



Creativity in Action



Promoting Positive Outcomes of Creative
and Cultural Approaches to Learning

For



Schools, children,
young people and
families

Aeroplane ready!



Boarding Time



This is your Captain speaking . . .



And the weather is . . .



Let's plan!



India



Antarctica



Africa



Rylee
Rylee

Ayaan

Thomas

Ethan

Blyth, Bedlington and Blagdon Classes

explored different weather and

found out about the South Pole by

listening to stories.



How did Wallington Class move from Victorian Britain to the Amazonian Rainforest Climate?

He was bought from his parents for one pearl button.

Jemmy Button's real name was Orundicello.

He was transformed from a "Wildchild" into an English Gentleman.

He reverted back to his original culture immediately after joining his family and friends.

He was from Terra del Fuego in America.

Charles Darwin wanted to study Jemmy in his natural Habitat.

Jemmy was delighted to go home.

He was on board the *Allen Gardiner* ship with Charles Darwin.

He was returned home by Charles Darwin as an experiment.

About Jemmy Button
 James Button (Orundicello) was the first native man brought on board the *Terra del Fuego* ship. The ship was on a voyage to the south for the purpose of the search for the continent of Terra del Fuego. Darwin was interested in the man and his culture and decided to write a book about him. Darwin was also interested in the man's language and decided to write a book about it. Darwin was also interested in the man's culture and decided to write a book about it.

Jemmy Button

Things I would take to Brazil.

- Raincoat for a trip to the rainforest.
- Sandles for the beach.
- camera for pictures of Wildlife.
- Phrase book for Portuguese

We have been learning about the weather.



Amble and Hexham Classes compared the weather in India and England.

Kenyan mats made with hot colours.

It all began with The Dales Airlines.



They tried Bollywood Dancing.

Cresswell, Druridge and Newbiggin Classes compared the weather in Kenya and England.

JAY'S GOD OF WEATHER

RAINY
SUNNY
CLOUDY
STORMY
AIR



Class Teams flew to their destinations and investigated weather and culture around the world and at home.

Then classes got together





Weather Theme Staff Survey

Q1. How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organisations etc.) involved in the project?
All staff in the school (teachers and teaching assistants) involved.
All staff.
All staff.
Everyone! Full inclusion.
4 staff, 11 children, Indian Art / Dance specialists.
All teachers and non-teaching staff were involved. All pupils. Parents involved in final trip to beach hopefully in the sun.
Teachers and non-teaching staff. All pupils and all staff. Fully inclusive.
Whole school. In my class, two teachers, two teaching assistants. Parent event to local beach.
All staff.
Three teachers, six teaching assistants across three classes.

Q2. How did you plan the project theme? How did you work collaboratively?
Big plan whole school meeting.
Big plan whole school meeting. Opportunity to give each other ideas.
Whole school staff planning meeting.
Planning sessions as a school then across classes (groups) worked really well!
Initial ideas as a large group of two classes' staff. Then two teachers planning finer details from longer plan to weekly activities.
Planned with staff team and two other classes. Shared resources and ideas.
First - group whole staff and staff teams. Second - own room with team to bullet point and mind map. Very collaboratively whole staff.
Engaging whole school planning session. Staff taken on an imaginary journey by air travel to countries with contrasting weather conditions.
All staff were involved in the planning stage to share ideas and experience.
Big Plan in the hall, working collaboratively with three staff teams.

Q3. How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?
Children engaged well, enjoyed learning about weather in different countries, the causes of weather etc.
Great project - looking forward to next.
Great project - loved comparing weather around the world.
Less work, more energy/motivation as working together inspired each other. The same next year would be brilliant!
India provided the main interest, the weather secondarily so.

The project was successful, it was a good opportunity to work together, motivating for staff. Planning meeting was super fun, exciting and different.
Very motivating - gives meaning and purpose for topic. At first heavier workload but worth it as made planning and classroom was easier.
The project motivated and engaged the children. There was no increased workload.
I would prefer whole term themes.
Much easier to plan in a group.

Q4. What did you do well during this project theme? What will you do differently next time?
Whole school focus and celebration - children were passionate about topic - interactive tasks.
Indian - Bollywood dancing - afternoon with children - led to adults after school. Next time, work more with other class.
Using Power of Reading to support theme.
Music and yoga across classes. Plan / catch up / share resources across classes more effectively.
It was not an in-depth study which allowed our children to relax and enjoy.
Plan weekly overview. As a trial I didn't do weekly overview to follow interests.
Art was fantastic! Writing and reading good ideas.
Relating the themes to stories.
Ensure display work is backed and ready.
Worked collaboratively across three classes. Lots of sharing of practice.

Any other comments?
Timetable restrictions in upper school do make it difficult to work / combine with other class.
No! It was wonderful!
No. I like to plan like this with all staff in the room sharing ideas. Will be super hard to top this first planning meeting!
Fab! Great topic and perfect term.
The initial planning session allows all staff to work together and support each other / share resources during the project.

Top

Top Secret







Is it a bird, is it a
plane?



What Goes Up?



What Do Bees Do?

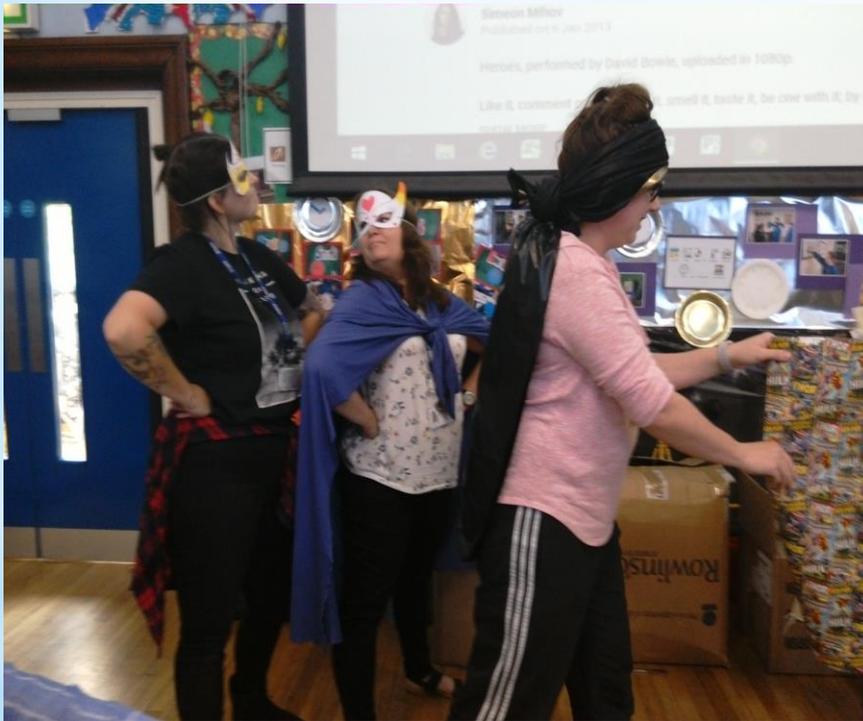


What is a Bird?





Can we be Heroes?



Can We Defy Gravity?





And over to the children ...





Date: 25.9.18

Learning Objectives: To be able to think about the life cycle of a bee.

I can describe a bee's life cycle
 I can talk about what bees make.
 I can transfer communication skills in a cooking lesson.






honeyeg

ego gg
grow

Bee



We went to Asda and bought some bee friendly items to make our honey and fruit flapjacks. We all worked together as a team to weigh, measure and mix our flapjacks! They were amazing.




Well done Jamie you have worked well with Conna.







? A ?
Is it a bird, is
A
it a plane, no
A
it's Amble class
'Superheroes.'

Can we be heroes?





ERASMUS

Flight Theme Staff Survey

Q1. How many teachers/non-teaching staff were involved in the project? How many pupils were affected by the project? Were other people (e.g. parents, external organisations etc.) involved in the project?
Three staff and seven pupils. A couple of parents got to watch the end of project video.
Whole school – all staff. Blyth and Plessey class worked together to plan their project and shared resources – seven staff.
Whole school project including family learning.
Two teachers and three teaching assistants. Nineteen children across two classes.
Morpeth class – one teacher, two teaching assistants, eight children.
One teacher, two teaching assistants and nine children.
Forty staff overall – ninety-five children overall. Six staff in team – 7 children in class.
All staff were involved in the project. Parents of our class came in after harvest festival assembly.

Q2. How did you plan the project theme? How did you work collaboratively?
We planned as a whole school, then as a class team.
Staff group responded to challenge 'what goes up' and prepared a 'hook' to share with the whole staff group. Ideas were pooled – teachers planned based on learning needs and interests of children.
Whole school planning meeting. Collaborated with class teams to match theme of each class.
'Big Plan' involving all team members.
Worked with Newbiggin class teacher to discuss ideas for initial plan. Carried out joint creative literacy lessons focussing on vocabulary and art linked to the chosen book for the theme.
Planned alongside other teachers in same phase. Broke it down and ideas alongside staff team.
Big plan – Team time. Whole staff.
Yes as whole staff then with team. Whole school worked together.

Q3. How do you feel about the project now? Did you get more energy and motivation? Was it a heavier workload?
The work load was fine, and the project had good mileage with facts and for activities to do. It was very open with lots of ideas not used because of time.
Children enjoyed our 'hook'. Helium balloons floating in the sensory room. Our provision is based on what we notice about children and their interests. As they settle in school we will plan more experiences within the theme and link to stories.
Project went very well. Children were engaged throughout and were able to use many different mediums of learning to access topic.
It was quite difficult to achieve all of the things that we had planned over the half term. The first half term involves lots of adjustment for classes to settle in, so a big project was difficult to execute.
Joint planning reduced workload in two ways – reduced paperwork in terms of planning and sharing ideas saves time with multiple inputs. More motivated in using ideas which I may not have

thought of or considered previously.
Not heavier workload. Very manageable but need a lot of practical set up. Was a long half term! Did begin to run out of ideas at the end.
Struggled with time due to full timetable.
It was heavier workload but beneficial. It gave us the motivation to carry on the theme.

Q4. What did you do well during this project theme? What will you do differently next time?
The video of the event was the best thing. The children loved their input and could directly see the work they did.
Experiences for children to explore about things going up. Next time we will relate more to theme and link to stories.
Repeating similar routines and expectations gave children an ability to access the lessons better as they know the expectations. Not mixing groups would make accessing individual group topics easier.
Linked facts to fiction. Encouraged children to link actions of their superheroes to everyday life. This encouraged emotional literacy.
Creative lessons for literacy and other subjects linked to the book chosen for the topic were good and engaged children. Next time I will try to look more broadly at the theme rather than focussing too much on the specific linked book I had chosen to use for the theme.
Lent itself to lots of practical activities and building. Broke down into weekly themes which made it easier to plan. Next time – more links with books.
Power of Reading link. Man on the moon.
Kids interests focussed them and kept them going. Timetable at times was an issue as only had one day together. However, worked well if time was managed.

Any other comments?
A bit more time with teams to plan.
Working with early years allows project to be led by what we notice about children, their needs and interests. This lends itself well to a creative way of working.
Looking forward to next term!
Timetabling is difficult to achieve all goals and access all learning opportunities i.e. ICT.
Creative curriculum works well to link all areas of the curriculum together. It feels a more in-depth and holistic style of planning and teaching. Planning in a group makes a huge difference in terms of sharing good practice and saving time.
Good scaffolding tool for new member of staff!
I pitched book too high for my class. EYFS next time.

So where are we now?

- Hooked in
- Having fun
- Thinking
- Involving the children in planning their learning
- Looking forward to a 'Challenge'!

