

Creative Curriculum

Summercroft Primary School

2016-17



- Overall school themes provide structure but allow flexibility
- Fluid topics (with exception of Summer 2)
- Full immersion into topic
- Learning needs to be purposeful for children
- Teachers need to know the outcome/what they want to accomplish
- All topics should begin with a ‘hook’ and work towards a final project/presentation/exhibition
- Topics should inspire and interest children
- Content should be steered by children but structured by adults to ensure effective learning opportunities
- Skills will be assessed, rather than knowledge
- Preparation for life

Suggested Themes

Autumn 1 The World Around Us	Autumn 2 High-quality Fiction Book	Spring 1 Inspirational Figures
Spring 2 Take One Picture	Summer 1 Enterprise/Running a business	Summer 2 The Wider School Community – whole school ‘exhibition week’ towards end of term

<p style="text-align: center;">Autumn 1</p> <p style="text-align: center;">The World Around Us</p> <p style="text-align: center;"><i>KS1 – beach theme</i></p> <p style="text-align: center;"><i>Local community</i></p> <p style="text-align: center;"><i>Geographical topics comparing cultures</i> <i>(Where the H*** is Matt?)</i></p> <p style="text-align: center;"><i>The Changing Earth</i></p> <p style="text-align: center;"><i>Tour around the world (with a theme?)</i></p> <p style="text-align: center;"><i>Events</i></p> <p style="text-align: center;"><i>Topical links e.g. World Cup/Olympics/Diamond Jubilee</i></p>	<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">High-quality Fiction Book</p> <p style="text-align: center;"><i>Any book or novel depending on theme that interests children. Picture books for KS1 (or KS2).</i></p>	<p style="text-align: center;">Spring 1</p> <p style="text-align: center;">Inspirational Figures</p> <p style="text-align: center;"><i>Could be –</i></p> <p style="text-align: center;"><i>Someone historical</i></p> <p style="text-align: center;"><i>Someone topical (e.g. Mandela during Black History Month)</i></p> <p style="text-align: center;"><i>An astronaut – space topic</i></p> <p style="text-align: center;"><i>A Famous explorer</i></p> <p style="text-align: center;"><i>A great thinker or inventor</i></p> <p style="text-align: center;"><i>A painter/author/poet</i></p> <p style="text-align: center;"><i>A fictional character (e.g. Harry Potter – topic on magic or The Jolly Postman – letters to fairyland)</i></p>
<p style="text-align: center;">Spring 2</p> <p style="text-align: center;">Take One Picture</p> <p style="text-align: center;"><i>Any picture depending on theme that interests children. Could be a whole school approach.</i></p>	<p style="text-align: center;">Summer 1</p> <p style="text-align: center;">Enterprise/Running a business</p> <p style="text-align: center;"><i>EYFS – The Little Red Hen (see Enterprise Education document)</i></p> <p style="text-align: center;"><i>Plant stall</i></p> <p style="text-align: center;"><i>Produce and selling items linked to topic</i></p> <p style="text-align: center;"><i>School restaurant</i></p> <p style="text-align: center;"><i>Trip planning/ fundraising for a trip</i></p> <p style="text-align: center;"><i>Competitive interschool fitness programme</i></p>	<p style="text-align: center;">Summer 2</p> <p style="text-align: center;">The Wider School Community</p> <p style="text-align: center;"><i>Examples on previous page.</i></p>

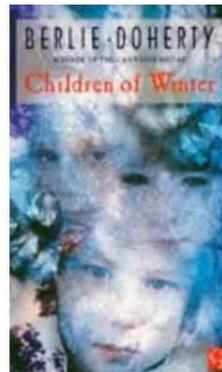
Autumn 1

The World Around Us



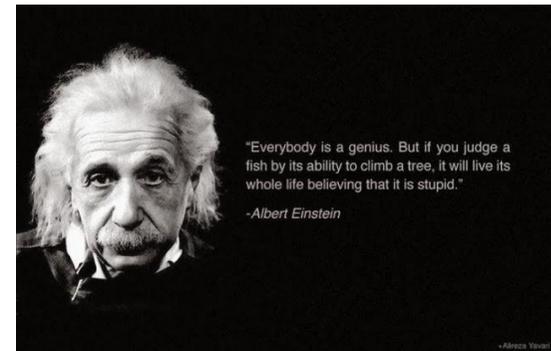
Autumn 2

High-quality Fiction Book



Spring 1

Inspirational Figures



Spring 2

Take One Picture



Summer 1

Enterprise/Running a business



Summer 2

The Wider School Community



The World Around Us



Supercell storm moving across northeast
Nebraska, 2004 (US)



Two men get around in a boat in New
Orleans following Hurricane Katrina, 2005



Eyjafjallajökull volcano eruption, 2010
(Iceland)

Starter: Huge world map on floor of classroom
– journey through it looking at incredible
natural/manmade disasters.

Final project: Present aid plans on how to help
those affected by natural/manmade disasters
(including budgets).

Ideas on how to protect citizens from further
disasters.

The wonders of the world around us – what
we take for granted. What are our needs?
What are our wants?

Twin Towers – stories of hope. Look at
risks of terrorism and how to minimise
the risks.

Starting over – rebuilding and redesigning cities.
Best structures (marshmallows and toothpicks in jelly to
represent earthquakes etc) – best materials to use (science
link).

Charities and their work –
Structure
How they function
How they raise money
What they do

Literacy links:

Newspapers reports

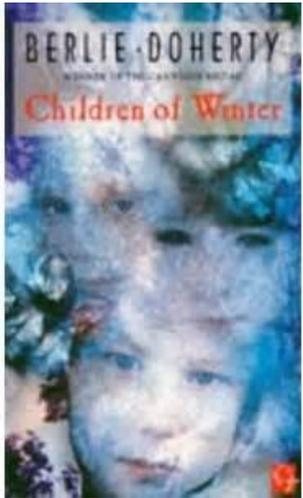
Adventure/disaster stories

Persuasive writing (and images) –
charities

Mapping of natural disasters –
look at the likelihood of them
occurring and why.

Pompeii eruption – what happened?
Create potential warning systems and
look at existing.

Hurricane Katrina/Haiti/zoo
flooding –
effects on lives



Children of Winter

Berlie Doherty

- the Black Death
- heroism
- survival

High Quality Fiction Book

Starter: Children arrive at school to darkened classroom, red cross on the door. Handed a mask as they come in.

Final project: Interactive museum exhibition about infectious diseases.

Glitter/germs experiment – importance of cleanliness (PSHCE links)

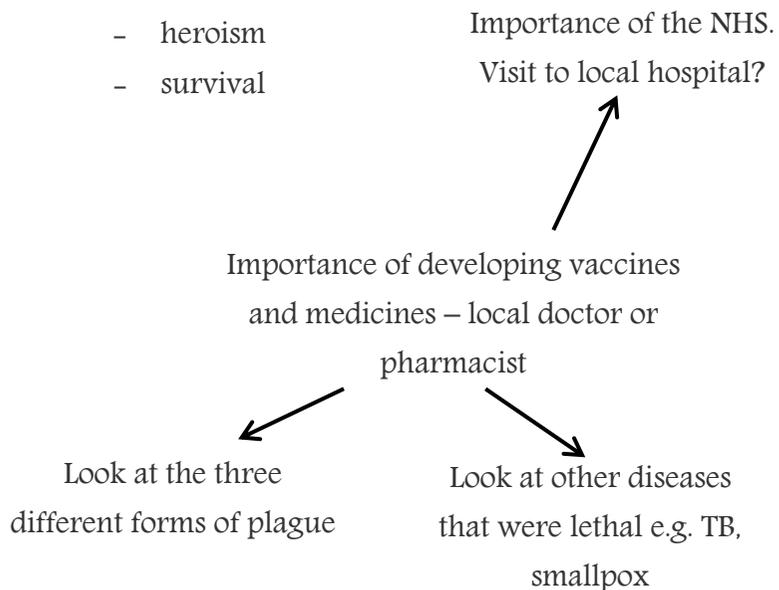
Literacy links: Debates – What would you do? (Eyam)
Letters to loved ones/diary entries

Origins of nursery rhymes?

Map where plague still occurs

Malaria/ebola in African countries – what can be done to prevent it?

Links to nowadays –
SARS
Swine flu



Who would we want to run our country?

Starter. First lesson – use lolly sticks to select one person to make any rules they like for the lesson (Safety first, have to stay on school grounds). Do whatever they say as a class. Choose another person to also create rules. Do the rules clash? Is it a good thing? Bad? What if it was permanent? What would the world be like with no rules and no laws?

Final project. Debate and decide on our final ideal government.

Explore the ideas of great scientists –
Galileo (Earth around sun, space)
Darwin – Evolution
Newton's Law of Motion (forces
(science links). Look at struggles they've
faced.

Explore

Inspirational Figures

Look at the positions in government: current leaders. Discuss attributes that we would like for each position in an ideal world.

Look at the life work of famous caregivers –
e.g. Florence Nightingale, Mother Theresa

Look at the inventions of great inventors – e.g. Tim Berners Lee, Rudolf Diesel (Combustion engine), Heinrich Gobel/Humphrey Davy (lightbulb), Alexander Fleming (penicillin). How did these inventions come about? Children identify gaps in the market and design their own invention

Create poems in the style of
great poets
e.g. Robert Frost, Robert Burns,
TS Eliot

Create paintings in the style of
great painters
e.g. Monet, Picasso, Van Gogh

Create musical compositions in
the style of great composers
e.g. Monet, Picasso, Van Gogh

Research the work of people who
changed the world –
e.g. Martin Luther King, Karl
Marx, Che Guevara, Rosa Parks
and their place in history/what
they achieved

**Ongoing debate on who is most
inspirational/best for each position**

**Create ongoing 'Government
board' on window.**

Take One Picture

Clearing Up--Coast of Sicily

Beginning in the 1820s, the academy in Düsseldorf, a town on the Rhine River, began to attract artists from other German cities and from abroad. Achenbach, one of Düsseldorf's most influential painters in the mid-19th century, specialized in the "sublime" mode of landscape painting, in which man is dwarfed by nature's might and fury. At the left the evening sunlight breaks through the stormy sky to illuminate the turbulent sea breaking against the rocky coast. Seagulls struggle to fly in the violent wind. The only signs of human presence are a spar embedded in the rocks, a wooden keg adrift at the right, and a barely discernible flag. The tattered American flag on the rocks in the foreground implies that there is a shipwreck just out of view.



Starter. Show children video of storm at sea, along with sound – waves crashing, wind howling etc. They imagine they are on a boat – how do they feel, what can they see?

Final project. Working towards a Bear Grylls style documentary explaining how they survived on the island.

Shipwrecks –
Look at famous sea
disasters and shipwrecks
e.g. Titanic, Mary Celeste,
Costa Concordia

Explore the mystery of
the Bermuda triangle

In groups – decisions on
what to take from the ship
– survival/food/health
points

Link to Lord of the Flies –
debate around who will run
the island – survival points

Planning where to set up
camp (geography links) –
shelter points

Den building – shelter
points

Identifying edible foods/creating
meals from home-grown items –
food points

Map reading and
orienteering – –
survival/food/health points

Filtering water/separating
materials (science links) –
water points

Diaries/recounts of
experiences – survival
points
Messages in a bottle – escape
points

Plant life cycles and growing
(science links) – food points

Enterprise

Starter: Planning a Year 5/6 party! – What would they like to do? How much will it cost? Budgeting.

How can we raise money – interview PTA for fundraising ideas and what to consider. Links to local businesses.

Business teams to make a decision on product – market research and finding a gap in the market.

Establish start-up funding – school? Local business? Could write letters asking for funding.

Presentation to ‘customers’ – in assembly?

Production of advertisements, posters, flyers etc

Timeline for production of product

Production and selling (two selling days max)

Profit

If profit allows: party planning, including budget.

Final project: Party!

The Wider School Community

Ask children what they would like to improve/change within the school or what they think they could share with the school.

This could include:

Allotment – growing veg for the school kitchen

Wooded/pond area – improving the learning environment

Playground – how to make the playground more inviting

Laurel Room – creating an enjoyable learning environment

Display boards around the school – making them meaningful and interactive

The library

The entrance hall

Role play areas

OR

Creating an interactive museum about a certain topic

Reading/poetry/music workshops

Restaurant for the school

Letters to Mrs Hinstridge

Persuasive advertising

Design and evaluative work

Collaboration

Time/self-management

Learning Powers

WALTs for every creative lesson will be taken from here. Context will be related to the National Curriculum coverage.

<ul style="list-style-type: none">• Thinking skills• Questioning• Reflection• Problem-solving• Connection-making	<ul style="list-style-type: none">• Self-management• Time management• Research• Persistence• Resilience• Independence• Adaptation• Determination	<ul style="list-style-type: none">• Emotional Intelligence• Morality/ethics• Empathy• Respect for different opinions
<ul style="list-style-type: none">• Teamwork• Collaboration• Communication	<ul style="list-style-type: none">• Innovation• Creativity• Initiative• Resourcefulness	<ul style="list-style-type: none">• Self-challenge• Challenge• Risk taking

