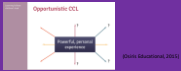


What is Cross-Curricular Teaching?

Cross-curricular teaching allows pupils to experience a more engaging approach to their education by diminishing rigid subject boundaries that were once in place. Pupils are able to learn with more fluidity between subjects which allows for better connections to be made (Kerry, 2015). As a result, pupils' knowledge is developed through an engaging, stimulating approach to learning. These skills that are developed can then be applied throughout their lives. Many countries including Northern Ireland, New Zealand and USA have acknowledged the importance of a cross-curricular approach (Venville et al. 2002)

Year group – Year 1
‘A walk in the woods’
Model – Opportunistic



To begin with, pupils will engage with a walk in the woods located within walking distance of the school. Outdoor learning is beneficial to pupils as it gives them opportunities to embrace nature as well as allowing movement within it, benefitting pupils both physically and emotionally (Louv, 2009) This will provide pupils with an opportunity to discover what they would like to learn more about. Pupil voice is vital for pupils to feel they have control of their education (Estyn, 2006). By allowing pupils to decide on their learning, a stimulating opportunity is vital to allow them to choose a variety of ideas. A walk in the local vicinity allows for this, and as a result, lots of interesting suggestions will be made. It is imperative that the notion of them choosing where their learning moves on to is clear from the start, so they naturally begin questioning what they would like to do next. This will allow for the introduction of literacy, numeracy and digital competence throughout their learning.

Before setting foot outside, pupils will engage with **google expedition**, exploring the same area that they will be visiting, via the **VR boxes**. Pupils will **discuss what they can see**. Pupils will then be taken on a walk to the same area and encouraged to **discuss the differences between the two scenes** and which they prefer, VR or real life. Pupils will then have a chance to explore the area and be informed that **they will be deciding what they wish to learn more about**. They will visit once a week to maintain their curiosity and excitement. The following will be ideas pupils will decide to focus on, one each week.

• Minibeasts

To discover what creatures may live in the area, pupils will **create a tally chart** to find out how many different animals they can discover. This can later be transferred to a digital representation of a **tally chart via J2E**. Pupils will investigate minibeasts in further detail and **discuss their features** and **counting legs/wings etc and grouping them accordingly** as well as **discussing how to be kind to animals and how to best look after the environment**

Covers: Knowledge and understanding of the world, Mathematical development, Language, literacy and communication, Personal and Social Development, Well-being and Cultural Diversity

• The Weather

Pupils will focus on the weather and **discuss how it changes each time they visit**. The **temperature** will be noted each visit and allow for discussion about colder/warmer (**more than/less than**) as well as the different types of weather such as sunny, windy, raining etc. They will then create their own weather report based on the **language they have discovered**, using **iPad to film a weather report**.

Covers: Knowledge and understanding of the world, Mathematical development, Language, literacy and communication

• Colours in nature

This week will focus on the different colours in nature. Taking place in autumn will allow for **discussion about the variety of different coloured leaves** (Welsh can be developed here also). Pupils will have the opportunity to create a nature work of art and be tasked with **grouping the colours** together. They will then have a chance to take **photos of their work** to display in the classroom.

Covers: Creative development, Knowledge and understanding of the world, Mathematical development, Language, literacy and communication, Welsh language development



Benefits/Opportunities of an opportunistic approach

- **Pupil Voice**– Giving pupils the opportunity to create and plan their learning gives them a greater involvement and sense of pride in their work. (Pollard and Bourne 1994; White, 2004). UNCRC (1989) was created to ensure that pupils had a voice in all aspects of their lives including their education.
- **Anything is a learning opportunity** - Pupils have a natural inquisition that can be applied to anything. They have a curious mind, continuously wanting to find out more (Boss, 2007)
- **A wide variety of content will be suggested** - By allowing pupils to decide upon what they wish to discover will create a vast array of areas to learn about that a teacher alone may not have thought about.



“For young people growing up and entering the workplace in the late 2020’s the need now is for teachers and educators to teach in such a way as to enable the next generation to adapt to changing situations in a rapidly changing world” (Kerry, Richardson and Lambert, 2015, pg139)

Cross-curricular Teaching of Literacy, Numeracy and Digital Competencies within the Foundation Phase

The impact of Donaldson and Education in Wales



In 2015, Professor Graham Donaldson was tasked with creating a new curriculum for Wales. The introduction of this curriculum will see

- 4 purposes to underpin all education in Wales
- A move away from subjects to 6 Areas of Learning and Experiences
- 12 Pedagogical Principles that all teachers and schools should adhere to

Donaldson (2015) highlights the importance of literacy, numeracy and digital competence by ensuring the Literacy and Numeracy Framework (LNF) and Digital Competency Framework (DCF) are statutory requirements in the new curriculum. He also highlights the importance of cross-curricular learning to implement this and how it can positively impact pupils

Literacy, Numeracy and Digital Competency

In Wales, these are statutory requirements and are implemented via the Literacy and Numeracy Framework (LNF), introduced in , and Digital Competency Framework (DCF) introduced in . The draft curriculum 2022 gives guidance to teachers and schools on how to implement these elements within all areas of learning and experiences.

Year group – Year 1
‘Kitchen disco’ by Claire Foges and AL Murphy
Model – Thematic



This book will be the theme unifying several lessons which will last for..... This will allow children to gain a familiarity with the book given we will be returning to it over several lessons and make the theme exciting given that they can relate their learning to the book, with the focus being on ‘fruit’. Such a theme allows for learning of a variety of subjects (Barnes, 2015), which benefits cross-curricular learning and provides opportunities for literacy, numeracy and digital competence to be implemented naturally within the theme.

The pupils will be **read the book** Kitchen disco which is fun book based on what happens when a fruit bowl comes to life during the night. The interesting characters are engaging, and the writing **introduces alliteration** and **fun repetition** that pupils quickly want to join in with. The book allows us to focus on fruit, with references made to the fruit in the book throughout the work.

• Fruit Tasting

This book introduces many varieties of fruit, some of which pupils may not have seen, let alone tasted. It also allows us to cover the importance of eating fruit from a healthy eating perspective. We will use the senses and **discuss how the fruit looks, smells, feels and tastes, what it tastes like**, giving pupils the opportunity to develop their vocabulary (Welsh can also be developed here). They will each have a grid to complete, with a **word map to aid spelling**. Following the taste test, pupils will vote for their favourite by standing in line next to a picture of their favourite fruit. Pupils will then **count the totals** and use the information to **discuss which was the most/least popular**. The results can then be replicated on j2e using a pictogram.

Covers: Knowledge and understanding of the world, Mathematical development, Language, literacy and communication, Personal and Social Development, Well-being and Cultural Diversity, Welsh language development

• Grow your own fruit

The book allows us to **discuss and explore** how fruit is grown. Here a visit to a local fruit farm could develop the pupils learning even more and provide a real-life context to this topic. Following on from this, pupils will have an opportunity to grow their own fruit in school, **deciding on where best to place a fruit and vegetable garden**. Pupils can **document the growing by taking photos on iPad and creating a photo journal**. The fruit can then be sold in a fruit shop to parents and **introduce pupils to money**, as well as this being replicated in the role play area of the classroom where pupils can further develop **money and counting**

Covers: Knowledge and understanding of the world, Mathematical development, Language, literacy and communication

• Recreate the book

A fun way to engage pupils will be to **recreate the book**, replacing the illustrations with **photos of themselves**. Each child will be allocated a fruit from the book and be given a blank sheet of card in the shape of that fruit to cover using a variety of materials in the appropriate colour. Photos will then be taken of the pupils recreating the scenes from the book and used to make a book for pupils to use in class as well as take home. **A video will also be made using a green screen** with the pages of the book in the background and pupils can express themselves using movement we have used in PE sessions to **replicate the words used in the book**.

Covers: Creative development, Language, literacy and communication, Physical development



Benefits/Opportunities of a thematic approach

- **Allows for a wide variety of topics to be covered** – by having one over arching theme allows for a multitude of learning opportunities with a holistic view of the curriculum (Kerry and Eggleston, 1994)
- **It allows pupils to step away from single subjects** – this approach allows pupils to access a more fluid learning experience which is beneficial as we move forward to Curriculum 2022, which promotes such cross curricular learning
- **Lifelong skills are promoted** – promoting transferable skills will equip pupils with skills that can be implemented throughout their lives



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Limitations/Challenges of a thematic approach

- **Some pupils may not like the chosen theme** – with the theme being so specific, some pupils may immediately disengage if they do not like it. It is the teachers’ role to create engaging activities for pupils to remain focused
- **Forcing of certain subjects to be included** – there is a worry that where some themes allow for a wide range of learning opportunities, some are more limited and result in teachers forcing things into the theme that add little value to the child’s learning. Here a teacher must know to only cover relevant content to enhance the topic
- **Emission of certain subjects** – following on from the above point, as some subjects are less easily integrated, they are omitted from the theme, which does not then allow for a well-rounded curriculum to be achieved (Coulby, 1989)

Barnes’ cross-curricular approaches

Barnes (2015) has identified 8 types of cross-curricular learning and teaching: Tokenistic, hierarchical, single-transferable subject, theme based, multi-disciplinary, inter-disciplinary, opportunistic and double focus.



Different in their approaches, they do have one common aspect which is promoting cross-curricular learning within the classroom. This poster will focus on 2 specific approaches and how they can be developed to promote literacy, numeracy and digital competence within the Foundation Phase

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