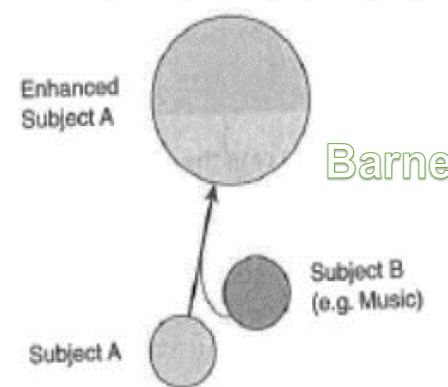


Habitats



Barnes, (2015)

Hierarchical Approach

Barnes (2015) states that "hierarchical cross-curricular methods aim at achieving progress in one discipline by also teaching aspects of another." This approach encourages the learning of a skill in one subject to support the pupils learning in another. In this case, the main subject is Knowledge and Understanding of the World with elements of Art, Craft and Design which skills are being developed throughout the activity.

Activity

L.O: Identify that most living things live in habitats which are suited to them.

For this activity the children will be working outside, exploring the school grounds and forest and hunting for microhabitats. The children will make and record observations by drawing what the habitats are like and will draw conclusions of what type of animals may live there and why. The children will then discuss with other children in the class what they found and what animals they think may live in these habitats and why the animals live there. To finish off the activity, the children will work in pairs on Hwb to write a description of one of the habitats they found, ensuring to use adjectives and WOW! Words.

Cross-Curricular Teaching and Learning

Prior to these activities, the pupils decided they wanted to focus on the theme 'Nature' and within this theme they wanted more opportunities to work outdoors. This allows Pupil Voice in the classroom as by finding out the children's interests and what they want to learn, the children can guide and take control of their own learning which enhances progression in learning. (Rudduck, J and Flutter, J. 2004)

Curriculum Links

Knowledge and Understanding of The World –

By exploring and experimenting the area that they are in, the children will identify animals that live in the outdoor environment, and will make observations/keep records by drawing pictures of the habitats that they see. (WAG,2015)

Art, Craft and Design – The children will be developing their understanding of colour and line and creating their own images whilst they are drawing the habitats.(WAG,2015)

LNF and DCF Links

Literacy – The children will express their opinions and share activities and information they've gathered with other pupils. (WAG,2014)

Numeracy – The children will present their work in a variety of ways including orally and pictorially when sharing their ideas and drawing their habitats. (WAG,2014)

Digital Competency – The children will be using Hwb to create and edit a file, and save the file with a name. (WAG,2016)

Benefits:

Barnes (2015) suggests that by using subjects such as Art and Science together, then a hierarchical approach can be more "inclusive and motivating than 'straight' subject teaching." He also suggests that applying a 'core subject' with a foundation subject can make literacy and numeracy "more meaningful and relevant to the children."

Limitations:

Hayes (2010) mentions that advocates argue "by teaching the curriculum as an integrated whole, pupils' view of learning is likely to be more holistic." He states that if there was an emphasis on separation of subjects then the children would "fail to make secure connections between knowledge components."

Donaldson (2015) recommends that "literacy, numeracy and digital competence should be cross-curriculum responsibilities for all teachers and people who work with children." He suggests this as it provides children with the ability to develop "high levels of competence in these aspects and have frequent opportunities to develop, extend and apply them across the curriculum."

However, some argue that a cross-curricular approach is not sufficient enough to ensure pupils gain necessary skills in their key subjects. Grenfell (2002) stated in Hayes (2010), argues that a cross-curricular approach creates demand on teachers as they 'move outward from their favoured subjects.'

Curriculum Links

Knowledge and Understanding of The World -

The children will identify animals that live in the outdoor environment and what habitats they live in. The children will sort and group information using ICT into a factfile. (WAG,2015)

LNF and DCF Links

Literacy – The children will speak clearly to their peers when sharing ideas and extend their ideas by including relevant details. (WAG,2014)

Numeracy – The children will select the appropriate programme to create a factfile and will present this work in a variety of ways. (WAG,2014)

Digital Competency - The children will be using Hwb to create and edit a file, and save the file with a name when creating their fact files. (WAG,2016)

Benefits:

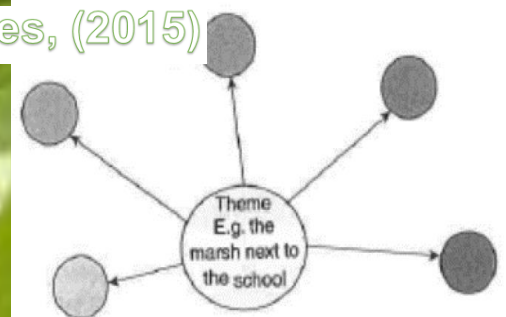
Barnes (2015) suggests that if the main theme is strong enough to generate exploration through many subjects then it can ensure powerful experiences for the children throughout the term. By using a thematic approach, this provides opportunities to generate pupil engagement and encourages highly focused learning throughout subjects across the curriculum.

Limitations:

However, Barnes (2015) also states that "a theme-based curriculum has it's learning dangers." He suggests this as if a child is learning different subjects across the theme, the child may be unsure which subject they are learning. This could cause confusion amongst learners and potentially affect the development of the child's skills and knowledge.

Minibeasts

Barnes, (2015)



Theme Based Approach

Barnes (2015) asserts that "theme-based approaches use a theme to generate exploration through the eyes of several different subjects." It is important that teachers and learners choose themes that are well-planned, that provide plenty of cross-curricular and outdoor opportunities and are sustainable throughout a term. There would be plenty of opportunities for a variety of cross-curricular and outdoor activities all based around the theme of 'minibeasts.'

Prior to this activity the children would have researched different minibeasts and taken part in 'Forest School' activities which were beneficial to enhance many of the children's competencies, such as physical, social and emotional. (Williams-Sieghfredsen, J. 2012)

Activity

L.O: To use research gathered to create a fact file on Minibeasts.

For this activity the children will be activating their prior-knowledge and using the research they completed previously to create a factfile on the different types of minibeasts. The children will be creating these factfiles on Hwb.

Throughout the activity the children will be taking part in mini plenaries where they can share their work with the person next to them and the rest of the class.