

Cross-Curricular Responsibilities

Barnes' Approaches to Cross-Curricular Learning

In 2015 Barnes produced '8 cross-curricular approaches' show a variety of modes to cross-curricular learning. These types of approaches can be combined to themes or projects within the curriculum. These approaches can also be 'applied to whole class teaching or group work'.



Theme-based cross curricular approach

- Using a theme to "generate exploration through the eyes of several different subjects" (Barnes, 2015).
- Can link a variety of Areas of Learning and Experience (AoLE's) within the theme.
- Learners can apply LNF and DCF skills to the theme-based approach. An example of this could be using iPads within an activity based on the theme of 'Minibeasts'.



Thematic teaching advantages

- Can motivate learners due to learning experiences furthering 'beyond the school environment' (Donaldson, 2015).
- Allows for transferable concepts such as Literacy, Numeracy and Digital Competence skills.
- Gives opportunities for children to 'make connections between the learning'.



Thematic teaching limitations

- Motivational levels can also be considered if the theme is deemed 'unrelatable to learners'.
- Not all AoLE's may not 'show connections' to a particular theme.

Opportunistic approach



- "Teacher exploits unpredictable and child-led learning" (Barnes, 2015).
- Children dictate the learning and the "direction from a shared theme or experience".
- Allows children to have pupil-voice.
- Objects, items, themes, environments and situations can lead to a connection between the learning (Donaldson, 2015).
- Can consider 'a variety of viewpoints'.



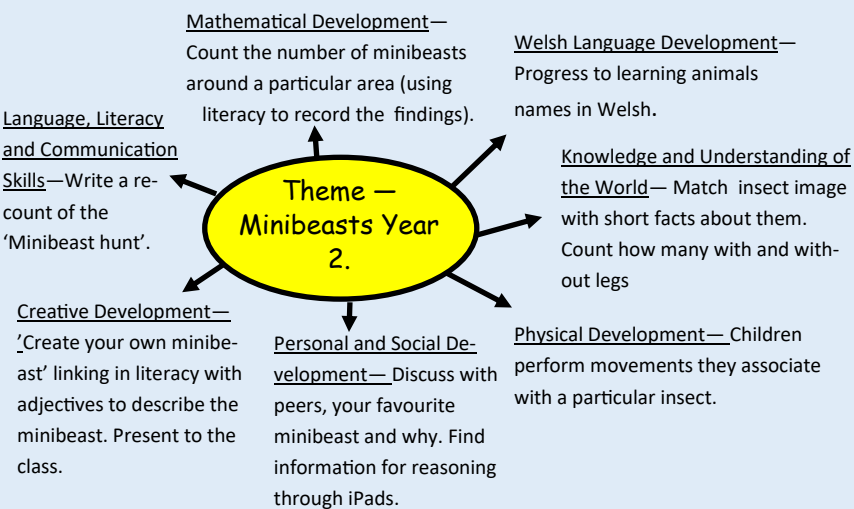
Opportunistic advantages

- Can motivate learners due to learning experiences furthering 'beyond the school environment' and being of interest to the learners (Donaldson, 2015).
- Allows for transferable skills to be used in Literacy, Numeracy and Digital Competence.
- Gives opportunities for children to 'make connections between the learning'. Children will feel the 'leaders of their own learning', supporting (Donaldson, 2015) (Copping, 2016).



Opportunistic limitations

- Difficulty in planning due to the free nature of the children leading the learning.
- Certain AoLE's may have richer connections and occur more frequently in the learning.
- Children may not gain 'rich opportunities within the AoLE's due to the voice of the child' directing the learning in other areas.



Developing the cross-curricular responsibilities.

Literacy and Numeracy Framework (LNF)

Numeracy

- Can transfer "mathematical skills to play and classroom activities".
- Can "select appropriate mathematics and techniques to use".

Children can apply their skills to a range of activities (See Knowledge and Understanding of the World) whilst making connections in the learning (Kerry, 2011).

Literacy

- Can "express opinion and listen to others".
- Can "contribute to discussion" and "give reasoning for choice".

Digital Competence Framework (DCF)

- Through the use of iPads, children can "use keywords to search for specific information".

Developing the cross-curricular responsibilities.

Literacy and Numeracy Framework (LNF)

Numeracy

- Can "select appropriate mathematics and techniques to use" through applying measuring skills to 'potions'..

Literacy

- Can "write for different purposes" for example wanted poster.
- Can "follow and read a set of instructions".

Digital Competence Framework (DCF)

- Through the use of iPads "can record data collected". Can process words to describe the villain in the story to create a 'wanted poster'.

Children may decide to focus on potion making in relation to a chapter of the book. Able to transfer skills from measuring to the activity.

Powerful, Personal Experience (Barnes, 2015 model)
Theme—George's Marvellous Medicine
Roald Dahl (1981) - Book for Year 2.

Children may decide to focus on creating a 'wanted poster' to describe the villain character. Children through the use of iPads could create a drawing of the character, describing in sentences why others should be 'alerted'.

Children may decide to create a 'potions' role play area within the classroom. Children could further this by writing a 'potion spell' on the iPads or on paper.

These lessons would be a unit of work taught over the period of a week.