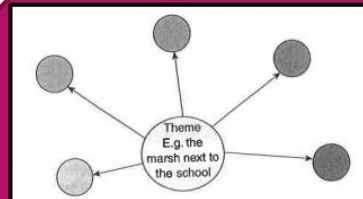


Theme- Based

"Theme-based approaches use a theme to generate exploration through the eyes of several different subjects." (Barnes,2015)



Barnes (2015)

Recipe Writing

The use of the thematic cross-curricular learning approach in this instance shall be for a year two foundation phase class and shall use Charlie and the Chocolate Factory as the theme.

Learning objective:
By the end of this unit of work the pupils will be able to use the mathematical skill of measuring to aid in writing their own chocolate recipe which will be recorded online.

Literacy

Strand: Writing across the curriculum, Element: Organising ideas and information
Aspect: Structure and organisation
"Follow a structure in their writing with support, e.g. reports, lists."



Numeracy

Strand: Using measuring skills, Element: Length, weight/mass, capacity,
"Use standard units of measurement: weight/mass: kilograms or 10 gram weights."

Digital competency

Strand: Citizenship Elements: Digital rights, licensing and ownership
"add their name and the date to work they have created and give reasons why this is important."

Benefits

- Thematic learning intrinsically motivates learners as it provides topics they may be interested in.
- Working in a thematic way in school aids the pupils in their understanding of everyday life, they are able to make connections in the real world, Hayes (2010) states "The integration of knowledge process emphasises a fusion of ideas and concepts within and across subject areas and broader life experiences in an attempt to make education more relevant and meaningful for children".
- Teachers are allowed more freedom to be creative in their learning, generating their own ideas not just following schemes of work.
- Thematic work offers the chance for literacy, numeracy and digital competence to be incorporated in all lessons not just in the individual subjects like you often see in key stage two.

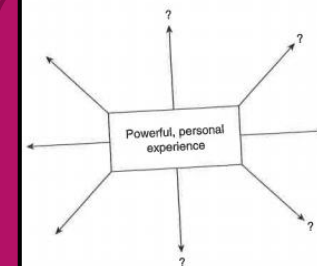
Limitations

- Staff may be resistant to change and struggle to acclimatise to the new curriculum. Therefore struggling to teach the thematic approach in the correct way. This Means learning may become tokenistic and true learning is not taking place, "It may look like there are two or more subjects involved in an activity but genuine connections are not being made between subjects;" (Barnes, 2015).
- One of the disadvantages of this particular approach is that not all children will be interested in the same topic, making it difficult to engage all pupils.
- The theme or topic must be something that pupils in the class can relate to or have experience of. If a child has never seen the sea and lives nowhere near the coast, a topic on the beach may not be the best choice.

Opportunistic

"Opportunistic cross-curricular teaching allows children to dictate the depth direction of learning in subject categories arising from a shared theme or experience." (Barnes, 2015)

The use of the opportunistic approach shall centre around the use of the school garden. Some of the sessions planned for this approach would include selling the fruit and vegetables they grow, keeping recorded accounts of each visit to the garden and creating



Barnes (2015)



Literacy

Strand: Oracy Element: Developing and presenting information and ideas
"Extend their ideas or accounts by sequencing what they say and including relevant details."

Numeracy

Strand: Using number skills Element: Managing money
"Use different combinations of money to pay for items to £1. Find totals and give change from multiples of 10p."

Digital competency

Strand: Data and Computational thinking Element: Data and information literacy
"record data collected in a variety of suitable formats, e.g. lists, tables, block graphs and pictograms."

Benefits

- This approach is completely child lead, pupils have complete ownership of their learning and decide the direction and depth of the ways they explore.
- As the approach is child lead the pupils are intrinsically motivated to learn. This comes from their own curiosity and interests. Csikszentmihalyi (1990) identifies this as being "a flow experience" in which pupils become so intoxicated with what they are doing they get "carried away".
- As the learning is directed by the pupils it lasts as long as the pupils are engaged and wanting to continue. This means that the pupils will continue to learn and remain motivated throughout.
- Opportunistic learning allows for variety in learning providing opportunities to learn in a number of subjects and areas of learning. It also offers opportunities for creative learning e.g. outdoor learning.

Limitations

- As the pupils are deciding what to learn it can be difficult for teacher to prepare for and may make it difficult to ensure pupil are developing all the skills they need to if carried out incorrectly.
- Subject knowledge is vitally important to ensure that whilst the learning is directed by the child, it should also be valuable and aid in the development of their skills and knowledge. Askew (2011) says, "Variation theory highlights the importance of teacher knowledge."
- The knowledge pupils gain will change from year to year as it is very unlikely that year after year classes will choose the same topic/ question/ motivation for their learning, meaning some years may develop skills that others have not, which may lead to inconsistency in the outcomes of pupils over time.

Opportunistic cross curricular learning allows children the opportunity to become the decision makers in their learner. This follows Deweys idea of a child centred learning approach. Copple & Bredekamp (2010) define child- centred learning as, "understanding of effective promotion of children's learning and development considering children's individual needs and developmental level."