

Oxford

Integration in the Foundation Phase

PARTICIPANT MANUAL

INTEGRATION IN THE
FOUNDATION PHASE



OXFORD



PROGRAMME

Training objectives	2 mins
Understanding integration	8 mins
Practical strategies for integration: Cross curricular activities	10 mins
Practical strategies for integration: Thematic approaches for integration within and across subjects	10 mins
Activity 1: Brainstorm how to use a picture to develop skills in all subjects	25 mins
Practical strategies for integration: Skills Activity 2: Brainstorm examples of how the 4Cs are transferable across subjects	5 mins 30 mins
Investigate three further examples of skills transfer (executive functioning; social and cross cultural, fine and gross motor skills)	10 mins
How Oxford Foundation Phase materials can help you with integration	10 mins
Review and reflection	10 mins



TRAINING OBJECTIVES

By the end of this workshop, you will be able to:

- Define integration in the Foundation Phase context.
- Recognize the benefits of an integrated approach.
- Identify and use practical strategies for integration (cross-curricular activities, thematic approaches and transferable skills integration).

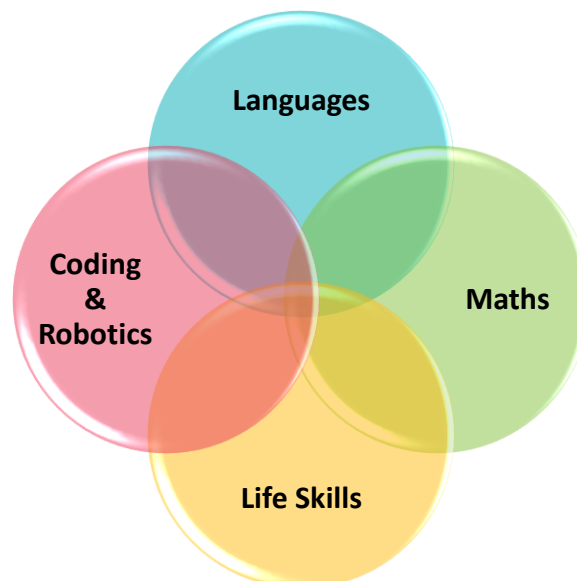


UNDERSTANDING INTEGRATION

Check your understanding

Integration in the Foundation Phase refers to a method of connecting **different subjects, study areas** within a subject and **skills** in meaningful ways rather than teaching them in isolation.

It involves teaching content and creating learning experiences that cut across subject boundaries to help learners **understand** the **interconnectedness** of **knowledge** and **skills**.



Benefits of integration

Pedagogical benefits of integration

1. Promotes holistic skills development.
2. Concepts and skills are taught within authentic contexts rather than in isolation.
3. Enhances knowledge transfer.
4. Strengthens language development across subjects.

Other benefits of integration

1. Promotes time efficiency as multiple learning outcomes covered simultaneously.
2. Optimises use of limited resources.
3. Increases engagement through varied and connected activities.
4. Improves assessment opportunities.
5. Enhances cultural inclusion and responsiveness.



PRACTICAL STRATEGIES FOR INTEGRATION

Cross-curricular connections in learner activities

- Linking content across subjects like Mathematics, Home and First Additional Languages, Life Skills, Coding and Robotics.
- Ensuring learning experiences flow naturally between different learning areas within subjects.
- Provides opportunities to use and build on familiar concepts to teach new concepts in a meaningful way.

Cross-curricular activity example

Teaching a Life Skills or Language theme such as "My Community" naturally integrates:

- listening
- speaking
- reading
- writing
- counting
- social awareness
- spatial awareness,
- life skills concepts such as places and people in our community who can help us

The picture on the next page can give learners ample opportunities to explore a community, count buildings, give and follow directions to get to places, write about community places and people who help, and learn about their different roles. It also presents creative arts opportunities.



Thematic approaches support integration within subjects

Languages <ul style="list-style-type: none">• Listening and Speaking• Reading and Phonics• Writing• Language Use	Life Skills <ul style="list-style-type: none">• Beginning Knowledge• Personal and Social Well-being• Creative Arts• Physical Education
Mathematics <ul style="list-style-type: none">• Numbers, Operations and Relationships• Patterns, Functions and Algebra• Space and Shape (Geometry)• Measurement• Data Handling (Statistics)	Coding and Robotics <ul style="list-style-type: none">• Pattern Recognition• Algorithms and Coding• Robotics• Digital Concepts



Thematic approaches for integration within Life Skills Grade 1

Personal & Social Well-being:

- **My family:** what a family is, caring for each other at home, dangers at home when cooking.
- **My community:** healthy living, habits and practices.
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Beginning Knowledge:

- **Plants and seeds:** understanding how plants grow and what they need to grow.
- **Food:** where food comes from, ways to preserve and store food.
- **Homes:** different types, what homes are made of.
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Creative Arts:

PA: Games, improvisations and role plays (sing 'We're a happy family', Act out a TV show showing how to preserve food.)

VA: Draw a family tree (2D creation); Create a model house (3D creation);

Physical Education:

- Importance of exercising and being fit, warming up, stretching and cooling down exercises.
- Build an obstacles course using home furniture such as chairs, shelves, small tables, clothes racks, laundry baskets



Thematic approaches for integration within Life Skills Grade 2

Personal & Social Well-being:

- **Healthy living:** how to protect food, good habits
- **Farm animals:** different types, uses for food and water.
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Beginning Knowledge:

- **What we need to live:** different types of food, why we need water.
- **Working with soil:** how to plant a seed, what plants need to grow.
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Creative Arts:

PA: Sing 'Old MacDonald had a farm', Make different animal movements (slither, gallop, hop, run, fly, etc.). Perform a mine showing how an apple seed grows into a tree.

VA: Create a poster showing how to protect food (2D creation); Make a bird feeder (3D creation). make a watering can using recycled materials (3D creation).

Physical Education:

Plant yoga: Guide learners through a series of yoga poses that mimic the growth and characteristics of different plants (e.g., curled-up seed, reaching sprout, tall tree, swaying

Thematic approaches for integration within Life Skills Grade 3

Personal & Social Well-being:

- **Healthy eating:** food groups, a balanced diet
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Beginning Knowledge:

- **Product and processes:** what we get from plants
- **Animals that help us:** animals that give us food or clothes
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Creative Arts:

PA: Food group freeze dance: Learners dance freely around the room. When the music stops, call out a food group (e.g., vegetables, grains). They must quickly freeze in a pose that represents something from that food group.

VA: Learners create 3D sculptures representing different food items. Organize the sculptures into food group displays, allowing them to arrange the items to demonstrate a balanced diet. Animal helper portraits: Learners create portraits of the animals that help humans (e.g., cows, sheep, chickens).

Physical Education:

Food groups relay: Set up stations representing different food groups. Have replay teams take turns running to the stations, identifying a food item from that group, and then returning to tag the next team member.



ACTIVITY 1

BRAINSTORM HOW TO USE A PICTURE TO DEVELOP SKILLS FOR ALL SUBJECTS



Work with a partner

1. Study the picture below showing learners in the playground.
2. How could you use this picture to develop Language, Mathematics, Coding and Robotics and Life Skills concepts and skills?