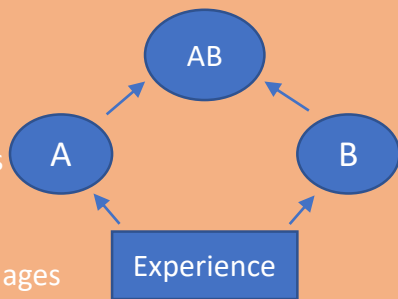


Model 1 – Interdisciplinary Model

Why use this model?

- Aims for equal progression in two or more subjects
- Promotes creative thinking
- Allows for connections to be made with prior knowledge
- Disciplines are combined to explain, understand or express an idea
- Results in an end product, presentation, report, video etc
- Frequently used when looking at advertising, music and images correlate with each other



Model 2 – Opportunistic Model

Why use this model?

- Child-led arising from a shared experience or theme
- Children dictate the depth of enquiry in a specific theme
- Learning arises from open enquiry with the world around
- All environments can be looked at from multiple points of view
- Genuine responses are unplanned and unexpected
- Links well with the UNCRC – article 12 the child's right to a voice



Memorable experience - Students will visit a local news station, learning about the way the presenters write their reports where they gather their information. Sessions to take place over 6-8 lessons after data has been gathered.

Literacy - After a trip to the local news station, children will watch and read different types of news reports. From here a discussion will take place about report writing and how it may differ from story writing. As a class we will write a weather report for a different country using temperatures and weather forecasting's. In groups the students will then write their own reports ready to present back to the class.

Numeracy - Students will record temperature from outside the school for a two week period of time. This data will be recorded in a table and displayed in graph form for the presentation.

Digital Competence - When students have gathered all of their data from reading their daily temperatures, they will be asked to make both tables and graphs online using j2e. These will then be used for their presentation. HA groups may also use technology to create a presentation with help from a staff member.

End Product - Weather report to present back to the class.

Skills Used – Year 2 2015 Revised FPh Curriculum, LNF, DCF

Literacy	Numeracy	Digital Competency
Follow a structure within their writing with support	Compare daily temperatures using a thermometer	Use digital technology to communicate with others
Follow and build upon a form modelled by the teacher	Gather and record data using lists and tables	Use an online platform to create or edit a file
Use different types of writing appropriate to purpose and reader	Extract and interpret data from tables and graphs	Collect and organise data, record data in a variety of suitable formats
Use subject related words appropriately		Create and edit multimedia components

Memorable experience – Story based on a local Pirate legend, to include local landmarks, places and details for children to remember and engage with. This could be a small unit of work to last around two weeks. With this being opportunistic, students could take this in any direction.

Literacy – Hearing the story could prompt the children to: write about their own personal pirate lives, describe what they look like, where they live etc, it may encourage oracy skills, talking, debates, discussions, drama and creative movement may be where the students choose to go, re-enacting the story, creating or re-writing their own.

Numeracy – There may be discussion of co-ordinates, you may look at treasure and how much the pirates have pillaged, how could this treasure be shared? The path may lead to materials and which materials float and sink, from here you could discuss or try some of their hypothesis.

Digital Competence – Students may decide that they wish to create using technology. This could be using j2write to write a pirate poem, this may take the form of using video equipment to film and critique a pirate play that is being put on, music may be created or learned using technology.

End Product – Presentations, creative writing, poetry, music, posters, fact files.

Skills Used – Year 2 2015 Revised FPh Curriculum, LNF, DCF - broad range of skills listed as will depend on the route the children decide to take with their own learning

Literacy	Numeracy	Digital Competency
Read a suitable range of texts	Count and group in 2's, 5's and 10's	Add their own name and date to their work
Look for key words and recall and retell narratives	Begin to link multiplication with simple division	Use an online collaborative platform
Write text which makes sense to another reader	Find halves and quarters in practical situations	Plan how to complete a task using S.C
Refine the use of a storyline in imaginative writing	Mentally add 10 or 20 up to 100	Use keywords to search for information
Use subject-specific word appropriately	Find small differences between two numbers	
Share activities and ideas	Use standard units to measure	
Retell stories or narratives, sequencing correctly	Use correct vocab to describe position, direction	

Benefits

- Promotes creative thinking
- Builds upon prior knowledge
- Makes connections to what the child already knows
- Collaboration comes naturally when a shared interest is involved
- Usually culminates in a project, allows the child to 'show off' their work
- Fosters a teamwork attitude in children

Challenges

- Teacher subject knowledge must be wide to allow growth
- Possibility that one subject or skill is progressed more than the other
- Finding shared interest in children can be difficult
- May result in lack of motivation
- Difficult to comprehend if child does not enjoy the creative side of presenting and preparing work.

Who supports?



J Barnes – Fusion of knowledge and skills in a creative way.



Supports a strong cross curricular teaching and shows effective practise.



Constructivist approach, building on prior knowledge

Benefits

- Child led
- Learning through play and discovery
- Real life experiences
- Engaging as the children choose what they are learning
- Links well with UNCRC
- Can shape what the children need to learn

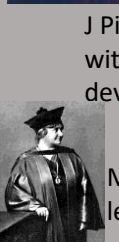
Challenges

- Child led
- Unplanned, unpredictable
- Teachers must be able to respond to what the children want/ need where appropriate
- Can be unpredictable
- Children may not want to learn what the teacher wants them
- May need to teach some skills explicitly after the fact.
- Certain children may engage more

Who Supports?



T Bruce – Learning through play helps developmentally



J Piaget – play helps with early brain development



M Montessori – Child led learning is key

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