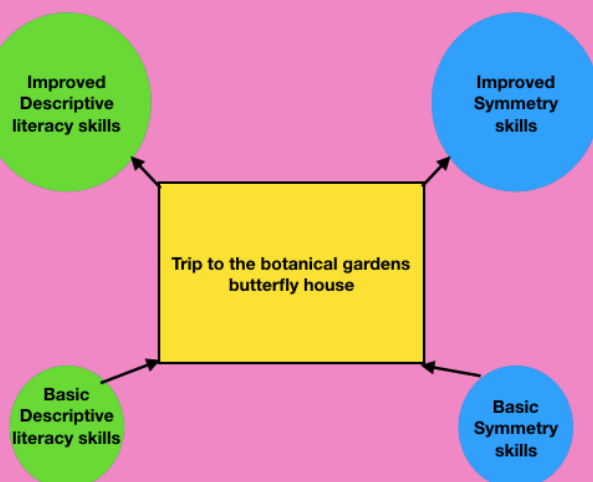


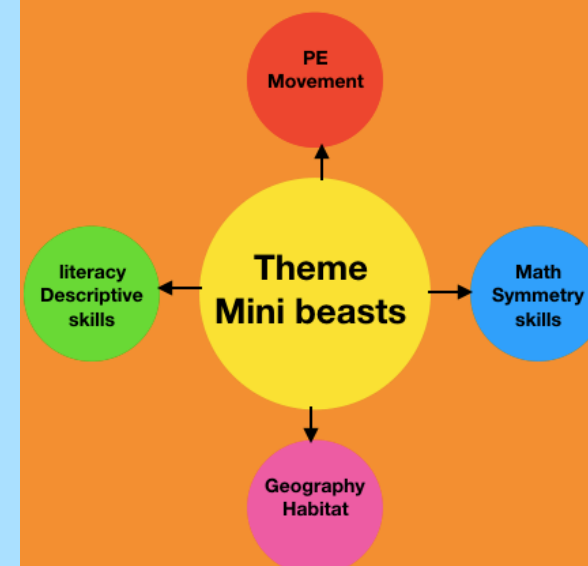
Multi Disciplinary approach



How to encourage cross-curricular learning in a year 1 foundation class through the theme of mini beasts

To ensure that a cross curricular lesson is a success first we must ensure the learning process is being accommodated for (Konstons, Van Der Werf 2015) make their case to the importance of activating prior knowledge. It is the opinion of (Beane 1995) that the integration of the curriculum allows children to seek and use knowledge in a organic way. In addition (Barnes 2015) believes that cross curricular learning steers a path between the easy emphasis on separate ‘core’ and ‘foundation’ subjects. Therefore when considering cross-curricular models for teaching we should consider their ability to utilise prior knowledge, allow for integration across the curriculum and close the gap between core and foundation subjects. Furthermore as digital competency is a cross-curricular responsibility the use of skill and technology within the method will be considered. (Montessori 2014) said that Children best respond to educational opportunities in an environment which is prepared for their special sensitivities for learning. Therefore we must consider if the models discussed supports pupils learning environment and does it allow for slight adaption if necessary.

Theme based approach



Multi-disciplinary approach

The multi-disciplinary cross-curricular learning approach designed by (Barnes 2015) comprises of, discrete learning in two or three subject areas. Which is enhanced, by arising from a shared meaningful experience, as seen by the diagram above.

Literacy skills developed through this theme and approach include the ability to take part in activities with others and talk about what they are doing, looking for clues in the text to understand information, identifying words and pictures on-screen which are related to a topic, and use personal experience to support understanding of texts (Especially if the student have visited a butterfly enclosure) just to name a few.

Numeracy skills can be developed within the topic with relative ease for example interpreting information presented in charts and diagrams and drawing appropriate conclusions, could be accompanied by looking a the most common type of butterfly. They may also sort and classify objects using more than one criterion by colour and or pattern. While undertaking their shared experience pupils may make lists and tables based on data collected.

Digital competency skills can be developed within this topic however primarily they link the the various ways to collaborate and record work for example the skills of collaborating with a partner on a piece of digital work, or select appropriate software to complete given tasks in order to use text, image, sound, animation and video. Perhaps when completing their numeracy activity they may also record data collected in a suitable format, e.g. use tally charts, pictograms and block graphs in a simple computing package. Thus encouraging learning across the curriculum. (Lebrun 2007) would suggest that science and technology benefit one another and as such should be coupled, perhaps simply adding a digital element to the recording process can both improve skills in both topic and improve work by eliminating human error.

Theme-based approach

The theme based approach designed by (Barnes 2015) requires a relevant theme in which to generate multiple lessons. However, no lesson which doesn’t deepen the knowledge of the theme is to be constructed. Unless the lesson itself can be better understood through the application to the theme.

The opportunity to develop skills are vast. Within this approach it may often appear easier to link skills to the curriculum, as the ability to make minute links to a theme can be effortless for experienced educators. some example of incorporating movement into PE lessons, or discovering the preferred habitat for different mini beasts.

Since one limitation of lessons using this approach is that the lessons must relate to the theme. the theme may not last very long this approach lends itself to working for half a term or even a couple of weeks. However the amount of planning required to plan a topic and link skills may seem daunting. Although there are some companies such as cornerstones selling large schemes of work to many schools providing them with skills and lesson plans.

Recording skills from both the LNF and DCF which may benefit from this example due to the nature of the specific skills within recording and conducting lessons are to communicate purposefully in writing, write words, phrases and simple sentences and read back own attempts, use specific words which relate to the topic of their writing, begin to use connectives to expand a point & spell high-frequency words correctly.

Benefits and limitations of a multi disciplinary approach

Benefits

- Builds on prior knowledge and understanding known key fundamental of learning according to (Konstons, Van Der Werf 2015).
- Shared learning experience amongst peers aids further literacy skills such as the ability to take part in activities with others and talk about what they are doing.
- Provides opportunities to make links between all variations of subjects.
- Learning can be discrete, as student use both subjects specific skills to improve knowledge and understanding across the two subjects. (Donaldson 2015) believes strongly in the benefits of cross curricular learning even going as far as calling it important as it allows discrete learning in foundation subjects this view is clear on page 35

Limitations

- Teacher-led thus potentially less stimulating for some students. However with planning and knowledge of student this can be negated.
- Teachers must make opportunities for creativity within planning as the approach is not child led.

Benefits and limitations of a theme based approach

Benefits

- When successful pupils are fully engrossed in their environment and theme improving stimulation while learning.
- Pupils can follow a theme through the corse of a term allowing for mass growth in specific subject knowledge.
- pupils can experiment creatively across the whole curriculum if planned for.

Limitations

- Lessons are limited to subjects that can be inked to the topic.
- Extra foresight when planning is necessary to ensure skills the teacher would like to focus on are met.
- Teacher-led thus potentially less stimulating for some students. However with planning and knowledge of student this can be negated.
- Teachers must make opportunities for creativity within planning as the approach is not child led.