial Literacy (New AOLE)**

Future Recommendations

- Ensure teachers continue to critically reflect on how and why these models are bringing depth and breadth to learners’ understanding.
- Collaborate with all staff to ensure rich tasks are being embedded across all areas of learning.
- Share good practice with schools that have adopted approaches to support learning in the new AOLE.
- Allow sufficient time to enable teachers to plan, to ensure the cross-curricular responsibilities are not tokenistic.

Opportunistic Based Model (Barnes, 2015)

Theme – ‘Christmas’

- Children dictate direction of learning in subject categories arising from a shared theme of experience (Barnes, 2015)
- A plethora of skills can be used and applied to real life contexts following the child’s interests and curiosity in a flexible environment.
- Independent learning, teacher as facilitator, coach, using key questions to illicit understanding and further progression and understanding in an opportune environment as appropriate.

Activities

During a walk to town to see the Christmas lights and shop windows, the children were asked to use their senses to answer the question they wanted to know ‘Is it Christmas yet?’ Asked what they wanted to learn more about the following activities were chosen by the children:

- Make hanging Christmas decorations using junk.
- Use the mud kitchen to make reindeer magic.
- **Create a Christmas Toy shop.**
- Role play the Christmas story.
- Make a book about what they had seen to show their family.

Curriculum skills –LLC, MD, CD, PD, PSD, KUW, WLD

Wider skills – Developing Thinking skills, Curriculum Cymraeg RE

Assessment Opportunities – Observation, coaching, questioning (Blooms Taxonomy, 1956) , reflection and verbal feedback to illicit understanding and offer strategies and support. Self-assessment

Progression opportunities – **To progress problem solving skills, learners could be given larger numbers of money to add and subtract and asked to show how they could use number facts to 10 and place value to do this.**

Benefits

- Powerful experience can create motivating, memorable learning (Driscoll, 2015, WAG, 2017) with pupil voice central.
- Misconceptions can be identified through observation.(Fox and Surtees, 2010)
- Gives autonomy to teachers to create innovatively (Savage, 2010)
- Increased engagement with teacher questions promoting depth and breadth of understanding. (Barnes, 2015 and Kerry, 2015, Pepperell, 2011).
- Opportunities for collaboration, creativity and focussed thinking with uninterrupted learning . (Pound and Lee, 2015, and Oliver, 2006)

Limitations

- If learning is not connected to prior knowledge this can create poor un transferrable learning. (Didau, 2014 and Barnes, 2007)
- Tokenistic with vague learning outcomes. (Driscoll et al, 2015)
- Teacher knowledge key – if acting as only a facilitator or observer opportunities to ask questions or direct teach could be lost.
- Teacher can indirectly change the direction of learning away from the child. (Barnes, 2015 and Alexander, 2010)