

The activities suggested below are suitable for a year two class and will be within the theme whole phase theme of 'The World around us'. This specific unit of work will fall under the sub theme of 'Wonderful Woodlands'. These activities can be taught over a period of two weeks.

Cross-Curricular model- 'Multi-disciplinary'.

This model focuses on using a shared meaningful experience to produce further learning in no more than three subject areas. The learning produced with be developed separately but will be interlinked due to the experience shared to initiate learning. The Cross-Curricular responsibilities will be developed appropriately within the model.

The children should visit a local woodland close to the school. Within the woodland they should complete a 'nature walk'. They should be given opportunities to investigate their surroundings and be given prompts on such things they may wish to look out for. Apparatus to record different things they have seen should be available to them. Children can be prompted to collect as many conkers, leaves, twigs as they can in bags provided; these will link into a numeracy activity.

The nature walk itself will target the foundation phase area of learning, Knowledge and Understanding of the World. Children will be able to "Identify some animals and plants that live in the outdoor environment". In the new curriculum, looking at different types of plants and animals found in woodland will be within 'Science and Technology' area of learning.

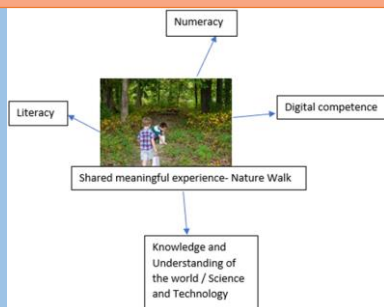
The skills from the LNF which can be achieved during these tasks are 'standard units to measure: weight/mass'.

Literacy skills will be developed-Recounting the nature walk will promote learners' oracy and writing skills and recount writing will mean that learners will be able to "use ordering words, e.g. first, next, then, lastly", (LNF, 2008)

Numeracy skills can be promoted with using the Conkers collected to promote counting, sorting and weighing. Learners can consider the following:

- How many Conkers have each person collected?
- Can you sort the Conkers into smallest to biggest?
- How much do they weigh?
- What shape are they?

Digital competence will link in appropriately as learners can use the literacy to then record a 'report' their findings. In small groups, children can use iPad's or similar recording software's to film themselves recounting their nature walk, using characteristics of reporting. This will need to be modelled to the prior to the activity. This will achieve the skill "create and edit multimedia components in order to develop text, image, sound, animation and video for a range of tasks" of the DCF.



Cross-Curricular Teaching.

2022 Cross-Curricular Responsibilities:

The Review of the curriculum has concluded that literacy, numeracy and digital competence should be Cross-curriculum Responsibilities across all areas of the curriculum. The new curriculum needs to be structured in such a way that learners frequently experience opportunities to develop and apply these cross-curricular responsibilities across all areas of the curriculum. They should be embedded within all areas of learning and experience, (Donaldson, 2015). The LNF is designed to be a cross-curricular planning tool for the appropriate literacy and numeracy skill development within subjects, topics and themes.

Cross-Curricular Model- Thematic

These activities will into the theme of 'my local area'. They are intended for a year two class and can be taught over a period of two weeks. This model focuses on using a theme as the central point for the cross curricular teaching. The central theme will be used to generate learning in various ways and across all areas of the curriculum. It is important that only areas of learning that will be developed with this theme be included. Links should not be made if they do not benefit the learners understanding. As this theme is broad it should be unproblematic to link an area of the curriculum with it.

A starting point for this theme will be a walk around the local area. Children should be informed of the expectations during this trip which are: awareness of surrounding, note what you see, how many of these can you see? Similarities/differences.

The use of the following will aid understanding:

- Clipboards • Street map or a simple aerial map of the local area • Plastic wallets • Cameras/tablets

There are many aspects that this theme could lead learning to. Some of which are:

Knowledge and understanding of the world- Children can: "learn about where their locality is • learn about distance and how to follow directions and routes"

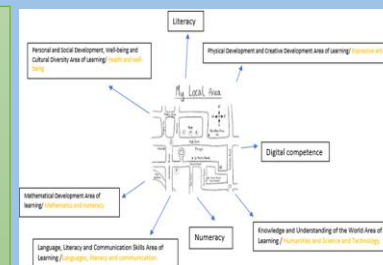
Creative Development Area of Learning- Learners will be able to: "design and make simple products and mechanism"- Can you recreate a feature from your local area? What type of materials do we need to use? Is it 2D or 3D?

Many skills from the LNF can be promoted through a theme.

Numeracy skills will be enhanced through the introduction of tally charts. Using the data collected from their local area, learners can input this data into a tally chart appropriately.

DCF skills can promoted by "inputting and recording data collected in a variety of suitable formats". Children can Input data into a software package, such as Jit. Using the results of the tally chart they have completed as part of the Numeracy activity the children can use their knowledge of tally charts that they have acquired and input the data into Jit. This can be in a block graph or pictograph.

Literacy skills can be promoted by encouraging children to write a letter to a business, place or organisation in the local area. Learners will achieve skill 'follow a structure in their writing with support, e.g. reports, lists, letters'.



Cross-Curricular Models:

Cross-Curricular teaching is when the knowledge, attitudes and skills are all applied to several different disciplines within a single theme, idea or experience, (Barnes, 2015).

Barnes (2015) has recognised that there are at least seven different models that can be used to exemplify cross-curricular learning:

- multi-disciplinary
- interdisciplinary
- opportunistic
- double focus
- theme-based
- tokenistic
- hierarchical

Benefits of Multidisciplinary Model:

- Limited number of subjects being interlinked- more emphasis being place on each
- Can increase students' motivation for learning and their level of engagement- all linked to meaningful experience

Benefits of Theme-based Model:

- It helps the children see the links between the subjects.
- It enables active learning and teaching- it is adaptable and broad to suit all needs.
- Advocates transferable skills- relates to real life.

Limitations of Multidisciplinary Model:

- While it is great that the limited subjects can be focused on in depth, it could be interpreted that over emphasis is being made on some areas of learning compared to others. Careful consideration of what areas link will be needed.

Limitations of Theme-based Model:

- Theme may be difficult to link with some aspects of the LNF and DCF.
- Links may be forced and not appropriate.
- Theme may be so broad that depth of understanding is not met.

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