St Mary’s Catholic Primary School

Children planning their own work for a Creative Curriculum
How do you instigate child – led enquiry?

This example shows you how one school has tackled it, giving the children a voice and enabling them to pursue their individual enquiries.

Watch out for the annotated “fluid planning” that adapts to children’s ideas.
What the school says

Pupil led enquiry is something that is hard to develop and many teachers find difficult to implement.

In our school particularly all the planning was being done by the teachers for the children but after OFSTED we knew that we needed to develop the children’s voice and that planning was one way in which we could try to do this.

We tried it in Science and it was clear that the children had set ideas on what science is and what they want to do in it.
Teachers start with very clear objectives about what they want the children to learn.
We find out what the children already know - Y2 topic of Toys

We use mind maps to capture children’s ideas and how they would like to investigate.

As we work through the topic the children can add comments to the map to extend their ideas and see where their learning is going.
Ms Hall Year 2 teacher
The children lead me through the topic and it really makes my planning easier. The children are more engaged and take pride in their topic books.
<table>
<thead>
<tr>
<th>Object</th>
<th>Nickname</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear</td>
<td>Betty</td>
<td>It moves when you play with it. It is fluffy!</td>
</tr>
<tr>
<td>Teddy</td>
<td>Nelly</td>
<td>It's like a teddy bear, because it moves the same way.</td>
</tr>
<tr>
<td>Toy elephant</td>
<td>Elephant</td>
<td>Extremely cuddly and sometimes have paws. They have lots of stitches.</td>
</tr>
<tr>
<td>Toy soldier</td>
<td>Soldier</td>
<td>It can hurt children.</td>
</tr>
<tr>
<td>You flick the pages.</td>
<td>Old and new books</td>
<td>You get them everywhere today in Europe.</td>
</tr>
<tr>
<td>Book</td>
<td>Story</td>
<td>It is very old and was probably around in the 17th century.</td>
</tr>
<tr>
<td>Bone</td>
<td>Fossil</td>
<td>You can dig them and they are always cuddly.</td>
</tr>
</tbody>
</table>

- Great focus words like 'flick' thank you!

**ICT**
Doing about old toys and new toys.

**ICT we found out about new toys and old toys.**

I want to learn about what children can do and what our mum and dad can do.

What toys look like.

How old they are.

Car - Pulling power - car wheels

Ball - Throw - Roll

**Table:**

<table>
<thead>
<tr>
<th>Item</th>
<th>How Far It Will Roll</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green ball</td>
<td>10 cm</td>
</tr>
<tr>
<td>Yellow ball</td>
<td>12 cm</td>
</tr>
<tr>
<td>Pink ball</td>
<td>15 cm</td>
</tr>
<tr>
<td>Red ball</td>
<td>10 cm</td>
</tr>
<tr>
<td>Tennis ball</td>
<td>120 cm</td>
</tr>
<tr>
<td>Marble</td>
<td>150 cm</td>
</tr>
</tbody>
</table>

**Time:**

We decided we will make it start at the beginning of the race and also at that was the same for everyone. We also measured it. It was a good race.

**Why it was fair:**

Because we started it, and also there was a rough surface. It was a race for everyone. We also measured it from the end of the race.
<table>
<thead>
<tr>
<th>Date: 18-3-13</th>
<th>Theme: TOYS</th>
<th>Year: 2</th>
<th>Classes: 8</th>
<th>Teachers: LH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives:</strong></td>
<td><strong>Activities:</strong></td>
<td><strong>AFL</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Follow the clip on the BPes website on forces. Then develop own ideas but using the bouncy balls - what might we want to find out about and how can we do this? Plan an experiment and record and show results. - Rolling balls. Science activities in the week as it is science week - put a coin in a balloon, shaving mouse and what happens to it, make zappy zoomer P8, bubbling wizards brew P6, soft cars P12, floating ball game P24.</td>
<td>know how an expr. needs to be fair. Set up a test.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Review:** Investigate on bouncy balls led to rolling balls as this was easier! Matthew noticed. Oliver changed surface expr. used measures - good observers. Niamh grew. Lotta needed support but began to recognise how fair tests were done. Balls needed to be in same place. |

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<th><strong>Objectives:</strong></th>
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<th><strong>AFL</strong></th>
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<tbody>
<tr>
<td>History</td>
<td>Look at the pictures on the website - children to talk about what the toys are made of from the past - choose whether to make a peg doll or a teddy!</td>
<td>Understand Hair. Find out about the past.</td>
</tr>
<tr>
<td></td>
<td>Finish Questionnaire and the family tree if not done.</td>
<td></td>
</tr>
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<tr>
<td>CDT</td>
<td>I can assemble and join ideas in different ways. I can finish my work so it looks good. I can find out why things are made of certain materials.</td>
<td>Make some of the science activities listed above. Continue to create a peg doll cutting out material. Set up an observational drawing area - children can draw what they can see. Music express - next lesson. Keep a beat to the poems that are being written.</td>
</tr>
<tr>
<td>ART</td>
<td>- I can record from first hand observations.</td>
<td></td>
</tr>
<tr>
<td>MUSIC</td>
<td>- Keep a steady beat and say words in time to the music.</td>
<td></td>
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**Review:** Peg dolls - we used glue guns and chin. Out our material were great and chin loved this. This was child led from the museum. End results were great and chin loved this. |

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<tr>
<td>P.E.</td>
<td>I can link my actions. I can make different shapes.</td>
<td>Warm up activities. Use the large apparatus to show linked movements as they travel across them.</td>
</tr>
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| **Review:** | |
| Peg dolls - we used glue guns and chin. Out our material were great and chin loved this. This was child led from the museum. | |

**Review:**
Some examples of the children’s investigations into toys.
Younger children do the mind maps as a whole class and the teacher prints it off to go in their books. They are encouraged to annotate as they go along.
Children are encouraged to evaluate their own work from an early age.

We use child friendly “I can” statements to help them.

**I can statements.**

**Science**
- I can ask questions and decide how I might find answers to them.
- I can explore, using right, wrong, small, touch and tools.
- I can make and record observations and measurements.
- I can record what happens and why.
- Describe how a baby can move without touching it.
- I can find out about and describe the movement of familiar things.
- I know that both push and pull are examples of forces.
- I can recognise that when things speed up, slow down or change direction there is a cause and effect experiment with rolling balls.

**ICT**
- I can gather information from a variety of sources.
- I can enter and store information in a variety of forms (e.g. tables, lists, charts).
- I can store information that has been entered, stored, worked on etc.
- I can select from and add to information that I have access to.
- I can share my ideas by preparing information in a variety of forms (e.g. tables, lists, charts).
- I can review what I have done to help me develop my ideas.
- I can talk about what I might do differently in the future.
- I can work with a range of information and present it in different ways.

**Art**
- I can record from direct hand observations or observational drawings or displays.
- I can develop ideas from different starting points - design, painting, drawing.
- I can use different things to draw with (e.g. pens, brushes, pencils, charcoal, oil pastel drawings).

**D&T**
- I talk about my ideas.
- I can show my ideas through drawings.
- I can use materials and join ideas in different ways - e.g. string, glue sticks.
- I can finish my work so it looks good, neat and tidy.
- I can find out why things are made of certain materials.
- I can find out how things work.
- I can make a wind-up toy.

**Music**
- I can sing familiar songs.
- I can play familiar instruments.
- I can listen to familiar music.
- I can describe what I hear.

**History**
- I know my family and that we can put them on a family tree.
- I can find out about toys then my grandmothers did/didn’t.
- I can draw the toy story in chronological order with a timeline.
- I can make a lot of questions to ask a grandparent.
- I can ask and answer questions about this past.

**PE**
- I can find a space safely.
- I can travel to a new space safely.
- I can
  - balance.
  - take off and land.
  - throw and hold.
- I can link up actions.
- I can make different shapes.
- I can perform a sequence of movements.
- I can change direction, change my speed and change the level.
- I work on the apparatus safely.

**What did Grandad use to play with?**

- I can name toys from Grandad’s time.
- I can use toys from Grandad’s time and make guesses about how the toys were used.
- I can compare toys from Grandad’s time and my grandparents.
- I can describe how toys have changed since then.
- I can make a model of Grandad’s toys.

**How to make my teddy move with out touching it.**

- I am going to do a book about Bloon.
- I am going to move when I get the Bloon up and get to the air and let it go make it move.
- What I need.
- Ruler, teddy, Bloon, Pump, String.

**I like this topic because I learn lots of things.**

- My best thing was making a chart, my Peg dolls, and I liked to do the family tree.
- I did not like to do the museum note.
These are examples of questionnaires generated by children at school and taken home to complete with parents, as homework.

1. What was your favourite toy when you were in year 2? Pig Pong

2. What did it look like? It was 4 rubber pigs which you squashed to blow air out of, and there was a paper ball you had to blow over the fence

3. What was it made out of?
   Rubber and paper
   and plastic for the net

4. Who gave it to you?
   It was from Father Christmas

5. Where does it live?
   It is still at Grandma’s House

6. How played with it? with you?
   Aunti Sexay & Uncle Paul
The impact for our school was ..... 

Children are encouraged to think independently and generate their own questions which they can then investigate.

Mrs Colgan Year 4 teacher
The children have enjoyed making the mind maps and it really makes the learning more fun and purposeful

Mrs Bevington Year 6 teacher
I like the mind maps because I can see where the children want me to go in their learning
Science Subject Leaders Comments

The topic books are now very creative and science is incorporated within the creative curriculum. It has worked better in some classes than others but it is something that is being continually developed and monitored.

From my point of view, I can demonstrate a creative curriculum linked to children’s ideas and to be honest I like them to lead me.

The work is more interesting and although all classes cover the same objectives the work done is quite different.
What we will do next

The next steps are to continue with the mind maps and develop the annotating done by the children.

We will encourage children to talk about their work and what they would like to do next.