

Cross Curricular Responsibilities

What is it?

Cross-curricular responsibilities such as Literacy, Numeracy and Digital Competence offer a creative way to develop learner's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. (Welsh Government, 2019, Draft Curriculum).

Barnes (2015) describes cross-curricular learning as the application of "skills, knowledge and attitudes of a number of different disciplines that are applied to a single experience, problem, question, theme or idea..." as well as using the "the curriculum as focus".

Theme-based approaches are best used when an overarching theme is the central point of exploration across a number of areas of learning.

Theme-based.

After many sessions developing an understanding of nonfiction texts, presentations and videos on the life of caterpillars and butterflies, the learners are introduced to the story 'The Hungry Caterpillar' by Eric Carle, in which discussion is brought upon the difference between fiction and nonfiction stories. Can they spot the difference? Moving on from this there will then be opportunities for learners within the areas of learning to broaden their skill set of cross-curricular competencies such as literacy, numeracy and digital competency through the base of this theme.

Cross curricular and creativity in learning are closely linked, so to get the learners engaged with the start of these tasks, they will get to make their own caterpillars with elasticated, free moving materials in which they can measure them at different sizes. To start the learners would be able to use their own choice of measuring equipment to measure the length of their caterpillar at a sitting stage- this will allow for them to use previous skills of measurement using objects such as pencils, numicon, blocks etc to get a measurement in which they can record electronically or manually which will work to develop their further skills in literacy and digital competence. A limitation here is that all the children will be measuring differently so when assessing it could be difficult to get exact understanding of the overall skill that been used and whether it is being used correctly or not.

Though tasks initiated by the teacher, the opportunities arise for writing skills to be developed through list-making for a set of foods that the learners want to feed their caterpillars to see how they 'grow', as well as recording data from their measurements.

Once the learners have 'fed' their caterpillars, they will be able to measure the different in growth as they extend the length of their own. Comparing the sizes of before and after will indicate the use of number skills being used.

Year 1
Termly Theme:
Minibeasts

Opportunistic

Over a number of sessions, the learners will be given opportunities to plan, develop and experience a minibeast hunt. They will communicate, discuss and decide on what they already know and what they want to know about the minibeasts within their area. Using HWB and other school devices the learners will be able to use directional talk to plan their route for a nature walk in which they will participate to find the minibeasts. Following this, some learners may want to come up with a checklist that enables them to collect data when identifying the numbers, types and areas in which they find particular minibeasts.. The use of literacy, numeracy and digital competence in such a task will allow for the children to develop the use of prior skills as well as new skills as our curriculum develops.

The limitations that come with the use of such an approach is that the level of progression and succession is down to that of the teacher and how their confidence is with exploring the areas of different thematic topics and projects. As Barnes (2015) states through his ideas of a cross curricular taxonomy if the themes were being projected by those less confident in areas of learning "often, tenuous links and unclear aims limited the learning".

Opportunistic approaches are set forward by the means and ways of thinking of the learners. They tend to be child-led activities that forward the learning and as Barnes (2015) suggests this ways of "cross curricular learning allows children to dictate the depth and direction of their learning and experiences.

Limitations of such an approach like this, is that sessions and activities can not always be easily planned for. Instead they become unpredictable and although successful outcomes may not be the result, the experience and use of these core skills that are becoming so important and practical as our curriculum moves forward are being used to the best of their responsibilities.

Benefitting factors in such activity will also engage learners to participate in work outside of the classroom and experience these skills in an outdoor provision safely, allowing them to accept what is around them as well as develop a sense of awe and wonder.

Literacy

LITERACY
Cross-curriculum

In the current curriculum, the Literacy Framework concentrates on developing the skills in strands of oracy, reading and writing.

Numeracy

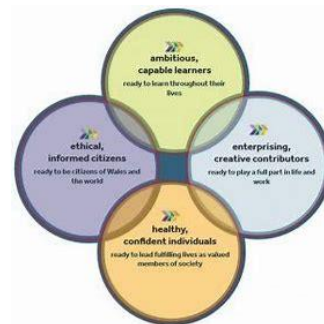
NUMERACY
Cross-curriculum

In the current curriculum, the Numeracy Framework aims to develop the skills in strands of; developing numerical reasoning, using number skills, using measuring skills and using data skills.

Digital Competence

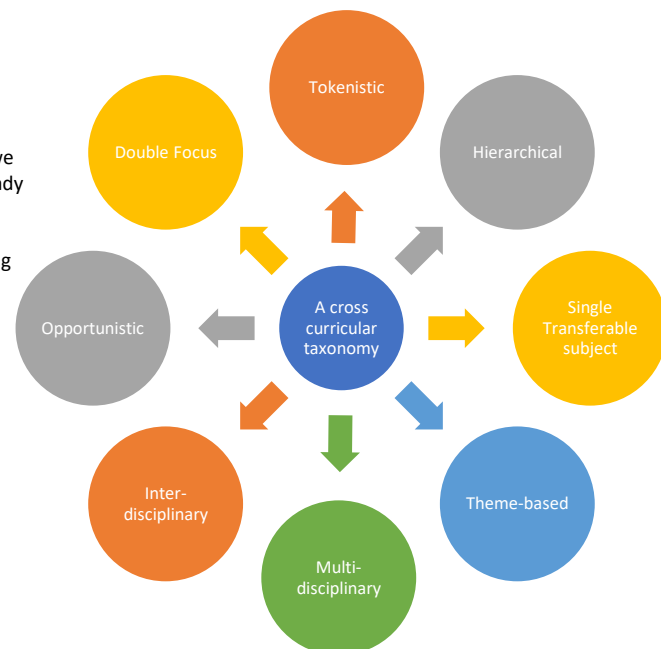
DIGITAL COMPETENCE
Cross-curriculum

In the current curriculum, the Digital Competence Framework, is set to develop the core skills in strands of digital users including; citizenship, interacting and collaborating, producing and data and computational skills.



The responsibilities of the cross curricular competencies as we know is to allow our learners to develop an onset of skills ready for their futures. As our curriculum moves forward and Donaldson's recommendations come into practice, it is becoming essential that at all opportunities learners are being given chances to develop the requirements made to make them successful in accordance to Professor Donaldson's 4 purposes of the new curriculum.

Barnes (2015) gives reasoning behind his ideas of a cross-curricular taxonomy identifying 8 different types of cross curricular teaching and learning that can be put into place.



Reference List.

Barnes, J. (2015). *Cross-curricular Learning 3-14*. (3rd edition). London: Sage

Curriculum for Wales (current): <https://hwb.gov.wales/curriculum-for-wales-2008/>

Curriculum for Wales (2022): <https://hwb.gov.wales/draft-curriculum-for-wales-2022>

Donaldson, G. (2015) Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales Welsh Government

Literacy and Numeracy Framework: <https://hwb.gov.wales/curriculum-for-wales-2008/national-literacy-and-numeracy-framework-curriculum-for-wales-2008-version/framework>

Digital Competence Framework: <https://hwb.gov.wales/curriculum-for-wales-2008/digital-competence-framework-curriculum-for-wales-2008-version/framework/>