

Cross-curricular responsibilities, literacy, digital competence and numeracy support the majority of learning in schools. It is paramount for learner to partake in the learning in order to be successful and move on in the future, there is evidence to show that this type of learning can boost confidence in children. (Welsh Government, 2019; Barnes, 2018) Evidence published in Government documents note that many schools have adopted the approach of cross curricular learning and teaching, making the learning for all pupils interesting and engaging. The teacher tries to ensure that children have the opportunity to use literacy, numeracy and digital competency in all areas of their learning whether it be History, Geography, Art etc.. (Estyn, 2019)

- ✔ Flexible – For the majority of the learning and teaching there is no time restriction on when the learning needs to end. The learning can be over period of a few hours, week or more than a week.
- ✔ Enhances creativity – Many people believe that cross-curricular learning has major influences of improving creativity. (Barnes, 2011)
- ✔ Subject and assessment – Cross-curricular work aims to progress learning in all areas. (Rowley and Cooper, 2010)

- ❖ Training – There are very few teachers who have experience in teaching cross-curricular, either from growing up before National Curriculum or in their education/ training to be a teacher. (Barnes and Shirley, 2007)
- ❖ Subjects – 'In the absence of high standards a progressive programme can rapidly become an excuse for laziness, laissez-faire procedures and even anarchy' (Gardner, 1993, p195)



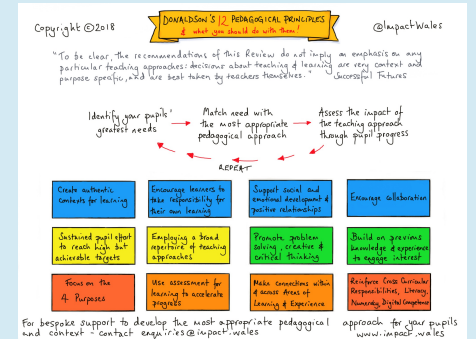
Barnes devised eight models to help promote cross-curricular learning and teaching. The learning models can be taken and used in a thematic or project based learning style. The eight models are:

- Hierarchical
- Single Transferable
- Thematic
- Multi-disciplinary
- Inter-disciplinary
- Tokenistic
- Double-Focus
- Opportunistic

There is specific points made in these pedagogical approach, which directly links to the new future curriculum. It states for teachers to 'Reinforce Cross-curricular responsibilities, literacy, Numeracy and Digital Competence' and to also while teaching 'Make connections within & across across Areas of Learning and Experiences'

Recommendations

Looking at education in the future Donaldson (2015) he discuss that in the new draft curriculum, cross-curricular learning should be at the forefront of children's learning and development.



The thematic approach is used by many different educationalists. The approach was brought in due to statements found in the 'Plowden Report 1967'.

The report discusses that children learn better when they have to find the information out for themselves, making children independent and capable learners. (Gillard, 1967)

work is going on it can be hard for them to try and catch up.

- ❌ Time to set up the **classroom** and prepare all the resources (Placek, 1992)

The lesson that will take place is in a year one classroom over the course of few lessons (approximately a week) depending

The schools look at the whole curriculum and see where they can make links from the various frameworks to real life situations. Schools use topics such as my home, water, me, healthy eating and friendship, although are many more resources and ideas people have shared. Teacher take these themes and apply subjects each week. The most important part of good practice is make sure the children can take the skills learnt and transfer the skills in to other subjects, while progressing and developing their knowledge at the same time. (Barnes, 2019)

- ✔ Creativity – Allows children and teachers to be more creativity with ideas.
- ✔ Engaging themes can lead to a high quality of learning as the children keep focused on a task if they are enjoying themselves.
- ✔ Improves children's prior knowledge – Foundation Phase themes tend to be things children can relate to such as, Christmas time, season etc..
- ✔ Learning Styles – Allows children to learn the skills in their own way whether it be a hands-on approach, listening and watching peers, reading books and completing worksheet tasks.

like? This will get the children to discuss with each other sharing ideas and developing the cross-curricular skills. The criteria that the children will be focused on will be:

Range

- ◆ 'Activities that allow them to become independent learners.'

Skills

- ◆ 'Social Development - appreciate what makes a good friend'
- ◆ 'Value friends and families and show care and consideration'

(Welsh Government, 2015, p10,11)

Numeracy

Limitations are: ❌ Lose focus of the subject when learning ❌ Not all children are going to like the theme, as you cannot please everyone. This could lead to lack of engagement	Strand: Using geometry skills Element: Shape Skill: Recognise and complete a symmetrical picture or simple shape (Welsh Government, 2015). For this task children would have been given a picture of their friends which they are able to choose from to promote the
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- The lesson that will take place is in a year 5, one classroom over the course of few lessons (approximately a week) depending on the ability of the children. The activities will be based on a layout of a carousel where children move from task to another. When children complete a task, they must tick the list to say they have completed the work this will then be monitored by the teachers to ensure children are on task.
- The theme chosen is Friendship – What makes a good friend?
- The lesson will focus on the area of learning **Personal and Social Development, Well-being and Cultural Diversity**, as the children need to consider what makes a good friend? And what would a bad friend look like? This will get the children to discuss with each other sharing ideas and developing the cross-curricular skills. The criteria that the children will be focused on will be:

- ◆ 'Activities that allow them to become independent learners.'

- ◆ 'Social Development - appreciate what makes a good friend'
- ◆ 'Value friends and families and show care and consideration'

(Welsh Government, 2015, p10,11)

The skills met for numeracy are:

Strand: Using geometry skills

Element: Shape

Skill: Recognise and complete a symmetrical picture or simple shape (Welsh Government, 2015).

For this task children would have been given a picture of their friends which they are able to choose from to promote the

article 12 (respect for the views of the child) 'The United Nations Convention on the Rights of the Child' (UNCRC) (Unicef UK, 2019). When they have selected the picture the children will cut the picture in half to help develop their fine motor skills. Then they will stick the picture in their book. Then each child in the group will get a small mirror and copy their friends picture to complete the whole picture. This develop their skills of symmetrical shape.

Strand: Oracy
Element: Developing and presenting information and ideas

Aspect: Collaboration and discussion
Skill: Contribute to conversations and respond to others, taking turns when prompted
(Welsh Government, 2015).

For this task children will be read a story called 'Enemy Pie' which is story based around friendship and what I a good friend looks like. The story also get the children to empathise with the characters on how they felt about their unkind friend. The children in their group will be given a selection of pictures illustrating good friends and unkind friends they need to sort the picture into the 'Friendship Pie' and 'Enemy Pie'. This task will develop their numeracy skill of 'sort and classify objects using more than one criterion' (Welsh Government, 2015). While putting the pictures in to the groups the teacher will prompt discussion on how the children feel if they where it the same situation as the people in the pictures promoting the children to discuss and respond to talk.

The children will meet the criteria:

- Strand:** Interacting and collaborating
- Element:** Storing and sharing
- Skill:** Save work using a familiar word as a filename, e.g. child's name/keyword, and understand that the work can be retrieved.

(Welsh Government, 2019)

The will meet this as a group they us the iPad's and select the correct icon to record

a video. The children will then pick a friend that they like to play with. Record themselves using the iPad with some teacher support but only if necessary. The children then need to select record and record themselves saying why they like that person, why they are a good friend. The children then need to save that video in their own specific file giving their file a name such as 'Fred is my friend....'. So, they can then access this at a later date. Throughout the week, the children will take it in turn to do this task. In the future to enhance their skills further the children create their own QR codes to put their workbook for parents and family to be able to see.

Teachers use this approach to give the children the opportunity for them to have a new learning experience in one subject with the biases of enhancing another learning experience. For example, a **Physical Education** lesson is the main focus but the subject's area that is being enhanced is **Personal and Social Development, Well-being and Cultural Diversity**.
The benefits to using this model in schools are:

- ✔ There is less for teachers to plan and prepare
 - ✔ Most subjects around this approach involve some sort of music when can be engaging for the children
 - ✔ The focused subject skill can be developed and enhancing significantly more
 - ✔ The simplicity of the model
- (J. Willis and Rosen, 2019)

- ❌ Knowledge and understanding of the subject may only be slightly improved.
- ❌ The skill may get over looked by the other subject
- ❌ Children may get confused with too much going on.
- ❌ Creative subjects may get over looked for more 'core' subject areas.

The lesson will be part of a carousel of activities that the children will take in in, the main focus of the lesson will be physical education with regards to the topic of health and well-being. The enhanced skill be Personal and Social Development, Well-being and Cultural Diversity. The will be different area around the gym and the children will be split up into the groups.

Range

- ◆ Developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and

Skill

- ◆ Develop coordination
- ◆ Develop gross motor skills

(Welsh Government, 2015)

The enhanced skill be Personal and Social Development, Well-being and Cultural Diversity.

- ◆ Activities that allow them to make healthy choices and to develop and understand their own bodies and how to keep them safe and healthy

- ◆ Understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings.

This area learning will be developed by meet the criteria of:

- ◆ Citizenship
- ◆ Data and computational thinking

- ◆ Health and well-being
- ◆ Data and information literacy

- ◆ Use digital devices within a controlled environment, time and context, e.g. use for a given time limit and specified outcome.
- ◆ Record data collected in a suitable format, e.g. use tally charts, pictograms and block graphs in a simple computing package.

(Welsh Government, 2019)

Children will have access to the iPad, using the app 'Cardio' they have previously they will take their heart beat at rest and then after doing 3 laps of the gym. The children will then be able to see the difference and compare results. Later on, the week the children will have to put the data collected from this lesson into graphs using the computers in school.

Strand: Oracy
Element: Developing and presenting information and ideas
Aspect: Speaking
Skill: Listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions (Welsh Government, 2015)

The children will play the game Simon says. They need ensure that they listening to the person in charge and follow the instruction that are given efficiently.

Strand: Using number & Using data skills
Element: Use number facts and relationships
 & Collect and record data Present and analyse data Interpret results
Skill: Count reliably up to 20 objects & sort and classify objects using more than one criterion
 (Welsh Government, 2015)

Activity – The will be yellow ladder sports equipment resource on the floor and the children have to hope through using alternate legs counting each time they place their foot in the gap. This will develop their counting skills. The second activity will develop the gross motor skills as the children to pick and through accurately. There will be different coloured bean bags on the foot the children then need throw the correct colour bean bag to the corresponding hop.

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