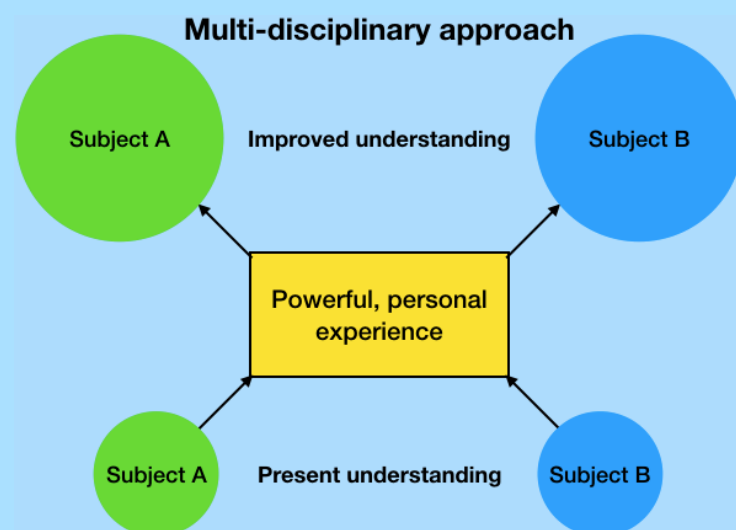
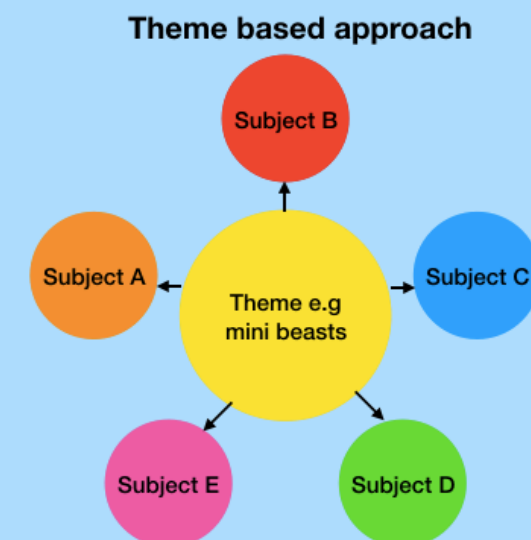


How to encourage cross curricular learning in a year 1 foundation class through the theme of mini beasts



To ensure that a cross curricular lesson is a success first we must ensure the learning process is being accommodated for. Konstons and 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 an organic way. In addition Barnes (2015) believe that cross curricular learning steers a path between the easy emphasis on separate 'core' and 'foundation' subjects. Many teachers avoid using technology as their student may have a lower understanding than themselves however as Alexander (2010) points out that through repetition of actions simple as saving work



A Multi-disciplinary approach		A Theme-based approach	
Multi-disciplinary cross-curricular learning comprises of. Discrete learning in two or three subject areas is enhanced, by arising from a shared meaningful experience. Literacy: Activities with regards to the use of dictionary skills. While researching mini beast pupils are to develop skills such as identifying simple text features, making links between texts and their topic & use specific words relating to their topic. Numeracy: Activates in regards to recording of data. While collecting and reviewing data about different minibeasts in their surrounding area pupils are likely to develop skills such as the useful knowledge and practical experience to inform estimations, present work orally, pictorially and in written form, and use a variety of ways to represent collected data & interpret information presented in charts and diagrams and draw appropriate conclusions. Digital competency: While researching and reviewing data pupils should use digital resources. Pupils may be expected to, save work using a familiar word as a filename, use text when searching for information/media, collate and group given data using simple words & record data collected in a suitable format		Theme based approached require 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. Since one limitation of lessons using this approach is that the lessons must relate to the theme. For this reason emphasis on the skills when the recording of work is much more important to ensure that the responsibilities of cross-curricular learning within the new curriculum are evident. 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 and limitations of a theme based approach	
<u>Benefits</u> - Builds on prior knowledge and understanding - Shared learning experience - Provides opportunities to make links between all variations of subjects - Discrete learning, pupils make connections between topics without knowing.	<u>Limitations</u> - Teacher-led causing less stimulating learning - Teachers must make opportunities for creativity within planning not found naturally	<u>Benefits</u> - When successful pupils are fully engrossed in their environment and theme - Pupils can follow a theme through the course of a term - pupils can experiment creatively across the whole curriculum if planned for	<u>Limitations</u> - Teacher-led causing less stimulating learning - Teachers must make opportunities for creativity within planning not found naturally - Lessons limited to those which enhance knowledge of the subject - Lessons throughout the whole term must be planned in advance to

Reference list

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