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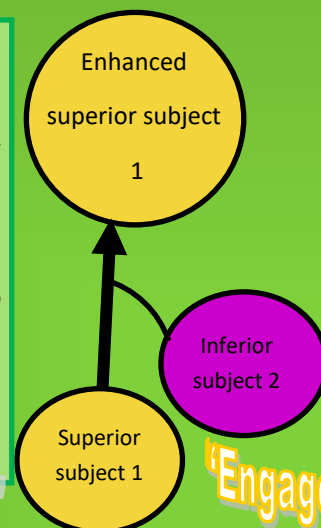
Barnes' Cross-curricular Taxonomy:

Teaching and Learning in Foundation Phase - Nursery.

Hierarchical cross-curricular teaching and learning:

Aim of this approach:

This an **effective** cross-curricular approach where children will be supported and will enhance children's learning in one subject by also learning aspects of another subject. This method will develop **thinking** (Johnson in Johnson and Siegel, 2010) and cross-curricular learning as students will be developing multiple and various skills from one subject to support learning in another subject. Making lessons more **creative** (Fisher and Williams, 2004) using this approach will **motivate** learners to have a positive outlook on school life as well as enjoying taking part in lessons such as literacy, numeracy and digital competency. Kirsty Williams (WG, 2016c) wants children to be at the heart of the learning taking place for them to be included and develop good well-being (Collins and Foley, 2008).

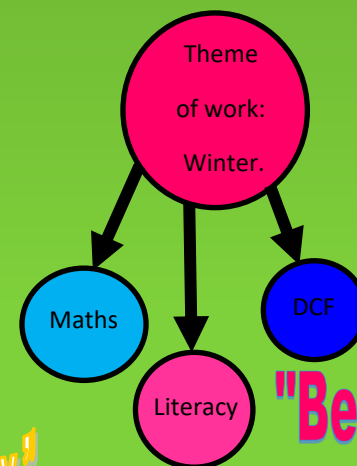


"Engage in sound and word play."

Theme-based cross-curricular approaches:

Aim of this approach:

This approach is used to explore several subjects through using a theme to permit children to have opportunities for them to develop skills in literacy, numeracy and digital competency as well as skills from other subject areas. Donaldson's (2015) new curriculum wants teachers to be **creative** for the children to become **enterprising** and **ambitious** learners for them to fulfil their **futures** in society (WG, 2016b). This approach teaches children about different themes to combine the learning of the curriculum.



"Become independent thinkers and learners."

Method for this approach:

This cross-curricular (Rowley and Cooper, 2009) approach method allows teachers to teach children a theme of work which can be creative and **engaging** for children to learn new knowledge and skills from various themes. This method can allow children to choose their own theme of work for example, winter to create ideas which they want to learn. This is an excellent approach to use to **include** (United Nations, 1989) every child while listening to **pupil voices**. This **benefits** children to promote original (Robinson, 2001) and exciting ideas (Sharp, 2004) which can be well resourced for children to develop LNF and DCF skills. Benefits of this approach would be that children can be encouraged to be **independent** learners as well as developing social skills such as **collaboration** with other peers. **Thinking skills** (Higgins, 2001) will also be developed to see clear links from different subjects for the chosen theme. **Limitations** of this approach would be that some children may not be able to see clear links to the theme if the teacher does not help to set clear aims and targets for success within the learning objectives. Also, will nursery children be able to create their own ideas for tasks?

"Builds resilience."

- **L.O:** to simply retell an event from the book with your opinions.
- **L.O:** to count independently how many toy penguins there are and rearrange them from small to big.

Results of this approach through a theme of lesson examples:

The result of the approach would take over a week of lessons and the theme is **winter** which the nursery children choose independently. One of the lessons would be a **numeracy** lesson, which the children want to know how many penguins there are in the artic. A VR set could be used to **immerse** children into the artic setting for them to visualise the penguins and the winter surroundings. The VR technology would provide children with the best **real-life**, learning experiences while developing skills from **DCF**. The teacher could use the VR set to help children develop mathematical vocabulary (Pound and Lee, 2010) by explaining how many penguins there are. This would **engage** the children and prepare them (Carr, 2001) for the numeracy lesson. The children would go to the winter themed area where there are ten toy penguins. The children must independently count how many penguins there are, while arranging them in size order. This will differ on the ability of the children and could **challenge** (Moyles *et al*, 2002) some children. This will develop nursery children's maths skills (WG, 2014) in, "use counting to solve simple mathematics problems in everyday and play situation." A **literacy** lesson could be the teacher reading them a winter themed book (Holt, 1989) with a meaningful story to develop thinking and listening skills. The children would be developing the skill of, "talk about 'what might happen next,'" from the strand of reading in the foundation phase curriculum (WG, 2015), as the teacher should ask **open-ended questions** about what might happen in the story. This develops children's **imagination** and creativity. Once the book has finished, the children should be filmed on an iPad (Evans, 2012) by the teacher, on a greenscreen background in groups for them to explain their feelings about the story to develop the DCF (WG, 2016a) skills of, "work together with a partner/partners on a piece of digital work."



Method for this approach:

This method allows teachers to teach an **inclusive** and **balanced curriculum** (Donaldson, 2015) where they can teach their weakest subjects (OFSTED, 2008) (OFSTED, 2011) within a stronger subject that they are more confident with, to make the weaker subject more meaningful and teach the stronger subject in an enhanced way to develop the two subject skills in combination. **Benefits** of this would be the teacher can teach two subjects in a holistic approach to progress a range of children's skills. **Limitations** of this approach would be that the second subject such as art will not be enhanced as much as subject one as the children are not being taught art skills whereas subject one such as maths will be the main reason for teaching the lesson. So, will the children really be learning skills from subject two?

L.O: to listen and join in with songs and rhymes to develop an understanding of initial sounds / numbers to 5 through being creative using musical instruments.

Results of this approach through lesson examples:

The result of this approach would take three lessons. The first lesson would be to allow the nursery children to develop their knowledge and understanding of initial spoken sounds linked to picture cards (Elkins, 2007). The children are developing their **language** skills in reading (reading the spoken picture cards) as well as oracy (Alexander, 2008) by developing the sounds through struted play (Montessori, 1949) in **music** (Jones and Robson, 2008) in a **creative** manner. The children will practise the initial sounds using music to recall the sounds through chanting while using a musical instrument of their choice to perform the task. For example, the children are learning the initial sounds of the letters; S, T, R, U and F. Firstly, they will listen to the rhyming music that belongs to the letters (music from phonics) above three times, before using their chosen instrument to play along with the music while sounding out the initial sound. This mean the children will be developing the oracy skill (WG, 2014) within the L.O. of, "listen and join in with songs, rhymes and stories." Second lesson, the children get to choose which letter sound they want to explore by decorating (Hayes, 2004) that letter sound on an iPad (Becta, 2009) using a creating app to do this. The children will developing the **DCF** skill (WG, 2016a) of, "explore and use different multimedia components in order to capture and use text, image, sound, animation and video," under the strand of producing and element creating. This will develop children's creativity also.



Mathematical Development

Nursery		
Strands	Elements	Children are able to:
Using number skills	Use number facts and relationships	listen to and join in with rhymes, songs, stories and games that have a mathematical theme ✧
		realise that anything can be counted, not just objects, e.g. <i>claps, steps</i> ✧
		count reliably up to 5 objects
		recite numbers from 0 to 10 forwards and backwards using songs and rhymes ✧

The literacy lesson can be adapted to develop numeracy skills (WG, 2014) as the children can explore numbers such as counting to 5 through musical instruments, like using a drum, to make a musical beat to recall and memorise numbers. To develop the same DCF skills within the literacy lesson, the children could use iPads to create a drawing of themselves using their choice of instrument on an iPad.

"Play simple rhythmic and melodic patterns on a variety of instruments."



Above is an article from Estyn (2018) that shows outstanding practise of children being actively involved in their learning which develops creativity appropriately. Theme based cross-curricular approaches would also allow the children to deeper their knowledge within the elements of LNF and DCF creatively.

"Give reasons for likes/dislikes of on-screen activities."