



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Cross-curricular skills

4th Oct 2023

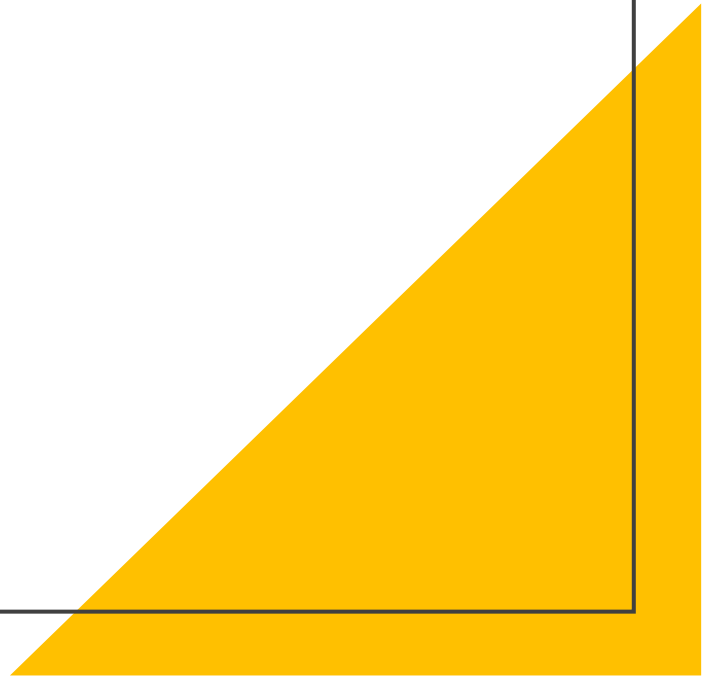


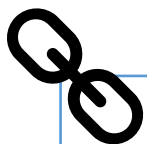
Session aims:

What are cross curricular skills?

Why are they important?

How to plan them in MFL lessons?





- Beth yw sgiliau trawsgwricwlaidd?
- **Pam maen nhw'n bwysig?**



- What are cross curricular skills?
- **Why are they important?**



Argymhellion

>>> Argymhellion

6. Dylai dysgu gan blant a phobl ifanc gael ei ddatblygu ar draws y cwricwlwm drwy dri Chyfrifoldeb Trawsgwricwlaidd a ddylai fod yn gyfrifoldeb i'r holl athrawon: llythrennedd; rhifedd; a chymhwysedd digidol.
7. Dylai fframwaith cymhwysedd digidol, ynghyd â dogfen 'Ar Drywydd Dysgu Cymhwysedd Digidol', gael eu datblygu a'u cynnwys fel Cyfrifoldeb Trawsgwricwlaidd.

>>> Argymhelliad

8. Dylai'r disgwyliadau ar gyfer y tri Chyfrifoldeb Trawsgwricwlaidd a sgiliau ehangach gael eu cynnwys yn y Meysydd Dysgu a Phrofiad.

<https://llyw.cymru/sites/default/files/publications/2018-03/dyfodol-llwyddiannus.pdf> t39-43

Recommendations

>>> Recommendations

6. Children and young people should have their learning developed across the curriculum through three Cross-curriculum Responsibilities that should be the responsibility of all teachers: literacy; numeracy; and digital competence.
7. A digital competence framework and an accompanying 'Routes to Learning Digital Competence' should be developed and be included as a Cross-curriculum Responsibility.

>>> Recommendation

8. The expectations for the three Cross-curriculum Responsibilities and wider skills should be embedded within the Areas of Learning and Experience.

<https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf> p39-43



Cenhadaeth ein cenedl

Mae angen unigolion tosturiol a chyflawn ar ein cenedl, unigolion sydd nid yn unig yn meddu ar ddealltwriaeth dda o lythrennedd, rhifedd a chymhwysedd digidol, ond hefyd y sgiliau meddwl beirniadol, y dychymyg a'r cydnerthedd i ragori yn swyddi newydd y dyfodol, a chreu'r swyddi hynny hefyd. Rhaid i ni sicrhau bod pob llais yn cael ei glywed ac nad yw'r un plentyn yn cael ei adael ar ôl.

Our National Mission



Our nation needs compassionate and well-rounded individuals who not only have a strong grasp of literacy, numeracy and digital competency, but also the critical thinking skills, imagination and resilience to excel in – and create – the new jobs of tomorrow. We must ensure that every voice is heard and no child is left behind.



Cenhadaeth ein cenedl

Wedi'i lywio gan argymhellion yr OECD mae wedi arwain at y canlynol:

- Addysg Athrawon Ddiwygiedig
- Safonau proffesiynol wedi'u hadolygu

Our National Mission:

Driven by OECD recommendations it has led to:

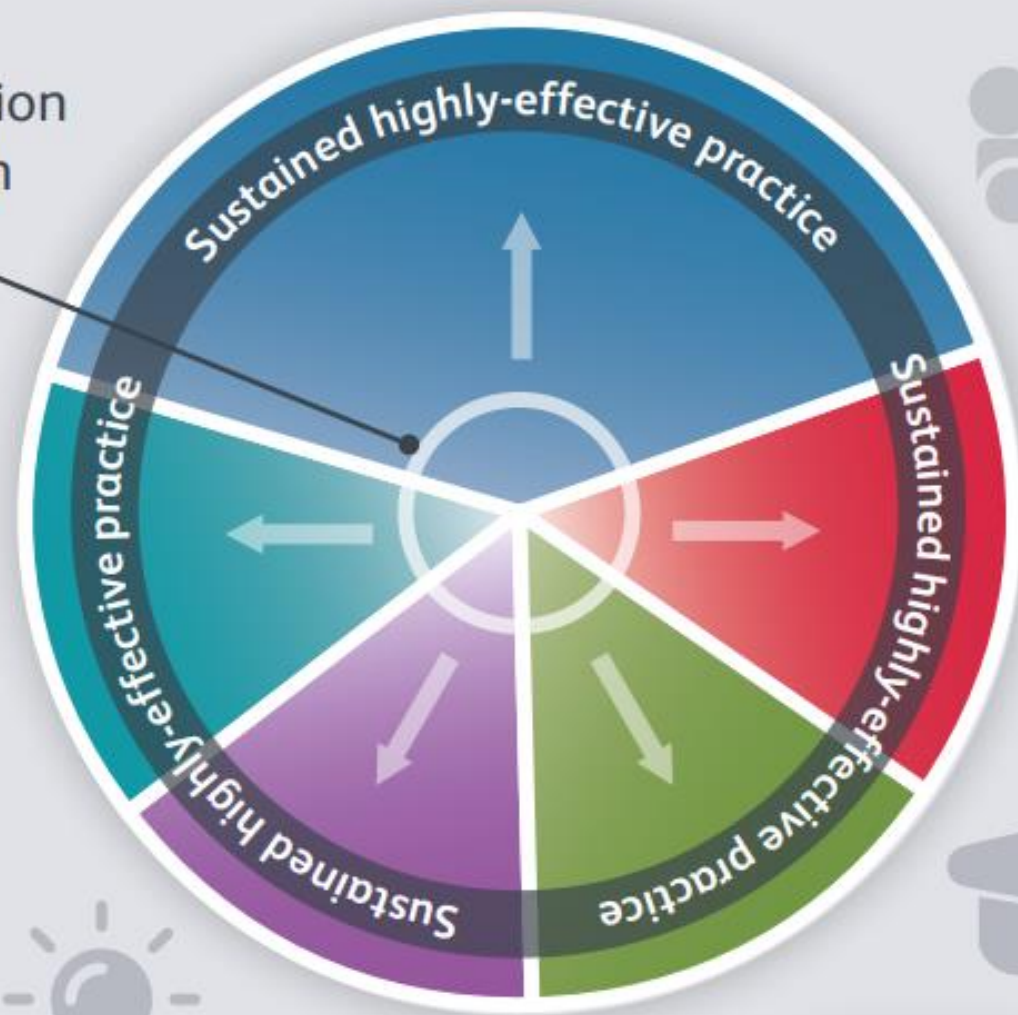
- Reformed Teacher Education
- Reviewed professional standards

Link to Pedagogical Principles:

9. Good teaching and learning regularly reinforces **Cross-curriculum Responsibilities**, including literacy, numeracy and digital competence, and provides opportunities to practise them.



Entry to the profession
– QTS and induction



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Addysgeg: Hyrwyddo Dysgu

Themâu trawsgwricwlaidd:

- Mae'r athro'n gwybod am yr egwyddorion sydd ynghlwm wrth ddylunio'r cwricwlwm ac arloesi, ac mae'n eu deall ac yn ymwneud â nhw. Mae hefyd yn datblygu themâu trawsgwricwlaidd sy'n berthnasol i feysydd dysgu ac mae'n gallu cyfiawnhau ei benderfyniadau.

Ymelwa ar ddisgyblaethau pynciol mewn meysydd dysgu:

- Mae'r athro'n arddangos gwybodaeth am addysgeg a disgyblaethau perthnasol o fewn, ac ar draws, cynnwys pynciau, meysydd dysgu, a themâu trawsgwricwlaidd; mae hefyd yn arddangos dealltwriaeth o hyn ac yn cynllunio'n briodol yn ôl hynny.

Pedagogy: Advancing

Cross-curricular themes:

- The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.

Exploiting subject disciplines in areas of learning:

- The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.



Llywodraeth Cymru
Welsh Government



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3 cross-curricular skills

**DIGITAL
COMPETENCE**
Cross-curriculum

LITERACY
Cross-curriculum

NUMERACY
Cross-curriculum

Llythrennedd | Literacy



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Beth yw llythrennedd?

- *Llythrennedd yw'r gallu i ddarllen, ysgrifennu, siarad a gwrando mewn ffordd sy'n ein galluogi i gyfathrebu'n effeithiol a gwneud synnwyr o'r byd.*

What is literacy?

- *Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.*
- National Literacy Trust (n.d.)

National Literacy Trust (n.d.) *What is literacy?* Available at: <https://literacytrust.org.uk/information/what-is-literacy/n>

Research highlighted the correlation between a child's vocabulary and their future life chances. According to the National Literacy Trust, **one in eight people in Wales lack basic literacy skills** (compared to 1/6 in England, 1/4 in Scotland and 1/5 in Northern Ireland).

The gap between low skilled people and their higher skilled peers is a significant factor in affecting social mobility, limiting access to leading universities, the best apprenticeships and most competitive careers (Sutton Trust website).



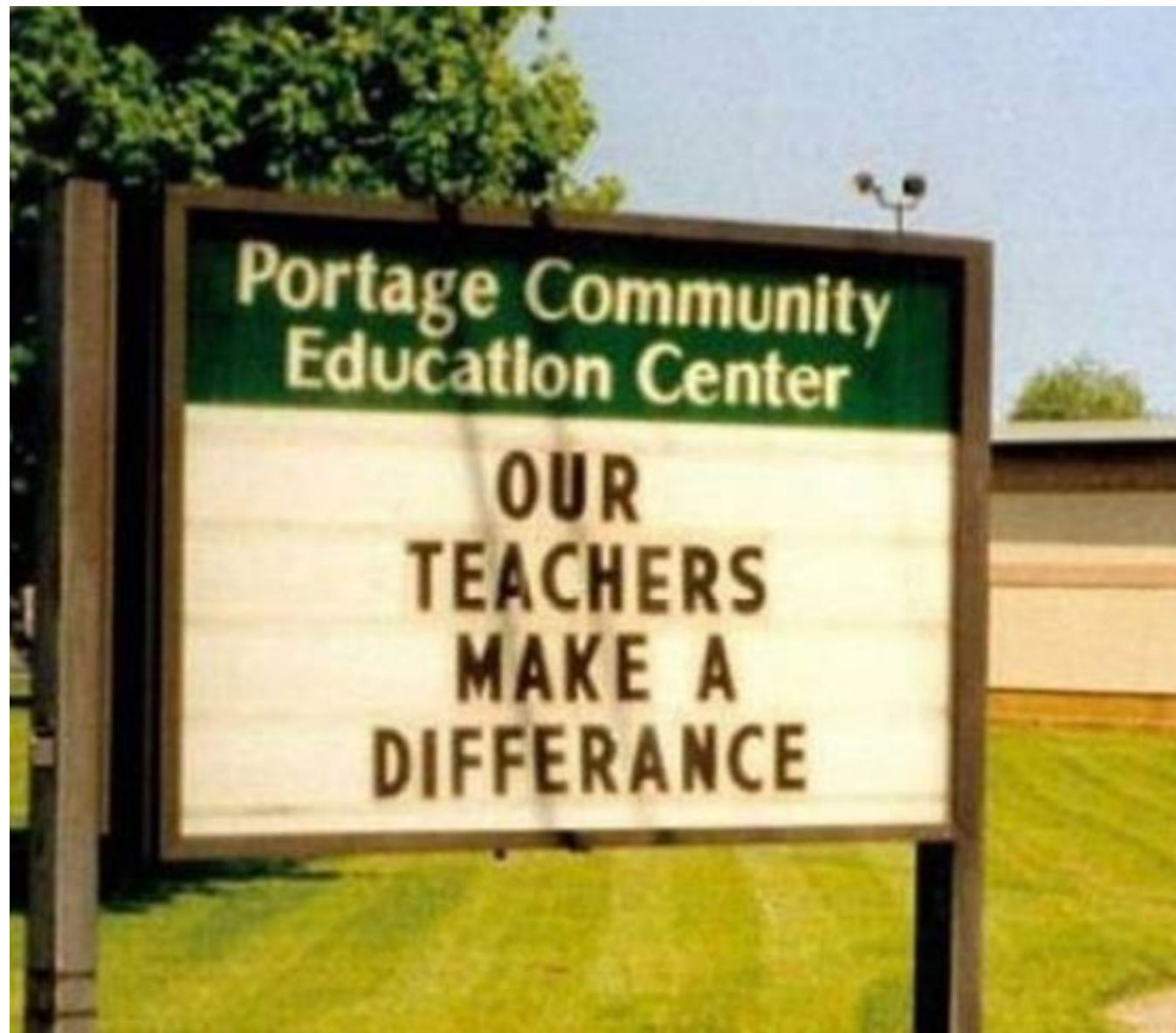
Can you spot
the mistakes?























Cakes for all occasions

- Wedding's
- Birthday's
- Anniversary's
- Christening's

Fframwaith Llythrennedd

- Llythrennedd: Trawsieithu
- Llythrennedd: Gwranddo
- Llythrennedd: Darllen
- Llythrennedd: Siarad
- Llythrennedd: Ysgrifennu

Literacy Framework

- Literacy: Translanguaging
- Literacy: Listening
- Literacy: Reading
- Literacy: Speaking
- Literacy: Writing



Literacy Framework

Strand	Progression step 1	Progression step 2
Translanguaging		I am beginning to draw on information presented in one language and convey it in my own words in another.

Progression step 3	Progression step 4	Progression step 5
I can receive information in one language and adapt it for various purposes in another language.	I can apply my translanguaging skills to support my learning in familiar and new languages.	I can independently identify translanguaging opportunities to enhance my learning and communication in my languages.

Strands and elements of the Literacy Framework

Listening, Reading, Speaking and Writing

Strand	Elements
Listening	Listening for meaning
	Developing vocabulary
	Listening to understand
	Listening as part of collaborative talks

Strands	Elements
Reading	Phonological and phonemic awareness
	Reading strategies
	Understanding, response and analysis
Speaking	Clarity and vocabulary
	Purpose
	Collaborative talk
	Questioning
Writing	Vocabulary, spelling and grammar
	Connectives and syntax
	Punctuation
	Planning and organising for different purposes, audiences and context
	Proof reading, editing and improving

▼ Literacy: Reading

Progression step 2

I can deduce ideas and information by linking explicit statements, *e.g. cause and effect, sequence.*

I can infer meaning from text and images, which is not explicitly stated, *e.g. What might happen next? Why did the character do that?*

Progression step 3

I can use inference and deduction to understand the text, and can consider the reliability of what I read.

I can infer ideas which are not explicitly stated, *e.g. writer's viewpoints or attitudes.*

Progression step 4

I can use inference and deduction to understand more complex texts, and can consider the reliability and impact of what I read.

I can gain a full understanding of texts using inference, deduction and analysis.

'3-2-1' Oracy Task

Talk about your:
family/weekend/holiday/hobby etc.

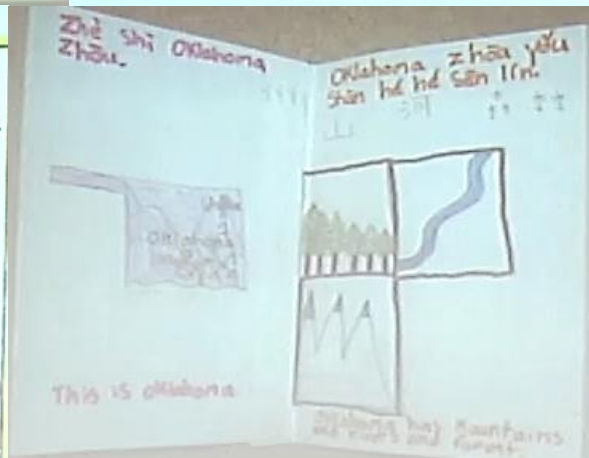
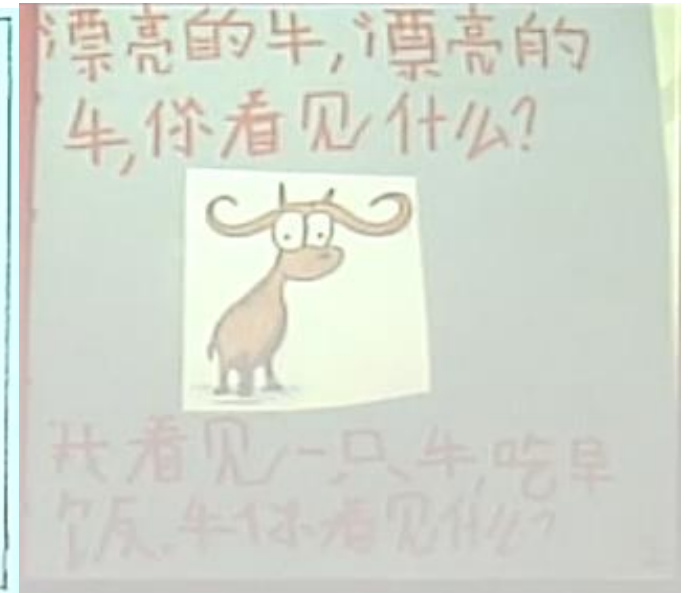
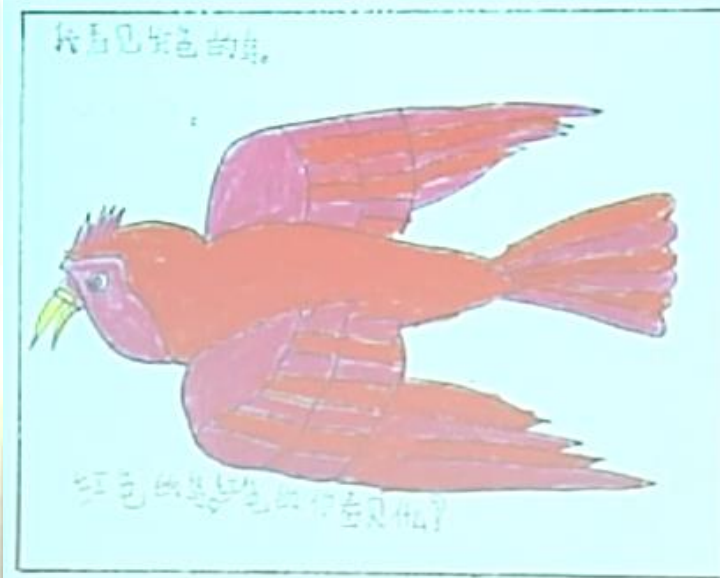
in 3 mins to peer A;

in 2 mins to peer B;

in 1 mins to peer C.



'Booking Making' Literacy Project



sentence builder 2

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蛋糕

cacen

lánqiú

篮球

pêl-fasged

pīngpāngqiú

乒乓球

pingpong

wǎngqiú

网球

tenis

Top Tips

Structure strips are a simple but powerful scaffolding tool to help learners focus on organising their thinking and written responses by using prompts.

The size of a large bookmark, structure strips can be glued along the edge of piece of paper or presented creatively to learners within an online environment. Each strip has specific divisions with each area representing a paragraph of the writing response.

Each division contains information and examples of what each paragraph should contain. Some examples even suggest that the amount of space in that area represents how long that paragraph should be. A body paragraph might be longer than an introductory paragraph for example.

Structure strip-
 Effectiveness of an urban planning strategy

Introduction
 • Very briefly, what are the main challenges affecting the poorest people in Rio?

Urban planning strategy
 • Can you give examples of ways to improve urban areas in Rio?
 • How do they work?
 • What do they want to achieve?

Key words to include:
 Self-help, pacification, Favela Bairro Project, Olympic Games

Improving quality of life
 • How do these strategies improve the quality of life for the poorest people in Rio?

Evaluation
 • How effective has the strategy been?
 • How it been successful? A failure? Give some reasons

• The effectiveness of an urban planning strategy in helping to improve the quality of life for the urban poor.

In Rio there are many challenges that are affecting poorest people such as lack of health care, high crime rate and lack of education = less services.

There are many problems that the poorest people are facing in favelas.

To improve the urban areas they could encourage local people to volunteer to help in school to get better education, giving school grants to poor families to help meet the cost of keeping their children in school and they can plan to open a private university in Rocinha favela.

To improve health care area is like in favela of Santa Marta set on a steep hillside, with a population of 8000, it has few roads and the main means of access is an overcrowded cable car.

Strategy is explained really well, Elinal

⇒ $\frac{7}{12}$

1/2 mark question

Use GCSE past papers to create a structure strip

Question 2 – Current and Future Study and Employment

[16]

Écris un message à ton ami(e) français(e). Donne des **informations** et des **opinions** sur :

- Ton collègue
- Ton uniforme scolaire
- Les professeurs.

Écris environ **50 mots en français**.



Question 3 – Identity and Culture

[20]

Écris au sujet de ton temps libre pour ton blog.

Il faut inclure :

- Tes passetemps et tes opinions
- Les activités que tu as faites le weekend dernier
- Ce que tu vas faire le weekend prochain.

Écris environ **100 mots en français**



Effective practice

Rising to the literacy challenge

Share this [f](#) [t](#) [in](#) [✉](#)



- Read the case study on a secondary school in Neath Port Talbot.
- Discuss how they put strategies in place to improve literacy for learners.

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations

1

Prioritise 'disciplinary literacy' across the curriculum



2

Provide targeted vocabulary instruction in every subject



3

Develop students' ability to read complex academic texts



4

Break down complex writing tasks



5

Combine writing instruction with reading in every subject



6

Provide opportunities for structured talk



7

Provide high quality literacy interventions for struggling students



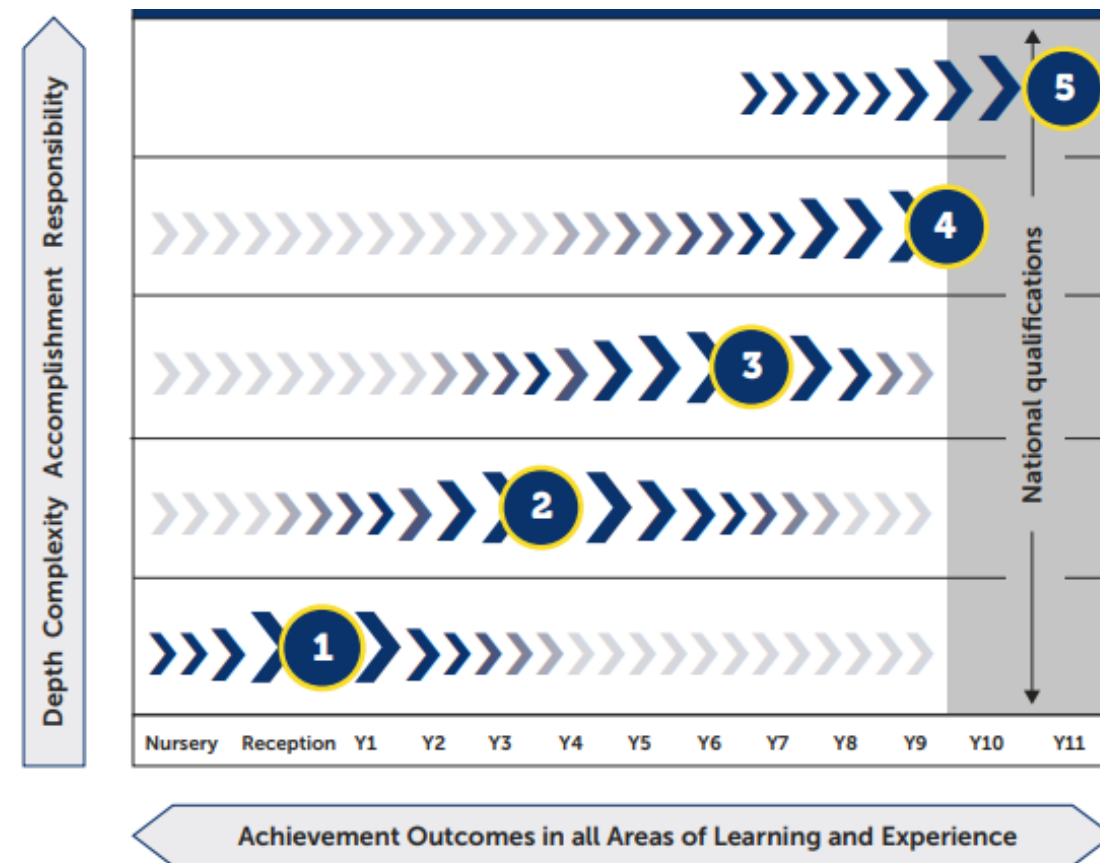


Access the Literacy and Numeracy Framework (LNF).

[Literacy and Numeracy Framework - Hwb \(gov.wales\)](https://gov.wales/literacy-numeracy-framework)

Make notes on key ideas for PS 4/5.

Plan some literacy elements into your MFL lesson design.



Donaldson (2015) Successful Futures, page 55

Rhifedd | Numeracy



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Beth yw rhifedd?

- Mae rhifedd yn golygu deall sut mae mathemateg yn cael ei defnyddio yn y byd go iawn ac yn gallu ei defnyddio i wneud y penderfyniadau gorau posibl.*

What is numeracy?

- Numeracy means understanding how maths is used in the real world and being able to apply it to make the best possible decisions.*



Cam cynnydd 2	Cam cynnydd 3	Cam cynnydd 4
Rwy'n gallu defnyddio cyfuniadau gwahanol o arian i dalu am eitemau hyd at o leiaf £2 a chyfrifo'r newid.	Rwy'n gallu adio a thynnu cyfansymiau llai na £100 gan ddefnyddio nodiant cywir, e.e. $£28.18 + £33.45$.	Rwy'n gallu cyfrifo gan ddefnyddio arian tramor a chyfraddau cyfnewid.

Progression step 2	Progression step 3	Progression step 4
I can use different combinations of money to pay for items up to at least £2 and calculate the change.	I can add and subtract totals less than £100 using correct notation, e.g. $£28.18 + £33.45$.	I can calculate using foreign money and exchange rates.

✓ Numeracy: Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions



Progression step 2

Progression step 3

Progression step 4



Representing data

I can sort and classify objects using more than one criterion.

I can select and construct appropriate charts, diagrams and graphs with suitable scales.

I can select and construct appropriate charts, diagrams and graphs with suitable scales.

I can present work orally, in objects, pictorially and in written form, and use a variety of ways to represent collected data with suitable scales including:

- lists, tally charts, tables and diagrams
- bar charts and bar line graphs labelled in 2s, 5s and 10s
- pictograms where one symbol represents more than one unit using a key
- Venn and Carroll diagrams.

I can represent data using:

- lists, tally charts, tables, diagrams and frequency tables
- bar charts, grouped data charts, line graphs and conversion graphs
- pictograms where one symbol represents more than one unit using a key
- Venn and Carroll diagrams.

I can construct frequency tables for sets of data in equal class intervals, selecting groups as appropriate.



Strands and elements of the Numeracy Framework

- Developing mathematical proficiency
- Understanding the number system helps us to represent and compare relationships between numbers and quantities
- Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world
- Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions

Strand	Elements
Developing mathematical proficiency	Conceptual understanding
	Logical reasoning
	Fluency
	Strategic competence
	Communicating with symbols

Strands	Elements
Understanding the number system helps us to represent and compare relationships between numbers and quantities	The number system
	Relationships within the number system
	Calculation
	Financial literacy
Learning about geometry helps us understand shape, space and position, and learning about measurement helps us quantify in the real world	Measurement
	Shape and space
	Position
	Angle
Learning that statistics represent data and that probability models chance helps us make informed inferences and decisions	Collecting data
	Representing data
	Interpreting data



- Numeracy – **the application of mathematics to solve problems in real-world contexts** – plays a critical part in our everyday lives, and in the economic health of the nation.
- Numeracy skills can also help learners become **ethical, informed citizens of Wales and the world** by providing them with tools to analyse data critically, enabling them to develop informed views on social, political, economic and environmental issues.





The Secret of Numeracy (across the curriculum)

Read through the David Didau's blog, and make notes on the following:

- What aspects to you agree with and why?
- What aspects do you disagree with and why?
- What further research and investigation would you like to undertake after reading the article?

WHAT £15 WOULD HAVE BOUGHT YOU 15 YEARS AGO - COMPARED TO NOW

 PETROL 103.9P A LITRE TODAY 138.9P	 PINT OF BEER £2.30 TODAY £4.21	 CINEMA TICKET £7.66 TODAY £10.75	 FISH AND CHIPS £2.43 TODAY £9	 LOTTO TICKET £1 TODAY £2
 PINT OF MILK 40P TODAY £1.05	 CAN OF COCA COLA 45P TODAY 95P	 1KG BAG OF SUGAR 85P TODAY £1.11	 DOZEN EGGS £2.47 TODAY £3.26	 POUND OF BANANAS 88P TODAY £1.01

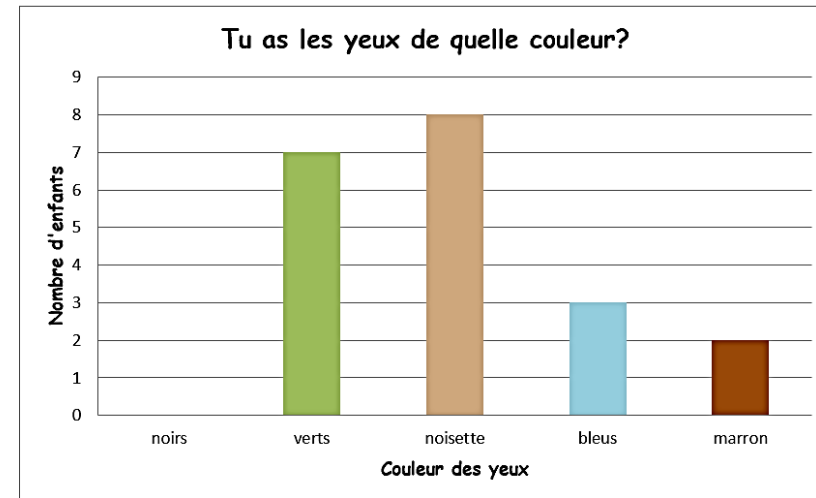
How might you use this in your teaching?



START	Wer hat <u>12x10?</u>	Ich habe 120	Wer hat <u>11x10?</u>
Ich habe 110	Wer hat <u>21x10?</u>	Ich habe 210	Wer hat <u>34x10?</u>
Ich habe 340	Wer hat <u>19x10?</u>	Ich habe 190	Wer hat <u>3.4 x 10</u>
Ich habe 34	Wer hat <u>4.6x10?</u>	Ich habe 46	Wer hat <u>6.1x10</u>
Ich habe 61	Wer hat <u>12 x 100?</u>	Ich habe 1200	Wer hat <u>22x100?</u>
Ich habe 2200	Wer hat <u>17x100</u>	Ich habe 1700	Wer hat <u>2.9x10?</u>
Ich habe 29	Wer hat <u>12.1x10?</u>	Ich habe 121	Wer hat <u>9.1x100?</u>

Tu as les yeux de quelle couleur?

Couleur des yeux	Nombre d'enfants
noirs	0
verts	7
noisette	8
bleus	3
marron	2



Il y a deux enfants avec les yeux marron.

Il y a sept enfants avec les yeux verts.

Wieviel kostet das?

- 1.a. Zwei Hamburger kosten €4,00. Wieviel kostet **ein** Hamburger?
- 1.b. Ein Hamburger mit Käse kostet €2,40. Wieviel kostet Käse?
- 2.a. Zwei Banane kosten €0,80. Wieviel kostet eine Banane?
- 2.b. Wieviel kosten sechs Banane?
- 2.c. Wieviel kosten zehn Banane?
3. Zwei Liter Milch kosten €2,00. Wieviel kosten sieben Liter Milch?
- 4.a. Zwei Vanilleeis kosten €2,20. Wieviel kostet **ein** Vanilleis?
- 4.b. Ein Vanilleeis mit Schokoladensoße kostet €1,40. Wieviel kostet Schokoladensoße?

Les Boissons

Coca Orangina Limonade	€1,70
Eaux minérales	€1,30
Jus de fruits	€1,40
Café express ou décaf	€1,70
Vin rouge 25cl	€2,50

Les Entrées

La soupe à l'oignon	€4,30
Salade de tomates assiette	€4-
Pâté maison	€3,50
Pâtes aux champignons et à la crème	€4,50
Petite salade verte	€4-

Les Pâtes

Lasagnes maison	€5,40
Spaghetti bolognaise	€6-
Tagliatelles aux champignons et à la crème	€5,80

Les Plats

Faux-fillet de bœuf haché, frites	€7,10
Poulet rôti	€6,70
Steak	€8-
Salade niçoise	€6,80
Poisson du jour	€8,60
Pizza végétarienne	€7,20
Plateau de fromages	€15,50

Desserts

Mousse au chocolat	€4,45
Tarte aux fraises	€4-
Tarte au citron	€4-
Crème caramel	€5,50
Glaces : vanille, fraise, abricot, citron, chocolat, cassis, noisette, pistache	€2,40

Was ist 10%
von 450?

10%

a: 45

b: 40

c: 4

d: 10

Maths Challenges

Display a set of differentiated sums in target language for students to work out.

Extension: Students can come up with new sums in TL themselves.

Challenge!

trois + sept + neuf =

dix + douze x deux =



Ça coûte combien?

Display a picture of a product, have a price you will accept as correct.

Ask students to say how much they think it costs in euros, in the TL. Encourage them to use opinion phrases.

Extension: Students could argue using Group Talk phrases e.g. Tu plaisantes! Tu es fou, toi! Etc.



Je suis allé au supermarché et j'ai acheté...

Display a list of items you have bought and show how much you paid with.

Ask students to work out what change you have left.



You have €40 to spend on 4 people.



Each person must have a main course, drink and dessert.

2 people drink alcohol.

One person is allergic to fruit.

One doesn't like chocolate.

One does not eat meat.

One person wants fish.

Write out the order for these 4 people including prices.



Coq au vin

Tâche:

Vous allez préparer le coq au vin pour tous les élèves de la classe il faut préparer et cuisiner 30 portions – Bon courage!



La Recette

Ingrédients

Nb de personnes : 6

40 g de beurre

1 coq prédécoupé d'environ 2 kg (dont on aura réservé le foie)

2 petits oignons émincés

2 échalotes hachées finement

2 gousses d'ail émincées

1 carotte coupée en fines rondelles

30 g de farine

75 cl de vin rouge

1 verre d'eau

1 bonne cuillère à soupe de concentré de tomate

1 bouquet garni

Sel et poivre du moulin

1 barquette de petits lardons

1 barquette de champignons de Paris

1 poignée de persil haché



Photo de : AnneFrancoise

1 / 1

Aller en ligne pour
faire les courses à

www.Auchan.fr



Attention!!
Il faut multiplier les
quantités par cinq pour
30 portions



Ingrédients	Quantité	x 5	Prix
Beurre	40g		
Poulet	1		
Petits Oignons	2		
Echalots	2		
Gousses d'ail	2		
Farine	1		
Vin Rouge	75cl		
Verre d'eau	1		
Concentré de tomate	1 Cuillère à soupe		
Bouquet garni	1		
Lardons	1 barquette		
Champignons	1 barquette		
Persil	1 poignée		



Coq au vin

**Réponse: Combien coûte
chaque portion?**

En Euros _____

En livre sterling: £_____



Numeracy Task

In your chosen language, develop 1 numeracy task that you could use as a starter or main task using PowerPoint.



Cymhwysedd Digidol

Digital Competence



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Digital competence

- Developing digital skills in areas such as the use of digital information systems (including geographical information systems), the use of digital sources, software to analyse and present qualitative and quantitative data.
- Exploring the impact of digital technology on societies and of the challenges and opportunities faced in the digital age.

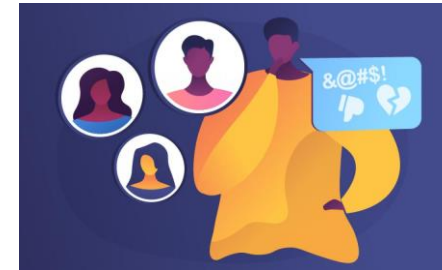
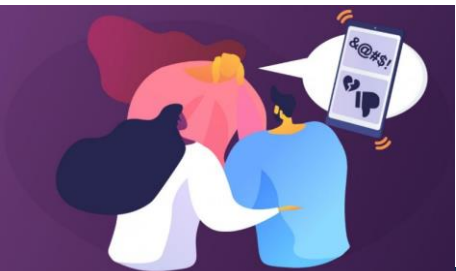


Beth yw cymhwysedd digidol?

- Dinasyddiaeth
- Rhyngweithio a chydweithio
- Cynhyrchu
- Data a meddwl cyfrifiadurol

What is digital competence?

- Citizenship
- Interacting and collaborating
- Producing
- Data and computational thinking



Beth yw cymhwysedd digidol?

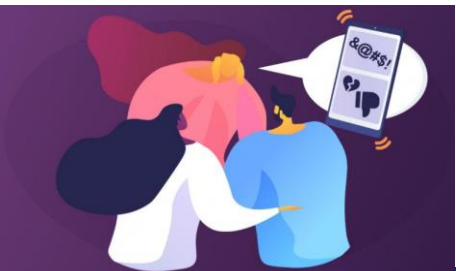
- **Dinasyddiaeth**

- Hunaniaeth, delwedd ac enw da
- Iechyd a lles
- Hawliau digidol, trwyddedu a pherchenogaeth
- Ymddygiad ar-lein a bwlio ar-lein

What is digital competence?

- **Citizenship**

- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and online bullying



Beth yw cymhwysedd digidol?

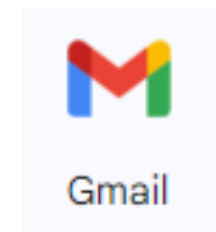
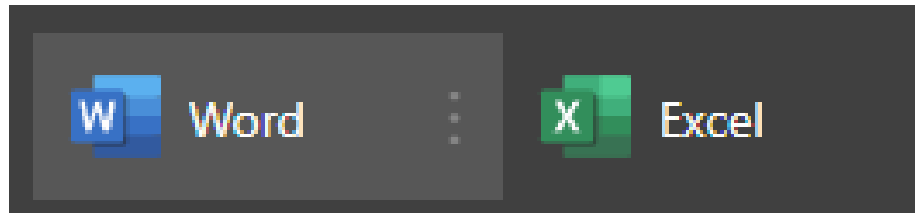
- **Rhyngweithio a chydweithio**

- Cyfathrebu
- Cydweithredu
- Cyfnewid a rhannu gwybodaeth

What is digital competence?

- **Interacting and collaborating**

- Communication
- Collaboration
- Storing and sharing



Beth yw cymhwysedd digidol?

- **Cynhyrchu**

- Cyrchu, chwilio a chynllunio cynnwys digidol
- Creu cynnwys digidol
- Gwerthuso a gwella cynnwys digidol

What is digital competence?

- **Producing**

- Sourcing, searching and planning digital content
- Creating digital content
- Evaluating and improving digital content

Beth yw cymhwysedd digidol?

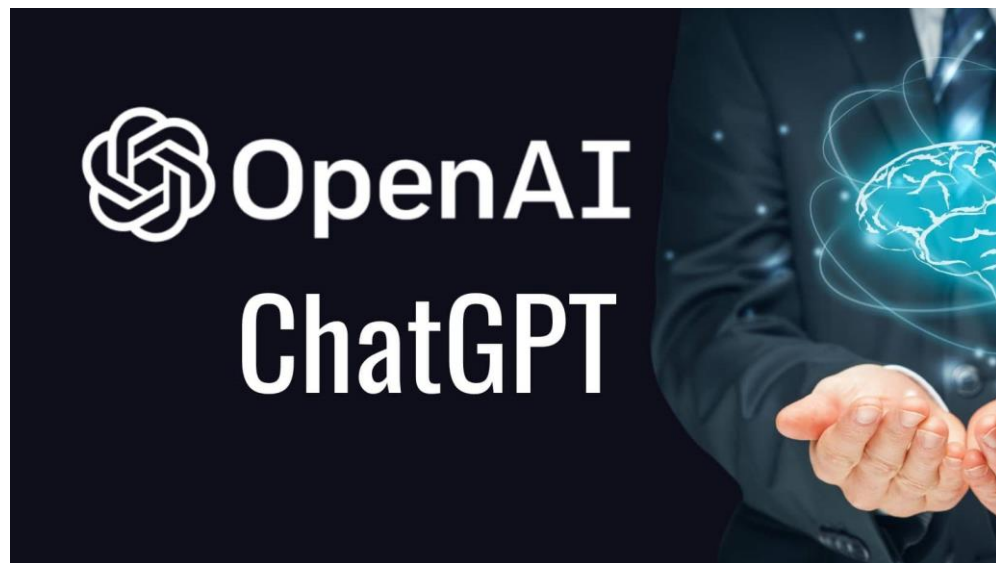
- **Data a meddwl cyfrifiadurol**

- Datrys problemau a modelu
- Llythrennedd gwybodaeth a data

What is digital competence?

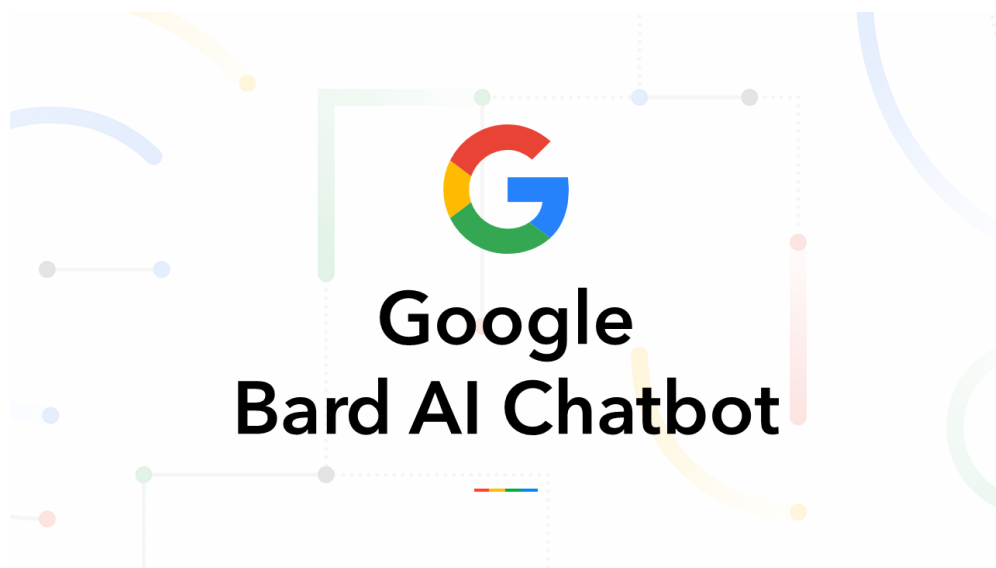
- **Data and computational thinking**

- Problem-solving and modelling
- Data and information literacy



A next-generation AI assistant for
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Aseidiadau darllen a rhifedd

- Aseidiadau personol ar-lein
- Mae'r wybodaeth ar gyfer
 - Rhieni
 - Athrawon
 - Disgyblion
- Sut gall y data hwn eich helpu chi'n athro pwnc?

Reading and numeracy assessments

- Online personalised assessments
- The information is for
 - Parents
 - Teachers
 - Pupils
- How can this data help you as a subject teacher?

