

Theme Based Barnes Models

Barnes (2015) explains his theme-based model where an appropriate theme for the setting is chosen to create opportunities for multiple subject generally more than three or four to be used in cross-curricular learning. However, it is suggested that subjects that are not relevant and does not contribute to the learners understanding of the theme. Barnes Primary School (2019) uses and recommends the theme-based model for learning as it raises children's outlooks and ambitions of education. As the children gain a greater love for learning, showing high quality outcomes and engaging fully with the theme. Achieving continuity, the three skills of application, learning and motivational are applied to support the learners in increasing complexity in work, to promote positive learning experiences.

The Three Cross-Curricular Responsibilities

Cross-Curricular teaching mostly defined as the combining of academic subjects, for example, literacy, numeracy and digital competence, with life skills, that children need in future experiences ensuring it is a meaningful and relevant experience. (Estyn, 2018; Hayes, 2010) Cross-Curricular is considered similar to real-life experiences, as teaching in a holistic approach. It encourages children to take part in the planning process to personalise their learning experiences. (Kerry, 2011; Estyn, 2018; Johnson, 2013) Promoting Donaldson (2015) his three cross-curricular responsibilities of Literacy, Numeracy and Digital Competency at the main focus of the lessons being planned using two different Barnes models.

Opportunistic Barnes Models

Opportunistic Barnes Models Barnes (2015) justifies the opportunistic model and how heavy it relies on the child's curiosity as it is a child lead approach to learning. It is suggested that this model is most suited in a foundation phases classroom; this can be because younger children show more inquisitiveness to new objects, a different environment or even a new experience. The model presents the teacher's role within the model to facilitate the children with answers or to direct the child onto consolidating the answer for themselves. The approach is meaningful and personal to each child as they chose the environment and time where they will find the answers to their questions. (Barnes, 2015, 2011) However, this can only be successful if the teacher gives them space to explore and play freely as Vygotsky quotes in the book written by Dolya (2010) also agrees with children learning through play.

How we use The Theme Based Barnes Model

Centred around the main theme UNCRC, it covers Personal and Social Development, Well-being and Cultural Diversity Area of Learning within the Foundation Phase document, current curriculum. Using the method of carousel which the lesson will be repeated over a three days period. Before starting the series of lessons, the children will be shown a video, this can be viewed by scanning the QR Code above; this gives children an overview on what are the UNCRC Children's right is and why we need them.

- Group one will be focusing on developing their oracy under literacy. The activity consists of working in groups to discuss the UNCRC, placing them within a pyramid of what rights they believe are the most important, placing the most important at the top and the least important rights to them at the bottom. This fits into the LNF under listening, collaboration and discussion, as the pupils will need to listen to one another, collaborate and discuss why they think the UNCRC should go in a certain place within the pyramid.
- Group two will be working on their Numeracy skills. They will be given physical objects that they will need to buy in the future including a toothbrush, soap, food etc. and objects that they may want, including sweets and toys labelled with price tags under 20p as stated in the LNF under the skill of Manage Money. The children will be making the decision of what they need to buy working out what change they may have from 20p and seeing if they got enough money left to buy anything from their want section.
- Group 3 will be working in pairs towards the Digital competency framework where they will be working on the skills of logging on to their personal Hub accounts opening up J2office, adding their name, date, title of UNCRC to create a poster on what's is their top UNCRC and what does it mean to them? Why is it important? This links to the DCF Framework under the strand of Citizenship - Digital rights, licensing and ownership and by working in pairs interacting and collaborating, collaboration. (Welsh Government, 2015 and 2019)



Six AOLE's Areas

In the document written by Holland (2018, p. 14-15) she states how the topic of the UNCRC fits into all areas of the six AOLE's areas in the new curriculum, especially focusing on the three cross-curricular responsibilities. As learn the UNCRC through the two chosen models, they develop problem-solving and reasoning skills within the mathematics and numeracy framework, it provides the children to gather and justify information to make decisions; which also has clear links to the rights of the children in article 12, 13 and 17. The importance of using the two models to promote the UNCRC in a cross-curricular approach is highly supported as Holland states that the theme opens opportunities for discussion, expression and understanding information in Languages, Literacy and Communication. Relating standards in the new curriculum AOLE's strongly relates the UNCRC to science and technology. Children have the right to provision, survival and protection, where children are only going to learn when they can experience first-hand digital competency through the two chosen models. (Holland, 2018, p. 14-15)

How we use The Opportunistic Barnes Model

The Opportunistic model working alongside the Leonardo approach to teach the setting theme of the UNCRC, covers Personal and Social Development, Well-being and Cultural Diversity Area of Learning within the Foundation Phase document. Bringing in the stimulating object of a jigsaw puzzle where pieces will need to be placed around the setting to create the UNCRC child's rights poster. As this model is child lead, we can only predict where the learning is going to go, but teachers are not able to set end objectives.

- Predicting where children may take the learning within literacy, a class discussion may be held where they are able to express their opinion to one another this covers oracy in LNF where they are expressing an opinion on a familiar subject. However, to start of the lesson ideas the children may need some guidance to start the lesson planning, so within groups the children can create group mind maps on ideas what they would like to learn and gain knowledge.
 - Within the area of digital competency framework, the children can use the child-friendly research app DKFindOut.com; this is where they may research why we have children's rights? How many rights children have? They can then save their research to their specific hub area with their name/ keyword, and this covers the element of storing and sharing.
- Covering numeracy, the children may find it interesting what the class feel are the three most UNCRC rights to them, discussing the best way to collect this data the teacher can support the children to construct and put together a tally chart. This meets the LNF area of collecting data 'make lists and tables based on data collected.' (Welsh Government, 2015 and 2019)

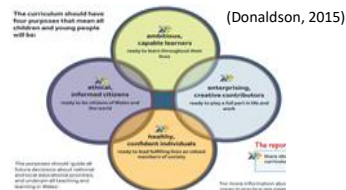
Promoting The United Nations Convention on the Rights of the Child (UNCRC) within Cross-Curriculum.

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Lesson Ideas using the two chosen Barnes Models –
Foundation Phase – Year 1 –
Theme UNCRC

Donaldson 4 purposes

Donaldson 4 purposes Shown in the diagram by Donaldson (2015) are the four purposes that support the three cross-curricular responsibilities needed in the new curriculum. After researching the theme of the UNCRC and how it fits into the four purposes, by following the link- https://www.childcomwales.org.uk/wpcontent/uploads/2018/02/CCFW-Children-Rights-andCurriculum-Reform-Position-Paper-2018_English.pdf it demonstrates how all the UNCRC articles fit into the four purposes. (Holland, 2018, p. 10-13)



Donaldson's 12 Principles

These Barnes models have been chosen for specific reasons, which includes how they link with Donaldson's twelve principles in the document Impact Wales (2018). They state the importance of the three cross-curricular responsibilities, making connections between areas of learning and experiences, encouraging learners to take responsibility for their learning and encouraging collaborations. As these are only a few of the principles that are related and promoted within the Barnes model being used there are many more can be identified for being met.



Benefits and limitations of The Opportunistic Model

Kachuee et al (2019) states the benefits of the opportunistic model including the aspects of it being flexible as it is unplanned the children lead the learning. However, it is also suggested that the limitation to this is that there are no end learning outcomes we as teachers are unable to predict where the learning is going to go accurately. (Epigeum.com, 2019)

Taking the elements into consideration, this model offers the child real-world learning scenarios that support them with the skills they need for future experiences. It is all centred around the child, what the child wants to learn, how they want to learn it, and what resources they want to use to support their learning. However, both these theorists agree on the point that not all teaching and learning can happen in a planned and well equipped lesson, they show their interests in how the opportunistic model opens up the chance for children to explore to use their voices to ask questions and to find stuff out for themselves. Additionally, the teacher needs to know when learning objectives need to be used to set a clear aim for the lesson and when to step back for the children to take control of their learning outcome.

For this to be successful the child needs to show full engagement in taking control in their own learning, on the other hand the recommendation for this model is for teachers to give children the freedom, space and time to explore environments and resources that allow rich and stimulating learning opportunities. Coherent, to the opportunistic model we can also say that this links very well with the Leonardo approach, where the children are given a stimulating object to focus on for the term and take on the responsibility for their own learning. (Aitken, 2013)

Considering a variety of research into the benefits and limitations of the thematic model, it is proven that a theme provides a rich and unique concept of learning and teaching the three cross-curricular responsibilities. (Barnes, 1987, p. 15; Antonek, J. et al., 2005, p. 2). The model has many positive aspects as Lawrence (2019) states that the thematic model increases a child's curiosity, motivation and can involve the child's family. Family members may have experienced certain events or be knowledgeable about the overarching theme of the setting. The model has been supported within an Estyn report (2018, p. 28) where they have observed the theme-based model being used within an education setting, where teachers have shown effective teaching practice by planning appropriate and engaging lessons around the setting theme to create a stimulating, enjoyable and memorable learning experience.

On the other hand, research has also shown the limitations of this model, suggesting that individual subjects lose their identity as teaching cross-curricular emerges subjects to work and support one another. Some children can lose interest in the setting theme, which can lead the child to become unmotivated and will exclude themselves from the enriched learning experiences. It also suggests that teachers find it difficult to provide the appropriate learning resources to support the educational experience. As well as considering the point that researching a new theme can take a lot of class time as the child needs to understand to apply the research to other subjects fully. (The Art of Learning, 2014; Trotter, 2008)

To overcome the limitations, there are a few aspects that we can put in place, including setting targets and learning outcomes for each lesson to ensure a low amount of confusion. Recommendations by Estyn (2018) state that it is essential for teachers to reflect on their practice and to share ideas with others to provide enriched and realistic learning experiences.