



UKEN\_Class\_SoftPlay\_CrossCurr

<b>Teacher Education Design Principle + code:</b>	16. Teacher education should provide teachers with knowledge of approaches to timetabling and organizing cross-curricular project work. <b>TE: CrossCurr</b>
<b>Specific Teacher Outcome(s):</b>	16.1 Teacher should be able to use approaches to cross-thematic, cross-curricular and project work to promote creativity in science and mathematics. 16.3 Teachers should be able to build connections across the curriculum of various kinds and with potential to contribute to children’s inquiry and creativity.
<b>Factors linked with:</b>	<b>LA: Connect</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom Observation and photograph
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 UK (England)
<b>Case:</b>	Case 5
<b>Episode:</b>	Soft Play
<b>Teacher:</b>	Sally
<b>Age Group:</b>	3-4
<b>Selected episode present in D4.4 Appendix</b>	No



### Using a cross curricular opportunity

The teacher demonstrated how a topic on animals could be linked to a physical development opportunity using the soft play room.

*Sally told children they were going to move like animals.*

**Sally:** 'What animal shall we do first?'

'Elephant'

**Sally:** 'Ooh, how do elephants move?'

'big'

**Sally:** 'Yes they are big – so they might stomp like this.' (*models a movement*)

*Children moved around the area like elephants, returned to the spot and Sally suggested they move like snakes. Children start to move around the floor on their tummies.*

**Sally:** 'Ok slither back to your spots, now what shall we move like?'

'zebra'

**Sally:** 'What a good idea, how many legs does a zebra have?'

'4'

**Sally:** 'Yes, how many legs did the snake have?'

'none'

**Sally:** 'Good so lets move on our 4 legs like a zebra.'

*Children moved around like zebras back to their spots*

**Sally:** 'W was a very good zebra, W show us how you moved like a zebra.....children what is W walking on?'

'hands and feet'

**Sally:** 'Good....now I want to be an animal that jumps... what animals jump?'

'Kangarilla'

**Sally:** 'Kangaroo...yes, lets all jump like a kangaroo'

*Children jump around and back to their spots*

This was then consolidated with the use of a story

**Sally:** 'Now children you need to have your listening ears because I am going to tell you a story about some animals, and when you hear the animal I want you to move around like the animal'

*Sally told a story using the animals that the children had been moving like.*

She made use of vocabulary to remind children of how the animals moved:

*'the snake slithered across the grass'*

*'the elephant stomped'*

*'the kangaroo hopped'*

At one point the snake stopped for something to eat. One child asked, 'What did he have to eat?'

# creative little SCIENTISTS



*Slithering like a snake*



*Stomping like an elephant*



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