

The New Curriculum for Wales!

THE 3 CROSS CURRICULAR responsibilities are:

LITERACY

Cross-curriculum

Literacy is one of three cross-curricular responsibilities. Donaldson regards literacy and numeracy have been acknowledged as the foundations of education. The aim of literacy is to develop three main areas, oracy (speaking and listening), writing, and reading.



A cross-curricular approach can be used to combine literacy with other areas of learning such as expressive arts. The draft curriculum for the expressive arts states that children should be equipped with the critical vocabulary and understanding they require. Despite this being an expressive arts skill, to succeed, it promotes learning appropriate vocabulary and syntax, including subject-specific and context-specific vocabulary. This is a part of the new curriculum for language literacy and communication.

NUMERACY

Cross-curriculum

Numeracy has always played a big role in Science and Technology. However, by reinforcing it into other areas of learning will allow children to develop problem solving skills in real-life context, apply logical reasoning and overcome challenges to become more resilient, helping us to achieve the four purposes of the new curriculum.

Numeracy is also a cross-curricular responsibility in the current and future curriculum. Currently, the LNF is used to support a cross-curricular approach to embed both literacy and numeracy into the curriculum. To ensure that learners are still developing high levels of competence in numeracy, a revised version of the LNF will be put in place for 2022. Revising the LNF will confirm that it is consistent with the progression steps within the new curriculum.



Cross-curricular mathematics is considered by Haylock and Thangta (2007) in different ways:

- "First, other areas of the curriculum can provide context for learning mathematics.
- Second, other curriculum areas can provide meaningful contexts for mathematics skills to be applied."

(2007, p.48-49).

School information

The 2 models aim to discuss a year 2 class.

Theme

The Snail and the Whale by Julia Donaldson will be used this term. Both models will use this theme to discuss how a cross-curricular approach can be used in during planning. as a theme

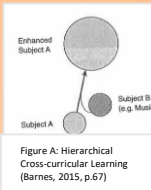


Figure A: Hierarchical Cross-curricular Learning (Barnes, 2015, p.67)

DIGITAL COMPETENCE

Cross-curriculum

The Digital Competence Framework (DCF) used to set out the skills through the curriculum by using a cross-curricular approach. Traditionally, digital competence usually pairs with science and technology. However, based on the Draft curriculum for 2022, there is an opportunity to combine digital competence with expressive arts. For example, within film and digital media allowing the children to film and record their own movies.



Digital competence is the final cross-curricular responsibility laid out by the Welsh Government. The aim of digital competence is to "enable the confident, creative and critical use of technology systems in an increasingly digital world." (Gov, 2018, p.5).



Both Hague and Payton (2010) believe that underpinning digital competence into the curriculum is essential to prepare young people for a successful adulthood in a world increasing saturated with digital technology.



To help us achieve the four purposes of the new curriculum, both Donaldson (2015) and the ICT Steering Group (2013) proposed a redevelopment of the DCF and to promote sustained attention to this responsibility as it becomes increasingly fundamental to modern learning.

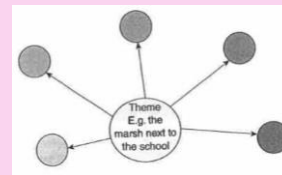


Figure A: Hierarchical Cross-curricular Learning (Barnes, 2015, p.70)

Model 1

Hierarchical Cross-Curricular Teaching

This activity will be promoted through a Hierarchical cross-curricular setting. This model was developed by Barnes (2015) and is described as the "most common context" for cross-curricular teaching and learning (2015, p.66). Hierarchical learning occurs when learning a skill in one subject is used to support learning in another. The two skills involved in this process are referred to as the "superior subject (subject A) which is enhanced by the inferior subject (subject B)" (Barnes, 2015, p.67). It is questionable whether this would be a successful way to improve skills in two separate subjects as understanding in the inferior subject may only slightly improve. However, small changes can be made to ensure progress is made in both subjects.

Activity

This activity is a problem-solving activity which will be carried out on the school yard on a large scale. It will be based on one part of the story where the whale gets stuck on the sand and needs help from the firemen to keep him cool. During the activity, the children will be put into ability groups and given a challenge. This will be to find a ladder for the fireman which is the correct length. They will be Presented with different materials such as 50 short LEGO, 100 short LEGO bricks, one metre ruler, 30 pieces of Numicon etc. They will have to decide as a group which material will create the correct length. The activity is designed to show that quantity can sometimes be misleading.

Advantages:

- This activity promotes a cross-curricular approach for Language literacy and communication with Mathematics and Numeracy.
- The four purposes of the curriculum have been addressed with children learning to work as a team ready for the world of work, building confidence and resilience, and preparing to live a life as a valued member of society.
- The 12 Pedagogical Principles have also been encouraged within this activity, with the children will be:

Employing a broad repertoire of teaching approaches

Promote problem-solving, creative & critical thinking

Reinforce Cross Curricular Responsibilities, Literacy, Numeracy, Digital Competence

Disadvantages:

- It is possible that the language outcomes will be lost in this activity as it is primarily a numeracy task. This is an overall drawback of Hierarchical learning.

Target:

To ensure that skills are being developed in both AoLE's while maintaining cross-curricular approach, clear learning objectives will be set out with the children at the start of the lesson. Clear learning objectives is something I think should be a part of Hierarchical learning.

6 Areas of Learning and Experience



Advantages:

- This approach allows more subjects to be promoted.
- This will ensure that the curriculum remains broad and balanced and contains a range of highly imaginative and stimulating learning experiences for pupils as recommended by Estyn (2016).

Disadvantages

- The only subjects that can be involved during theme-based learning have to "genuinely add to understanding" (Barnes, 2015, p.70). If a very specific theme has been chosen, there will be a limited amount of subjects that can be included.

Target:

To improve the use of this model I would change the theme used. Both Grigg and Hughes (2012) and Barnes (2011) promote using questions such as, "why is our ocean important?" as a theme and to improve the connections between subjects.



KEY – Skills from:

- ❖ Mathematics and Numeracy
- ❖ Language Literacy and Communication
- ❖ Humanities/Knowledge and Understanding of the World
- ❖ Personal Social Development, Well-being and Cultural Diversity/Health and Well-being
- ❖ Creative Development/Expressive Arts
- ❖ Science and Technology