

Assignment title

Demonstrate how cross-curricular teaching and learning can influence in-depth skills and understanding. Underpin this with reference to relevant research, a detailed lesson plan and an enhanced provision material.

Introduction

The Curriculum for Wales is in place to help schools develop their own curriculum, enabling the learners to develop towards the four purposes. At the heart of the curriculum is Progression. The “principles of progression” and the “statements of what matters” guide the development of the curriculum and the assessment design. (Hwb Wales). The curriculum should be underpinned by the 12 pedagogical principles, the statements of good learning and teaching. The ninth principle is “regularly reinforcing the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practice them,” showing the importance of the cross curricular skills and having them incorporated into lesson planning. Within the curriculum, Cross- curricular skills are in place to access the school’s curriculum in depth and the wealth of opportunities it offers. Literacy, numeracy, and digital competence is mandatory and needs to be incorporated into all lesson planning. The school’s needs to develop a curriculum that enables students to develop competence and capability in the cross-curricular skills and apply them across all areas. (Hwb Wales). To ensure that the cross-curricular skills are incorporated in all lesson planning the teachers find working together the most effective in embedding the skills throughout the curriculum. As seen in school experiences, teachers have meetings at the end of the school day to discuss how well the cross curricular skills worked in lessons and what were the challenges. Cross curricular skills are important in designing a curriculum that works for the school specifically, so the schools work with parents and caregivers to create the best method to support the learner's outcomes. The curriculum recommends that “literacy, numeracy and digital competence should be cross curriculum responsibilities for all teachers. The curriculum structure needs to ensure that the learners develop high levels of competence in these aspects and have frequent opportunities to develop, extend and apply them across the curriculum”. (Donaldson, 2015, p.40). Lesson planning is crucial in planning cross curricular skills in detail, in the classroom it is likely that there is a range of abilities, of prior knowledge, prior experiences and understanding. Having the planning in place ensures that all learners participate in the lessons (Fautley and Savage, 2013, p.12). Challenges that cross curricular teaching face is a concern with too many links being made in the Areas of Learning that teachers can get overwhelmed. Research has shown that most teachers opted to plan a short term cross curricular activity

rather than long term as teachers feel they do not have enough time, resources and in some cases interest. Having a lack of funding can cause struggles with resources to support lesson plans. (Makiharju, A and Hilli, C, 2024, p.12). Learners themselves face challenges in cross curricular learning. Children living in deprived areas and in poverty face many of these challenges, they are more likely to be absent from school, behave badly and become excluded from school activities. These learners may not have access to the same resources available to their peers. The learner's parents/ caregivers may not be able to help them with their homework either, leaving them to fall behind in certain Areas of Learning. (ESTYN, 2014, P.5). During my bridging experience I saw the challenges they were facing implementing cross curricular teaching and learning. Classes are struggling with resources to keep up with all areas of learning and utilising the spaces available to them. At the lower end of the school, they face the challenge of a larger classroom size, leaving the teacher to have less time with each individual learner and learners getting distracted more easily. At the higher end of the school, they face the challenge of smaller groups with not enough time and support to accommodate every group.

Main body

Appendix 1 is my lesson activity. The learners will be given a beach bag filled with objects. The objects are items the learners can take to the beach and things they will not bring to the beach. The learners are given the task of identifying what items they will take to the beach and what items they will not bring to the beach, supporting their answers with the reasons why. Creative learning is such an important aspect in teaching the learners as it supports learners in coming up with new and different ways of meeting the learning criteria and learning goals. Having creative learning incorporated into lessons gives learners the opportunity to identify their own questions and develop their own understanding of what is being taught. Creative learning in lesson planning is most effective when it gives learners the opportunity to come up with their own lesson ideas, the way they feel they will best learn and their own way of demonstrating their understanding and key aspects. (Kern. M and Wehmeyer. M, 2021, P. 498). As seen in Appendix 1, the resource I created is creative in so many ways. The learners can be creative in their own way and come up with their own questions and answers. As shown in appendix 1 the lesson activity is child centred and relies completely on the engagement of the learners. It is stated that “the essence of learning knowledge and understanding the world around them lies in the continuous accumulation of experiences by children through activities” (John Dewey’s views on education, 2023, p. 3). John Dewey believed that learning by doing was a better method than learning by listening. Dewey states that “in school life, education must begin with exploration of students interests and habits, which in turn reflects the child centred approach”. Dewey argued that the application of the five steps of reflective thinking to

direct teaching methods, arguing that the elements of pedagogy and the elements of thinking are the same. (John Dewey's views on education, 2023, p. 5). The lesson activity is designed to be engaging and interactive. It is designed to get the learners thinking and learning while also having fun and using a game like activity to support them in learning. As seen in appendix 2 the lesson is catered to all abilities. For the lower abilities the lesson is completely accessible with the answers they need being on the resources provided and their personal experiences of their visits to the beach. For the higher abilities an extended activity for the learners to create their own beach bag and fill the bag with the correct items. The lesson activity is to work in with the school term theme, the theme is "Over the Harbour Wall", the beach fits in nicely with this theme and is intended for the children to learn about what they are taking to the beach and the importance of taking them. During the activity and after the activity I will assess the learners by asking them questions about what they have learnt and what they are learning. By doing this I can support the learners on something they may not understand and then support them to keep them learning and taking in new information. As seen in appendix 2 I have created a colour categorised success criteria. It is clear what is expected of the learners and there is a goal for all abilities to reach. This lesson is cross- Curricular in all aspects. Discussion is a large part of the lesson which links in with the literacy framework. While arranging the items the mathematical skills of odd and even are in place as well as sorting and arranging, supporting the numeracy framework. Finally, after the lesson is complete the learners can take photos of their work and upload it to their personal hwb, supporting the digital competence framework. The Literacy, Numeracy and Digital Competence frameworks are mandatory cross curricular skills and is the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills. The frameworks are continuously being updated to support teachers and give them guidance on how to incorporate in their lessons. (Cross-Curricular skills framework, n.d). The lesson is linked to all 12 of the pedagogical principles, creating an authentic space for learning. The style and way of teaching is being influenced by this with creating these experiences for the learners and getting the learners to collaborate with each other. Another important part of planning the lesson was including a what matters statement that linked in. As seen in appendix 2 the what matters statement chosen fits in with the activity and relates to the learners on their personal experiences. Linking into the four purposes my activity linked in well with, Ambitious, Capable Learners as the learners will be communicating effectively, explaining the ideas and concepts they are learning about and are questioning and solving problems. (Llywodraeth Cymru, 2020.). If I were to do this lesson again, I would change the location out of the classroom and into a quieter area, by doing this it will minimise distractions and increase focus back onto the activity. I would also include some Welsh to strengthen their knowledge and understanding. Using cross- curricular comes with many

opportunities by giving the children actual experiences to learn off, strengthening their skills across all areas and teaching the learners about the world they live in. As seen during bridging experience having these real life experiences gives the learners an insight into their skills and their interests. It has also been seen in their self confidence improving and the learners enjoying learning due to having prior knowledge. Cross curricular learning also comes with some challenges, for instance larger classroom sizes makes it difficult to support the learners individually, distractions in the classroom are more likely. Resources are also a challenge with cross curricular as it requires more. Some schools may not have the funding to keep getting added resources, for instance iPads for the school. Schools are using the resources they already have, limiting them on certain lesson ideas. (Sibieta, L, 2024, P. 13). The Literacy, Numeracy and Digital competence Framework within the curriculum for Wales applies to the Primary range learners by developing on their listening, reading, writing, and speaking skills. The learners will be able to use numbers and solve problems in real life situations. The learners will also apply these skills to become confident in using a range of technologies communicate effectively and make sense of the world around them. (Equal Education Partners, 2023.).

Conclusion

Overall, I think that this lesson plan is extremely positive and beneficial with all links to cross curricular skills and having those skills in place improves on the overall outcome of learning. From doing research on the Literacy, Numeracy and Digital competence frameworks it is clear that the skills learned are invaluable and strengthening the learner's intellectual development. It is evident that cross curricular skills have a high influence on teaching. It is incorporated into all lesson planning and is proving to be effective and support the learners in developing new skills. For my teaching now, cross curricular skills will have a considerable influence and will support me in making effective and useful lesson plans. I plan to achieve more knowledge on the Digital competence framework as technology is a massive resource. I will plan to have more interactive and creative lessons for the learners to engage in and take more information from. To take into further practice I plan to use more of the Literacy, Numeracy and Digital competence framework skills instead of smaller amounts, to ensure that I will be getting the best outcome for the learners and my teaching.

Appendix 1



Appendix 2

Student-teacher:	Miss Strong	Class / Group:	Year 1 and 2
-------------------------	-------------	-----------------------	--------------

AoLE or Subject:	Activity- Beach Safety AOLE- Health and Well- being	Date	22 nd March (Continuous session)
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)	WWM- Our decision-making impacts on the quality of our lives and the lives of others. Progression step 2- I can make decisions based on what I know.		
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>	Cross-Curricular skills Literacy- Having discussions on what they are learning Numeracy- odd and even with arranging objects for the bags. Sorting and arranging. Digital Competence- Taking photos of their work and uploading it to their personal hwb.		
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning) Develop on questioning skills to ask the learners more open questions Use Assessment for Learning techniques to check understanding throughout the lesson.			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Learning Intention- Have an understanding on what objects to take to the beach and the reasons why.			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Red- can make their own beach bag filled with beach objects Yellow- Can identify the correct objects to take to the beach. Green- Can discuss why they are bringing these objects to the beach.			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			
May not have prior knowledge of the beach May not know what some of the materials are. May not show any interest in the activity			

SEQUENCE OF TEACHING & LEARNING
(Add or remove rows below as appropriate)

Timing: <i>Break down timings into groups if appropriate. ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>
15 mins	Review the learners on their knowledge on the objects provided. Questions- what do you know about these objects? What are there uses? Introduction to the session- have a class discussion about beach safety and identify what they already understand.	Thinking time between each beach object for the learners to discuss what they have learnt with a partner.	Assessment for learning- Think, Pair, Share. Differentiation- the learners can scaffold each other's learning by coming up with different ideas and sharing them collectively.	Asking questions in pairs to see what agreed on together. Pause throughout the activity and ask questions/

Reference list

Donaldson, 2015, p.40. *successful futures-*

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

ESTYN, 2014, p.5. Pupil deprivation- <https://www.estyn.gov.wales/system/files/2020-07/Pupil%2520deprivation.pdf>

Equal Education Partners. (n.d.). *Curriculum for Wales: The Three Cross-Curricular Skills*. - <https://equaleducationpartners.com/blog/curriculum-for-wales-the-three-cross-curricular-skills/>

Fautley and savage, 2013, p.12. *Lesson Planning for Effective Learning*-
<https://books.google.co.uk/books?id=4nVFBqAAQBAJ&printsec=frontcover#v=onepage&q&f=false>

hwb.gov.wales. (n.d.). *Cross-curricular skills frameworks* -
<https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks#:~:text=Literacy%2C%20numeracy%20and%20digital%20competence,ensure%20progression%20in%20these%20skills.>

hwb.gov.wales. (n.d.). *Developing a vision for curriculum design*-
<https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#cross-curricular-skills>

hwb.gov.wales. (n.d.). *Supporting materials for curriculum, assessment and evaluating learner progress*- <https://hwb.gov.wales/curriculum-for-wales/supporting-materials-for-curriculum-assessment-and-evaluating-learner-progress/>

Judging John Dewey's views on Education Especially on Hands-on Learning, Student-Centred Learning Approach and Learning by Doing, 2023, P. 5. -
https://www.clausiuspress.com/assets/default/article/2023/12/14/article_1702615229.pdf

Llywodraeth Cymru (2020). *Pedwar diben y cwricwlwm i Gymru The four purposes of the curriculum for Wales*. -
<https://www.gov.wales/sites/default/files/publications/2018-03/the-four-purposes-of-the-curriculum-for-wales.pdf>

Makiharju, A and Hilli, C, 2024, p.12. Curriculum leadership of cross curricular teaching-
<https://www.tandfonline.com/doi/epdf/10.1080/00220272.2024.2323584?needAccess=true>

Sibieta, L, 2024, P. 13 *Institute for Fiscal Studies Major challenges for education in Wales IFS Report R303*.- https://ifs.org.uk/sites/default/files/2024-03/Major-challenges-for-education-in-Wales-IFS-REPORT_0.pdf