

Wormley Primary School Curriculum



What is creativity?

Definitions of creativity

“...imaginative activity fashioned so as to produce outcomes that are both original and of value.”

(NACCCE, 1999)

“Creativity is a state of mind in which all our intelligences are working together. It involves seeing, thinking and innovating. Although often found in the creative arts, creativity can be demonstrated in any subject at school or aspect of life”

(B Lucas 2001)

“Creativity seems to emerge from multiple experiences, coupled with a well-supported development of personal resources, including a ... sense of freedom to venture beyond the known.”

(Lois Malaguzzi – Edward et al, 1998)

Why do we need it?

Our role is to help prepare children for a world in the future we know very little about. We therefore need to develop children who will face great change and challenge.

“Our task, regarding creativity is to help children climb their own mountains, a high as possible . No one can do more.”

(Lois Malaguzzi – Edward et al, 1998)

How would a themed, creative curriculum foster children’s learning? Towards a philosophy

- To develop the whole child
- To enable all children feel a sense of achievement
- To make links across subjects and join up learning
- To make children’s learning more meaningful, purposeful and relevant
- To engage and motivate all children in learning through their interests and abilities
- To make learning fun
- To increase freedom in giving choice to what children learn, how they learn and how they communicate what they have learned
- To foster a more active approach to learning
- To promote, develop and nurture life-long learning skills

What would a themed curriculum look like? The possibilities

- Maths and English taught discretely in the mornings and creative, cross-curricular afternoons based on a theme
- Topics based around a book, maths, a scientific investigation, a painting/photograph, a historical object, a trip, local interest etc.
- Themes that are cross-curricular where meaningful and not forced
- Whole school themes with each year group's focus planned collaboratively on a curriculum map
- 'Dragon's Den' style tasks
- Blocks of time unplanned to follow children's ideas and interests
- A mixture of independent/group/class learning activities
- Identification of and a record of transferable skills across subjects
- Literacy and Maths taught through other areas of the curriculum, appealing to the interests of the children
- 'Market Place' activities which the children move around and have some choice of what/how they learn
- Integrated days under a themed umbrella without distinct lessons
- Themed 'off timetable' days
- Themes based on the acquisition of specific skills, behaviours, attitudes
- Immersion day/activity to launch a theme followed by collaborative planning between teacher and children – Now, what do we want to know? How can we find out?

What knowledge, skills, behaviours and dispositions do we want the children to learn? The success criteria

- Research skills
- ICT skills
- Critical skills
- Social skills - working collaboratively -listening and contributing
- Able to make links
- Able to reason
- To ask questions and suggest hypotheses
- Problem solving
- Risk taking
- Independence
- Respect for self and others
- Accepting of their strengths and areas for development
- Self-motivated
- Flexibility of thought - Divergent thinking
- Curious
- Perseverance
- Courage to try new things and not be afraid of failure
- Empathy
- Resilience
- Creative thinkers
- Thoughtful
- Excited about learning
- Open minded
- Confidence



In developing a curriculum that will foster life-long learners, there are questions to consider:

How do we value children's questions and interests and make selections?

- Give choice within a framework with some freedom to follow own lines of enquiry
 - Go with their ideas and see where it takes you
 - Give them some power, as they demonstrate they are ready, to lead their learning
 - Acknowledge their interests publically
 - Make time to listen and respond
 - Plan using children’s questions/ideas/misconceptions
 - Find ways to value pupil voice

How can we best listen to children's ideas and not interpret them in a different adult way?

- Give them a forum in which they can do so, such as a question wall, Philosophy 4 Children session, circle time
 - Don't always ignore flippant comments – dig deeper first and clarify
 - Give children a leading role
 - Offer 'choice charts'

How do we sustain children's thinking; enable them to pose questions, express theories and follow lines of enquiry that will develop their understanding?

- Allow time for this to happen and embed
 - Plan for this across the curriculum and in the life of the school

How do we teach discrete skills?

- Dedicated curriculum time for the teaching of discrete and specific skills
 - Children can model these to their peers – learning partners

How will we meet the requirements of the National Curriculum?

- Ensure that themed planning begins with the knowledge, skills, behaviours and dispositions we intend the children to learn
 - Through planning and assessment against the requirements
 - Map achievement and progression through the school

What about standardised assessment?

- This will be addressed through rigorous planning, assessment and tracking

