

**“An Unquestioned Life is not worth  
Living”**

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**with**

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## **Our Curriculum**

We firmly believe that an excellent curriculum instills in children a love of learning for its own sake. This means that we think our children must not only learn ***what*** to study, they must also learn ***how*** to study.

Due to this we have worked very closely with Educationalists to help us to develop a curriculum at Wollaston that challenges, inspires and fosters a love for learning for our children. We hope they will be able to take this love into the next stage of their education and into their adult lives.

Creative learning is understood to be characterized by:

- being questioning and challenging
- making connections and seeing relationships
- envisaging what might be
- exploring ideas, keeping options open
- reflecting critically on ideas, actions and outcomes

Ofsted have noted that schools which promote creative learning most effectively have common strengths, as well as a good comprehensive coverage of the National Curriculum. Due to this we have evolved a curriculum that not only allows and fosters creativity but also one that follows the national curriculum.

**Learning is a treasure that will follow its owner everywhere**  
**Chinese Proverb**

Our curriculum is based on the theories of how a child's brain matures and grows developed by Claire W. Graves and through an understanding that we are preparing our children for life in the 21<sup>st</sup> Century – where the chances are that the jobs they will be doing have not yet been invented and an ability to problem solve and work in teams will be vital.

**“The curriculum is designed to excite and inspire. Topics chosen for study reflect the interests of both pupils and teachers and consequently their enthusiasm shines through. The curriculum contributes well to pupils’ personal development and well-being.” Ofsted Feb 2011**

*As he sets off on each quest, he believes he will find the answer to his existence, and as he settles into each nodal state he is certain he has found it.  
Yet, always to his surprise and ever to his dismay he finds, at every stage, that the solution to existence is not the solution he thinks he has found.  
Every state he reaches leaves him discontented and perplexed. It is simply that as he solves one set of human problems, he finds a new set in their place.*

**Clare W Graves**  
*1914 - 1986*

Clare W. Graves worked out that human brains move through 7 stages of development as they grow and mature. The stages are:

- Stage 1 – Survival
- Stage 2 – Tribal (team)
- Stage 3 – Self (me)
- Stage 4 – Order (plan)
- Stage 5 – Enterprise (challenge)
- Stage 6 – Community (share)
- Stage 7 – Interconnected (think)

## Creativity must be embedded into everyday teaching and learning

**We take this concept and plan out our main curriculum themes around this. For example:**

Graves' 7 Stages	Theme	Weeks Learning
Survival	We do not start here as we believe that children should have already developed at this stage before they enter Primary school.	N / A
Tribal	Beginning WOW – Class will all complete some very exciting activity that will give all the children and the teachers a real buzz for the learning that they are about to complete. We try to link this to the learning that they are about to follow.	One day or one week
Self and Order	This is where we follow the National Curriculum. We ensure that the children are taught according to the law and that they receive a very balanced experience to their learning. However we will also match their subjects to their theme. We may teach a lot of History through a Literacy lesson or a Science lesson. We may also use the theme as a stimulus for their Art or Music work. However if the National Curriculum does not fit into our thematic learning then we will not force it in but teach this lesson as a stand-alone session – one example of this can be RE which does not usually fit with the theme.	Could take up to 8 weeks to complete all the learning required.  However some themes may be short and this only take 4 weeks.
Enterprise	All our themes have a team building / problem solving part to them. This is to incorporate the messages that we are receiving from the large businesses that children are leaving schools inadequately prepared to problem solve and work in teams. The children will have some problem linked to their theme that needs solving and will work together to achieve it. Sometimes they may raise money for their classes, other times they may involve other children in the school.	One week to 2 weeks depending on the task.
Challenge	Here we dig deeper into the children's learning. We will set challenging and thoughtful tasks for them linked to something with a moral or a social skill. We also try to include some multicultural learning for the children as we are a predominantly white British school and our children are growing up in a very diverse and multicultural world.	One or 2 weeks
Community	This is our Ending WOW. We usually invite parents into this to celebrate the children's learning – or they complete their Enterprise activity.	One or 2 days
Interconnected	Finally at the end of their theme we ask the children about their learning – what new things did you learn? How will this learning help you as you get older?	One or 2 days

And here is an example of how we would then use this to plan a terms learning for the children:

## Wollaston Community Primary School Thematic Planning Overview – Medium Term Plan

**Year group – 3 and 4**

**Term – Autumn 1 and 2**

Theme Title <i>Survival</i>	<b>Romans – An Italian Adventure.</b>		<b>How many Weeks? Days?</b>
<b>Beginning Wow</b> <i>Tribal learning</i>	Make Pizzas. Design own Pizza and create this in the class. Links to Literacy – instructional writing.		1 Week
<b>National Curriculum Linked Thematic Learning</b>          <i>Self and Order Learning</i>	<b>History</b> When were the Romans here – timeline. What were Roman Houses, clothes, food like? What were their soldiers like? Who were the gladiators and the Emperors? What battles were fought? What was Roman entertainment like? Why did they have slaves? What were their religious beliefs? Who was Boudicca and why was she important? Who were the Celts? What did the Romans do for us? Heating, roads and architecture. How did the Romans relax (baths)?	<b>Geography</b> Where in the world is Rome? What is the weather like there? Where were the Romans in Britain and how do we know? Look at town names. Where was Pompeii and what happened there? Volcanoes – information pack.	8 weeks
		<b>Science</b> Making Compost – Microorganisms Design a bridge for the Soldiers Design an Aqueduct Filtering stones from the aqueduct	NC Links H – 1a,b 2a,b,c,d 4a,b 5b,c 9  G – 2a,c,e 3a,b,d
	<b>Music</b> Listen to famous Italian Opera singers War music – create their own battle rhythms. Relaxation music to accompany them at their bath houses.	<b>Art</b> Design a Roman Shield, Roman Mosaics – why were they used and design your own? Observational drawings of Romans.	A – 1a-c, 2a-c,3a,b, 4a -c.  M – 1 b, c. 2a, b. 3c. 4a, d.
<b>Enterprise Activity or Middle WoW</b>          <i>Challenging learning</i>	Chariot racing – Linked to DT - Design and make a chariot then test it out.  Children to go into teams to design and make their own chariot. They then need to advertise the racing and invite the school to be in the audience. Race their chariots on the field. Prizes for the winners to be designed and chosen by the children.		1 Week  DT – 1a – d, 2a – f, 3a – c.

<b>Deeper Moral Learning</b>  <b>Challenging Learning</b>	<b>Moral Learning</b> Slavery – was this right? What happened to slaves in modern Britain? Should we still have slaves? Debate this theme with the children	<b>Multicultural Learning</b> Immigration – The Romans are still here in this country they are now just a part of us. What other people live here and are all considered British?	<b>Social Learning</b> What did the Romans do for us? Discuss democracy and why this is still used.	2 weeks	
<b>Ending WoW</b>  <b>Community Learning</b>	Hold a Roman market where parents are invited in to buy the Art work created by the pupils and celebrate the work completed.			1 week  13 weeks – full terms work	
<b>Literacy Linked Learning this term</b> Roman Survival Guide Database / fact file of a Gladiator Role play Roman battles, table manners. Story board Roman invasions Job adverts for Roman jobs Descriptive writing linked to Gladiators and Slavery. Complete research into Roman houses, clothes and Beliefs. Boudicca Biography Pompeii – eyewitness accounts, speech. Poetry Diary entry for a soldier		<b>NC Links</b>  Writing – 1a,b,c,d,e / 2a,b,e / 3 / 4a,b,c,d,e,f,I / 5a.b / 7a,b,c,d / 12 Reading – 1a,b,d / 2a,b / 3a,c,d,e / 4b,c,f,g,h / 5a,f / 6 / 8f / 9a,b. Speaking and Listening – 1c,e / 2a,d,e, / 3a,b / 4a,c / 5 / 6a / 8a,c / 9a,b,c.		<b>Literacy Not Linked</b>  Grammar sessions and Spelling sessions once a week  Handwriting activities VCOP weekly Comprehension activities Guided Reading Weekly	
<b>Non Thematic - Science Activities</b> Rocks and Soils – 1d Materials – 1a,b,c,e		<b>Science NC Links – Themed</b> SC1a,b / 2 a,b,e,f,g,h,j,k,l SC2 1b,f SC3 – 1a,e, / 2a,b,c,g / 3a,c.		<b>PE</b> Gymnastics  Net Wall Games	<b>RE</b> Why was Jesus and Inspirational Person? Who inspires you?

## Planning Themes and Ideas

<b>Some ideas for themes for Key Stage 1 pupils</b>		<b>Some ideas for themes for Key Stage 2 pupils</b>	
Seaside Rescue		An Italian Adventure	Robin and Marion
Shrek and Other Monsters		Raiders and Traders	Tomb Raiders
A Pirate Adventure		Our Raging Planet	Around the World in 80 days
To infinity and Beyond		Is it Right to Fight?	
Out of Africa		Chocolate (Fair Trade)	
How Groovy was your Gran		Roald Dahl	
Frozen Worlds		Tales from Narnia	
Out of the Egg		Boomerangs and Didgeridoos	
Bookworms		Grand Designs	
Dungeons and Dragons		Extreme Environments	
Dinosaur Dig		Making a Splash	
The last Polar Bears		Journey to the Centre of the Earth	
		StarChasers	
		The Wooden Horse	
		King Arthurs Sword	

## Key Stage 1 Examples of Medium Term Plans

### Shrek and other Monsters

### Year – 1 and 2

### NC Linked Learning – Literacy

Beginning WOW <i>Survival and Tribal</i>	Allow children to bring in cuddly toys and other toys of any monsters that they have. Draw their monsters, name them, role play with them etc Watch the video - Shrek		NC Links	Weeks
<b>Learning</b> <i>(Self and Order)</i>	<b>Literacy Learning</b> – Watch Shrek and identify features of ogres (adjectives). Wow words for monsters – adjective noises. Re write story of Gruffalo in own style. Write a newspaper article about Gruffalo from the mousse perspective. Gruffalo drama activity – hot seating. Going on a bear hunt – literacy framework Roald Dahl Dirty beasts - create their own. write instructions for Monster snacks. Comparisons between humans and Skreks and Gruffaloes.	<b>Creative and Technological Learning</b> – Music – Gruffalo song book – prepare for presentation to parents. DT – Monster snacks and healthy eating for the monster Science – Light and dark caves linked to electricity. Chocolate buttons / ice cubes melting in hands. Art – Monster Art – create monsters out of modelling equipment. Paint and draw imaginary monsters. Puppets for monster drama.		
<b>Enterprise and Middle WOW</b> <i>(Challenge and Share)</i>	Create a puppet show for monster puppets. Children to work in small teams to create their show. they need to create the puppets, write the script, create the theatre and perform the show – video this and watch back – use LPplus to put the show on the “Big Screen”			
<b>Deeper Learning</b> <i>(Order and Interconnected)</i>	<b>Spiritual and Moral Learning -</b> Discuss monsters in religious text and in myths. Why do these stories exist? is it really all just for fun or is there a moral to these stories? Discuss moral to the story of Shrek and Gruffalo. What is a moral? why do we have them? Look at other morals and see if the children can explain the meanings. Have a moral of the day.	<b>Community and Multicultural Learning –</b> Linked to work on morals – accepting everyone for who they are not what they look like. Link this to people who have different coloured faces, different features etc – why are they different? does this make them different in any other way? Look a the life of a famous coloured person – Barak Obama / Martin Luther King.		



<b>Ending WOW and Community</b> <i>(community)</i>	Present their work to their parents as an assembly. Theme – MONSTERS. Present their puppet show and all their learning through drama and song. Invite parents and community back into the class to see their work. use LPplus to record the assembly and get to the wider community.				
<b>Reflective Learning</b> <i>Interconnected (think)</i>	What learning has taken place through this theme? What new Literacy / Art skills have we learnt? how will this help us improve? Focus on the moral aspect to these stories – how do these help us live our lives? Focus on the enterprise side – how has working in a team helped us?				
<b>Other non Thematic based learning taking place.</b>	<b>R.E</b>  Taught by PPA teacher – see separate planning	<b>PSHE</b>  Taught by PPA teacher – see separate planning			
<b>Literacy Based learning that links to the Theme</b>					
<b>Fiction</b>	<b>Speaking and Listening</b>	<b>Non Fiction</b>	<b>Poetry / Reading</b>		
Read Shrek and Gruffalo  Watch film and do a comparison linked to the film and the book  Reasons why things happen in stories  Organisational features of the text  Use of particular words to help create expressions	Drama and role play  Hot seating  Puppet show – mood and atmosphere	Focus on news report writing focussing on tense and use of person (chronological)  Make adventurous word choices  Create play scripts to suit the screen for the puppet show (non chronological)  Use the correct punctuation including question marks and commas.	Look at the poetry in the Gruffalo  Rhyming words  Explore the effect of patterns of language, repeated words and phrases.		

Is it Right to Fight? Year 5 and 6		NC Linked Learning – Britain since 1930			
<b>Beginning WOW</b>  <i>Survival and Tribal</i>	Class Invasions  Small groups – begin to dig allotment – dig for victory.			NC Links	Weeks
					1 Week
<b>Learning</b>  <i>Tribal, Self and Order</i>	<b>Historical Learning</b> – Britain Since 1930 – factual evidence of life during WW2. Research what it was like to be a child who was evacuated and looking at scarce everyday essentials such as food with rationing. Try to recreate living conditions of the time and read a book such as Good Night Mr Tom or The Blitz Boys.  Challenge the children’s thinking and debating skills by looking at other Wars in the world – how have they impacted on our lives? What is the consequence of these wars?  Is it right to go to war?	<b>Geographical Learning</b> – Looking at Maps and globes to discover where the places are where fighting takes place. Also looking to see where children were evacuated to and from.	<b>Creative and Technological Learning</b> – Make their own Bomb shelters and then test them by dropping bombs onto their roves. Would they survive? <b>Musical</b> – To study the music from War time and understand the reasons behind the songs. Look at Big Band Music and its development as USA joined the fight. Performance of songs from the war <b>Environments</b> – Explore – Dig for Victory and ask the question of whether this is still valid today. Try to Live off the land – grow own food. What impact on our area could this have?		<b>8 Weeks</b>
<b>Enterprise and Middle WOW</b> <i>(Enterprise and challenge)</i>	Manage budgets for food product. Compete to see who can make the tastiest and cheapest meal. Persuade others to taste our food with advertising posters. Plan and prepare WW2 tea Party in teams – Food, tea and coffee, Songs and Dances. Timings and invitations.				1 Week
<b>Deeper Learning</b>  <i>(challenge and interconnected)</i>	<b>Spiritual and Moral</b> – Is it ever right to fight? Is there an answer to this question? What is the impact of war? How else could we solve issues?  Debating and Discussions based on this theme.  Are we a country still at War?	<b>Community and Multicultural Learning</b> –What was the Impact of the war in other countries in the world? Holocaust – What happened in Japan? What was the impact on this country? Why are we at war now? What is the religious issue here? Immigrant culture that came from the war – Jewish.			<b>2 Weeks</b>

	Could there ever be peace in our world?			
<b>Ending WOW and Community</b> <i>(Community)</i>	Tea Party for WW2 Veterans, Dance demonstration of the Jitterbug / Jive, Singing of WW 2 Songs			2 Days
<b>Reflective Learning</b> <i>(Thinking / interconnected)</i>	What learning has taken place through this theme? Where were we and where are we now? If we ran the country what would we do? How can we help learn from this time in History?			3 days
<b>Other non Thematic based learning taking place.</b>	<b>Scientific Learning</b>  <b>Forces Light and Sound</b>	<b>R.E.</b>  <b>The Church Year</b>	<b>PSHE</b> <b>New Beginnings / Road Safety</b>  <b>French</b> <b>Counting to 20 / Months and days</b>	

### Literacy Based learning that links to the Theme

<b>Fiction</b>	<b>Speaking and Listening</b>	<b>Non Fiction</b>	<b>Poetry / Reading</b>
Empathetic stories – Evacuation, Blitz, Victory.  Stories with Flashbacks  Linked stories with other school in other country.  Descriptive writing	Performance – reading of extracts to veterans  Debating the Main theme.  Class Discussion	Propaganda Persuasive texts Arguments and Debates Report Writing Letter Writing	Read “The Blitz Boys”  Group reading linked to theme  Descriptive poems – what was it like in the war: The Blackout The Bombing Raid Peace at Last

