

Cross Curricular Responsibilities (1705104)



Cross-curricular teaching is the combination of two or more different skills which are applied to one single lesson or theme (Barnes, 2015). Within the new curriculum for 2020 in Wales, there are three main cross curricular responsibilities; literacy, numeracy and digital competence. The Digital Competence Framework (DCF) is now perceived as as much of a priority as numeracy and literacy (Welsh Government, 2019). The purpose of this poster is to exemplify how two of Barnes (2015) cross-curricular models will be implemented in a foundation phase setting. Ofsted (2010) state how incorporating subjects such as literacy and numeracy into subjects such as art had a successful effect on children's learning, the National Teacher Research Panel (2010) agrees stating how cross-curricular learning benefited children by increasing their confidence, their engagement and therefore increasing their learning. According to Bertenshaw (2015) whether cross-curricular teaching is continuous or a one off isn't important, but the amount that is included across the curriculum will eventually benefit the learners greatly.

Model 1 Nature Theme using an Opportunistic Model

This model focuses on a child-led approach. Barnes and Shirley (2007) state how an opportunistic approach relies on the opportunities experienced by the learners. This approach to teaching and learning can happen randomly and allows for several teaching opportunities. Barnes (2015) states how opportunistic cross-curricular teaching gives children the opportunity to decide on the direction of the learning. This approach will be used across the school year for children in a reception class in Foundation Phase. The children will take time out from their timetable each week and take a walk from their school to a local park nearby. The walk will take up two morning sessions on a Monday. This approach is child-led and what the children see and experience or bring back from their walk will be the basis of the activities and lessons planned for the next day. The walk could consist of activities such as scavenger hunts, collecting items, speed and distance exercises, clean ups, identifying animals, trees and buildings, building dens and telling stories and singing songs and more. Welsh Government (2015, p.3) suggest how first-hand experiences are important for children as they need to develop self awareness and understand the world in which they live. Like Montessori and Reggio Emilia schools where learners are given the confidence to participate in activities outside of the classroom and in the outside world, the idea of taking children outdoors reinforces the idea of allowing children to explore and share their ideas in different environments.

Cross Curricular opportunities:

Personal and Social Development, well-being and cultural diversity: the children will be given the opportunity to go on this walk once a week developing their health and their risk taking to some extent. Whilst on the walk, distance can be discussed, and directions, teaching the children their left and right. This links to the Health and Well-being Area of Learning and Experience (AoLE) (Welsh Gov, 2019).

Curriculum Link	Curriculum Skill
Personal and Social Development, Well-being and Cultural Diversity	Take risks and become confident explorers of their indoor and outdoor environment and learn how to keep themselves healthy and safe (Welsh Gov, 2015, p. 10)
Numeracy	Move in given directions. (Welsh Gov, 2015, p. 34)
Creative Development	Create their own images...that communicate and express their ideas, feelings and memories creatively (Welsh Gov, 2015, p. 47)
Literacy	Convey meaning through pictures and mark making (Welsh Gov, 2015, p. 23)
KUW	Sorting and grouping information using ICT on some occasions (Welsh Gov, 2015, p. 41)
DCF	Select appropriate software from a limited range to create multimedia components: sound. (Welsh Government, 2008, p.2)

Creative Development: the children will be provided with clipboards and pieces of paper where they will be able to draw pictures of whatever they like on the walk (but it can only be three objects). Back in class, the children will use their drawings to create their own story. This activity will also develop their oracy skills as they will constantly be talking and their fine motor skills. This links to the Expressive Arts AoLE (Welsh Gov, 2019).
Knowledge and Understanding of the World: The children will be provided with tape recorders where they will record sounds they hear on the walk, such as leaves crunching, birds, cars, people talking and more. These sounds will then be used in a science activity where the children must match the sounds to pictures and sort the pictures into groups (e.g. living and non-living). This links to the Science and Technology AoLE (Welsh Gov, 2019).

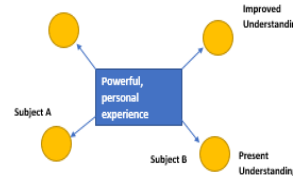
Limitations of an Opportunistic Model:

- Teachers require confidence and sound subject knowledge in order to adapt to what the children would like to know (Philpott and Spruce, 2012).
- This approach can be troublesome for newly qualified teachers to implement as it requires experience to respond to unexpected and unplanned ideas from the children (Barnes, 2015).

Benefits of an Opportunistic Model:

- This approach develops children's confidence and self awareness (Welsh Government, 2015).
- Highlights the importance of pupil voice (UNICEF, 1989).
- This model can create a well-balanced curriculum which builds not only upon the learner's confidence but also the teachers (Barnes, 2015).

Diagram adapted from Barnes (2015)



Some of the 12 Pedagogical Principles developed (Donaldson, 2015)

Encourage collaboration

Support social and emotional development & positive relationships

Promote problem solving, creative & critical thinking

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

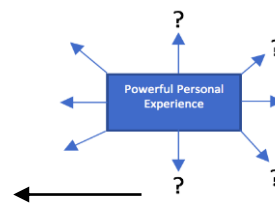


Diagram adapted from Barnes (2015)

Model 2 – Africa Theme developed through Multi-disciplinary model

Barnes (2015, p.70) states how a multi-disciplinary cross-curricular approach uses a 'single experience or theme to develop higher levels of understanding and performance in two or more disciplines'. This approach is seen as one of the most effective of the cross-curricular models as it gives equal responsibilities to the different subjects which are being enhanced.

This model will be implemented through a carousel activity intended for a year 2 class in the foundation phase. They will be carried out over a week and the carousel activities will be 40 minutes each. According to Yusmanto, Soetjipto and Djatmika (2017) carousel activities develop children's higher order thinking skills and help them to develop social skills. The pupils will rotate in their groups to different differentiated activities around the classroom and the carousel will help to develop the learners thinking and problem-solving skills. Munro (2012) states how differentiated gives children the opportunity to reach their highest potential in that area of learning.

Carousel activities:

KUW (Peoples and Places): The children will be given the opportunity to use the VR (virtual reality) headset to look at a village in Africa. The children will be able to compare their lives and surroundings in Swansea to what the surroundings and lives look like for children living in Africa. It is an opportunity for children to learn about other places around the world and a chance for them to compare and express their feelings. This links to the Health and Well-being AoLE (Welsh Gov, 2019).

Drama: The children will use drama to explore some of the problem's children face when going to school in Africa. The children will be provided with scripts and pictures in their drama activity in order to help them understand life in Africa. The children will then need to work in pairs and act out their scene of how they perceive life to be in Africa helping to develop their Oracy skills. This links to the Expressive Arts AoLE (Welsh Gov, 2019).

Curriculum Link	Curriculum Skill
KUW	Making comparisons and identifying similarities and differences (Welsh Gov, 2015, p. 41)
DCF	Plan how to complete a digital task (Welsh Gov, 2008, p. 34)
Creative Development	Respond to and give opinion on drama as well as a wider range of stimuli (Welsh Gov, 2015, p. 14)
Literacy	Adopt a specific role, using appropriate language in structured situations (Welsh Gov, 2015, p. 14)
KUW	Sorting and grouping information and making observations and keeping records (Welsh Gov, 2015, p. 41)
Numeracy	Make lists and tables based on data collected (Welsh Gov, 2015, p.35)

KUW (Myself and Other Living Things): The children will need to carry out research about animals and plants in Africa. They can use books, iPads or laptops. They will need to find out all the different animals that live in Africa and make a list or a table based on what they find. They can also extend their investigations to find out what animals or plants are endangered. This links to the Health and Well-being AoLE (Welsh Gov, 2019).

Benefits of a Multi-disciplinary Model:

- This approach is suitable for newly qualified teachers as it does not require a large amount of planning (Barnes, 2015).
- This model is an easy way of tracking pupils progress and is easy to assess (Barnes, 2015)
- Creates in depth and meaningful learning

Limitations of a Multi-disciplinary Model:

- The subject knowledge can become lost when applying cross-curricular responsibilities (Barnes, 2015)
- As this approach is easily to plan for, it can cause teachers to become complacent in their planning and organisation.

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