

Cross Curricular Learning Approaches

Theme-Based Approach

The Theme Based approach is used to generate exploration through the integration of different subjects and areas of learning (Barnes, 2015) The use of themes has been an important feature in primary classrooms, particularly in those that promote child-centred teaching. It is a practical approach which attempts to break away from the conventional methods of teaching, placing more emphasis on the children's interests rather than on certain subjects (Cohen, Manion and Morrison, 2006).

Benefits

Values and promotes integration of the many areas of the curriculum and discovery learning

Allows the children to construct their own methods of approach to obtain knowledge

It gives the children the opportunity to learn how to learn for themselves

Breaks down barriers between school subjects

Utilises the children's interests

(Cohen, Manion and Morrison, 2006).

Limitations

The children may lose interest and become bored with the theme if they cannot engage with it

It may be difficult to find a variety of resources and information on certain themes

If children are absent from school they may miss out on specific content needed in order to continue making connections between the theme and the lessons.

Teachers must ensure that the theme is suitable for the age group and capabilities of the learners (Hansen and Vaukin, 2012).

Single Transferable Subject Learning Approach

The single transferable subject approach aims to improve children's learning in a single subject by applying its perspective to a range of other curriculum areas (Barnes, 2015). This approach to cross curricular will allow the children to develop their own original insights and new perspectives to the subject due to the integration of other curriculum areas.

Benefits

Can help children explore powerful ideas in one subject using other areas of the curriculum

Children will see that many areas of the curriculum can impact a certain subject

The children will be able to use the skills and knowledge obtained from other areas of the curriculum in order to gain a better understanding of a certain subject.

This approach allows the opportunity to increase the pupils interest in an area of learning that the children find difficult to engage with by incorporating other areas of the curriculum

Limitations

It will require the teacher to have expert knowledge on the focused subject in order to be able to combine other areas of the curriculum to support the learning of the focused subject.

It may be difficult to integrate certain areas of the curriculum with the chosen subject

Children may become unsure of the learning objective for the specific subject if too many other skills from the curriculum are integrated (Johnston and Chater, 2001)

Ireland

Geography- The children will be identifying, locating and presenting places on their drawn map of Ireland.

Maths- Comparing prices, calculating costs, planning and tracking the money

ICT- Use internet to find information on attractions, places, methods of transport, accommodation.

English- Collaborating in a group, sharing ideas and agreeing on the budget planning

This project based on the theme 'Irish Road Trip' has been planned for a Year 5. It will go on for a duration of lessons and will incorporate a range of subjects across the curriculum. The children will be placed into groups and will be given the task to plan the teachers entire road trip to Ireland. This will include deciding how she will get to Ireland from Wales, where she will go, what places of Interest she will see and the accommodation she will stay in .

Literacy- The children's literacy skills will be developed as they work together as a group to plan the road trip. They will need to contribute and listen in their group discussions and give roles to each person. Their reading skills will develop as they read and scan different texts and websites to find relevant information needed on the places they want to include in the road trip. (see literacy framework below for specific skills developed)

Numeracy- Each group will be given a certain amount of money and they will need to budget the spending on their trip. They will need to compare the costs of different modes of transport, types of accommodation and places of interest in order to ensure they find the cheapest amount for each one and therefore keep within the budget. (see numeracy framework below for specific skills developed)

Digital Competence- The children will need to search for appropriate websites to find out the information and costs for the trip. The children will provide some websites as a guide for the children. They will need to record and combine the information they have collected. (see digital competence framework below for specific skills developed)

Developing Numerical Reasoning	Numeracy
	transfer mathematical skills to a variety of contexts and everyday situations
	identify the appropriate steps and information needed to complete the task or reach a solution
Using Number Skills	order and compare the cost of items up to £1 000
	add and subtract totals less than £100 using correct notation
	plan and track money and savings by keeping accurate records
	realise that budgeting is important

(DCELLS, 2013)

Oracy	Literacy
	explain information and ideas, exploring and using ways to be convincing
	listen to others, asking questions and responding to both the content and the speakers' viewpoints.
	contribute to group discussion, taking some responsibility for completing the task well
	build on and develop the ideas of others in group discussions
Reading	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
	scan to find specific details using graphic and textual organisers.
	use information from trusted sources, on-screen and on paper, selecting and downloading as necessary.
	gather and organise information and ideas from different sources

(DCELLS, 2013)

Producing	Digital Competence
	Adjust keywords and search techniques to find relevant information; begin to reference sources used in their work; consider if the content is reliable
	Create, collect and combine a range of text, image, sound, animation and video for selected purposes

(CRD, 2018)

Children's Mental Health Week

Art and Design- Design and create a poster promoting mental health week

English- Class discussions on well being, Listen to presentation on taking care of your mental health.

ICT- Discuss negative experiences while using the internet, discuss how the children felt after the experience and the appropriate online behaviour

Maths- Analyse, interpret and represent data from results of the PASS survey

This unit of work has been prepared for a Year 5 class and will go on for the duration of children's mental health week. The focus subject is Personal and Social Education although the skills will be developed using other areas of the curriculum. The children will have completed a pupils attitude to self and school (PASS) survey a few weeks previous and the results of the survey will be distributed in the children's mental health week.

Literacy- A guest speaker will visit the school and give the children a presentation on mental health and discuss the ways that they can take to develop their responsibility to keep their mind and body safe and healthy (DCELLS, 2008). The children will design a poster containing information to help promote the importance of mental health and well-being. The children will also discuss the importance of appropriate online behaviour and create a set of rules for the class to follow to stay safe online.(see literacy framework below for specific skills developed)

Numeracy- The children will need to analyse, interpret and represent data from results of the PASS survey. The children will need to decide what type of graph will represent the data accurately and they will also be given questions to answer in relation to the graph to develop their interpretation skills (see literacy framework below for specific skills developed)

Digital Competence- The children will talk about the impact that the digital content created can have on their mental health. They will discuss the importance of appropriate online behaviour and what to do if they experience inappropriate behavior online. The class will create a set of rules to follow to stay safe online. (see digital competence framework below for specific skills developed)

Oracy	Literacy
	explain information and ideas, exploring and using ways to be convincing
	listen to others, asking questions and responding to both the content and the speakers' viewpoints.
	contribute to group discussion, taking some responsibility for completing the task well
	build on and develop the ideas of others in group discussions
Writing	write with a clear purpose, showing consideration for the reader, e.g. by choosing appropriate vocabulary and presentational devices
	expand upon main idea(s) with supporting reasons, information and examples
	use appropriate vocabulary, including subject-specific words and phrases.
	use different sentence structures, including complex sentences showing relationships of time, or cause, e.g. before you start ... , if you do this then ...

(DCELLS, 2013)

Using Data Skills	Numeracy
	represent data using: lists, tally charts, tables, diagrams and frequency tables
	bar charts, grouped data charts, line graphs and conversion graphs
(DCELLS, 2013)	extract and interpret information from an increasing range of diagrams, timetables and graphs (including pie charts)

Citizenship	Digital Competence
	talk about the impact that the digital content created can have, e.g. think critically about the information shared online; be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online
	explain why it is important to discuss their use of technology with an adult, e.g. discuss aspects of positive and negative reputation
	demonstrate appropriate online behaviour and apply a range of strategies to protect themselves and others from possible online dangers, bullying and inappropriate behaviour, e.g. turn off comments on digital media, block users; know how to deal with and report inappropriate content and misuse.

(CRD, 2018)