

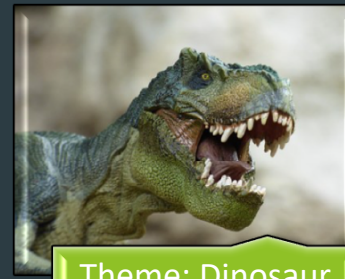
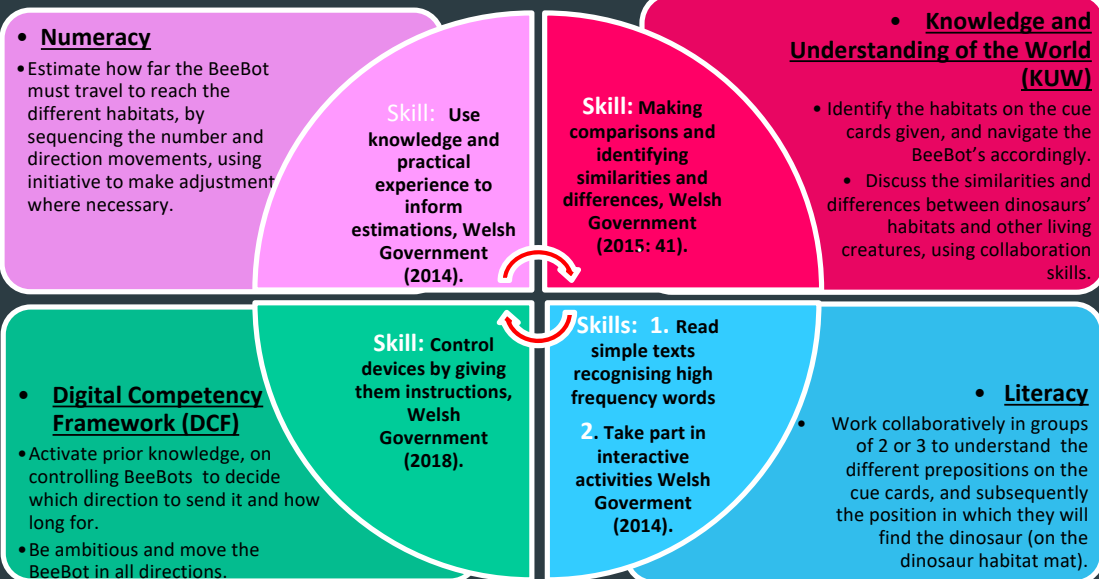
Cross Curricular Commitment

Theme Based Cross Curricular Teaching

'Theme – based approaches use a theme to generate exploration through the eyes of several different subjects,' Barnes (2015:69).

Learning objective:

By the end of the lesson learners should be able to programme a BeeBot, to visit different habitats, whilst showing an understanding of prepositions.



Theme: Dinosaur

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Activities are planned for Reception-aged children (4-5yrs)

Benefits of thematic teaching:

- Ample opportunities to incorporate pupil voice, which embeds principles of effective pedagogy*.
- Learning is relevant, fun, inspirational and engaging, enabling learners to associate with their world.
- Neurological pathways are formed, strengthened and developed. Donaldson states that utilising the cross-curricular responsibilities creates 'foundations for almost all learning,' (2015:39).
- Learning should not be compartmentalised in intellect. Donaldson stresses that the new 'Areas of Learning and Experience should not be watertight,' (2015:39).
- Staff are given opportunities to develop inter-professionally, by taking the initiative to share effective pedagogies and plan collaboratively, seen as good practice by Estyn (2018). Kirsty Williams has a vision within the curriculum reform to 'committing to sharing ... effective practice across the system,' Welsh Government (2018: 36).

This activity has been differentiated by the level of support given and the number/complexity of the cue cards.

Limitations of thematic teaching:

- 'Tenuous links and unclear aims limit the learning,' Barnes (2015: 69). No subject should be incorporated unless it deepens understanding.
- As it has to be resources over a period of time, funding and teacher competence can be inhibiting factors.
- Teachers are able to use this method to mask their weaknesses, ultimately weakening the learning experience for children.
- The DCF does not receive the same status as the LNF, as the resources are not readily available, which the new curriculum encourages. Kirsty Williams recognises the significance of digital intellect, as her aim is 'ensuring our young people are more digitally...competent,' Welsh Government (2018:15).
- Effective pedagogy gives ownership of learning to the learners. Instilling essential life and employability skills within our learners, such as; collaboration, resilience, perseverance, creativity and problem-solving.
- 'In the very near future we won't have the same jobs as we have today, but new jobs will be created,' Wenig (2017).

Inter Disciplinary Cross Curricular

'Inter-disciplinary cross-curricular methods aim at progression in two or more subjects, and the promotion of creative thinking and connection-making between the subjects involved,' Barnes (2015:72).

Learning objective:

By the end of the lesson, learners should be able to create a simple pictogram by sorting pictures into two categories, carnivore and herbivore diets.

Benefits of inter-disciplinary teaching:

- Learners will develop their collaboration skills, which Vygotsky believes is the foundation to learning, Pound (2014).
- Children are encouraged to use their imagination, when making connections. 'Creativity now is as important in education as literacy and we should treat it with the same status,' Ken Robinson (2006).
- Children construct new insights, by developing separate skills within a meaningful experience.
- Children become life long learners, as they develop the ability to use higher order thinking skills to make connections.

Limitations of inter-disciplinary teaching:

- If taught incorrectly a 'bland broth of half understood ideas and fresh misconceptions' Barnes (2015: 74), is created, where no real value is added to the learners' skillset.
- Clarity is not always gained by the learners, as there can be information overload.
- It is an approach which requires challenging teaching pedagogies, teachers need confidence and competence to ensure that learners' time is not wasted. If teachers lack confidence within certain subject areas, there is a risk of didactic pedagogies.
- It is meant to promote creativity, which needs careful planning in order to be effective, and not all teachers have the ability to regulate this.
- How do you assess so many skills at a given time?

This activity has been differentiated by the complexity of the diagram;
Higher ability – food items that fit carnivore, herbivore diets or both.
Lower ability – have food items that belong to carnivores and herbivores.
Questioning will be tailored to suit the ability, allowing for assessment.

STIMULUS: Dobby the dinosaur has mixed his lunch box with a herbivore, can you help him find his lunch?

KUW

- 'Sorting and grouping information using ICT on some occasions,' Welsh Government (2015: 41).
- 'Recognising simple patterns in their findings,' Welsh Government (2015: 41).
- Progression will be made within KUW as learners should activate their prior knowledge of dinosaur diets and relate it to their own diets.
- They will be dragging and dropping the photos of different food, whilst making connections with their numeracy abilities to sort objects into specific criterion and recognise simple patterns between the different animals.

Numeracy

- 'Sort and classify objects using one criterion,' Welsh Government (2014).
- Progression will be made within numeracy as learners should by applying their use of numeracy skills in a non-numerical context, allowing them to make greater connections with their surroundings.
- Learners will also be looking for simple patterns within the diagram and discussing/justifying their thoughts whilst using vocabulary such as most and least, to strengthen these concepts.

Literacy

- 'Exchange ideas in one to one and small group discussions,' Welsh Government (2014).
- Progression will be made within literacy as learners should make independent decisions and then justify their ideas within a small group; reasoning, activating prior knowledge and using subject specific vocabulary, using Think, Pair, Share, Mercer (2018).
- The teacher's role is to encourage justifications by using Bloom's Taxonomy, to create questions, to develop higher order thinking skills, supporting the connection making process.

DCF

- 'Create a simple pictogram using suitable software,' Welsh Government (2018).
- Progression will be made to their skillset within DCF as they should create a pictogram within a Venn diagram, using J2e, a moderation on the program they are familiar with.
- Not only should the children understand what the Venn diagram represents, but they should drag and drop the photos in order to classify the two diets.
- They should recognise that technology can be used to visualise their thought processes.