

HIAS CREATIVE HOME STUDY RESOURCE

What I Want to Be...

Creative Home Study Project Week 5

HIAS Teaching and Learning Team
Summer 2020
Final version

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HIAS Creative Home Study resource

Using the Home Learning Materials

The materials

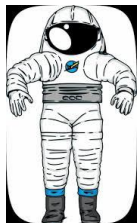
- Each resource contains an overarching weekly theme and all the activities relate to this.
- There will be a new theme each week, but activities can be carried over from one week to the next.
- There is no time limit to the activities, and they may take more than one week.
- All the activities can be adapted for different age groups, even though age recommendations are given.

How to use

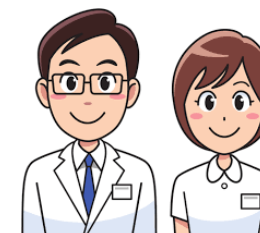
- Read the instructions carefully before you start an activity.
- Parents or carers may have to help with resourcing the activities, but children can mostly work independently.
- Each activity has ideas and question prompts to consider.
- The activities are all planned with limited resources in mind.

How can parents, carers and siblings help?

- Select the activities that most interest your child. They have been considered to have a high level of independence with the role of the parent/ carer being an encourager not a teacher
- Read the activities aloud with your child and discuss how they could be adapted.
- Help your child select the appropriate activities and talk through the safety aspects of each task.
- Adapt any of the resources and materials as you feel necessary to support your child's needs.



What I Want to Be...



Key theme:

The theme this week is based on research or storytelling around people and their achievements. These can be famous people or people in the community, and these can be based on the interests of the children. It is aimed at encouraging children to consider their attributes and what they might want to be when they grow up. These activities can be adapted and used with all year groups or as a family, as appropriate.

The big idea



Create a collage of people in the community
All Primary Year groups



How to do it

A collage is when you create a piece of art by sticking different materials onto a backing paper. The materials used could be coloured paper, photos, or pictures.

Start by:

- Thinking about the people who are currently helping us in our community
- Thinking about the career that you might want to do when you are older. This could form an interesting focus for your collage
- Then research what that person does in their job. How do they help the community and what do they use in their work to help them?

Creating your collage:

Your collage could be about one person e.g. a firefighter, or it could be about all the people in the community. Once you have decided you need to:

- Find some paper or card that can serve as your background
- Gather different materials that can create your collage. You might want to gather photos of the person or draw pictures of them that you could cut out and use. Check with an adult before you cut up magazines!
- Consider how you are going to place them to make your collage interesting. You might want to make an outline where you fit the pictures inside or create an interesting design
- Alternatively, you could cut up small pieces of coloured paper and create an image using these
- You might want to make your collage more interesting by including the objects that the person uses in their job

What you will learn

By making your collage you will:

- Learn more about the skills of different people in the community
- Improve your art skills
- Improve your fine motor skills when you cut up the materials

Useful websites: www.redtedart.com <http://buggy+buddy.com> <http://kidscraftroom.com>

The big idea



Create a storyboard of famous people in action Years 3,4,5 and 6



How to do it

A storyboard is a sequence of drawings, sometimes with writing or dialogue (speech). They are often used to plan the shots for a film or television programme. This activity is about researching a famous person and creating a storyboard of their life and achievements. It can be a person from history or someone who is still living today. You may even want to create a storyboard of someone in your family who has done something amazing!

Getting started:

- Think about a person who interests you. It may be someone in the sporting field, someone on television or in films or someone who has achieved something a bit different, like an explorer
- Now do some research on this person. You could use books, magazines, or the internet to help you
- When you do your research, make notes of specific things that interest you about the person

Completing the activity:

- Make sure that when you take notes you complete them in chronological order (the order in which they happened) so that your storyboard makes sense
- You will need to use or make a template to record your information. If you type in 'storyboard templates' on the internet, there are different ones that you could use. Alternatively, you could draw your own
- Your storyboard will really come to life if you include accurate drawings or photos. You could even draw some speech bubbles so the person can tell the story in their own words

Key information to include:

- When and where the person was born
- Their early life, school years and family
- People who influenced them as they were growing up and in their later years
- Their first jobs
- Their main achievements
- Any interesting facts about them

You might also want to include your opinion of them. What do you most admire and why?

What you will learn

By writing and drawing your storyboard you will:

- Improve your researching skills
- Improve your drawing and handwriting skills

Useful websites <https://www.ducksters.com>

The big idea



Think of a famous person, the job they do and make a related object Years 1 and 2



How to do it

Many famous people or people that do certain jobs use special equipment in their work. This activity is about imagining yourself as a famous person or person doing a job that you admire and making something that is related to them and their work. It could be something that they travel in or something they use to do their job.

Examples of this are:

- Forms of transport such as cars, rockets, trains etc
- Certain clothing, either to create an impact or to protect themselves
- Equipment such as sports equipment or objects to help them do their job
- Books

Remember - This activity may take some time to make because the materials may need time to dry before you can use them.

Getting started:

- Choose the person that you admire and do some research about them. You could do this by using books or the internet
- Now decide on the object that you are going to make
- Think about the materials that you might have available – you could use clothing or any items that are not needed anymore such as cardboard boxes, cartons etc.
- Once you have made the objects, you could imagine that you are the person and use it to role play them. If you made a den earlier, you could also use this in your role play!

An example:

Making a vehicle

Cardboard boxes are a useful resource when making a vehicle. You could either make one from large boxes that you will be able to get inside, or a smaller one that you will be able to play with.

You could use:

- Cardboard boxes or boxes of different sizes (long boxes that hold drinks are useful or shoe boxes)
- Paint or coloured felt tipped pens
- Silver foil – good for lights on a vehicle
- Drinking straws or lolly sticks to make the detail e.g. a line of straws would make a good ladder for a fire engine
- Black card or paper – useful to make the outline of the doors and windows on a vehicle
- Tape or glue to help you construct it

Some useful tips:

- Cut out the windows and doors and make sure the different parts fit together first. You may need an adult to help you cut out first
- Paint the main parts of your vehicle. It will need to dry (possibly overnight) before you start putting it together
- Put it together using tape or glue. It will need time to dry properly before you start using it
- If you make a smaller vehicle you could use some figures that you already have to play with it

There are many helpful websites that will help you make your objects and give you inspiration!

What you will learn

Making your object will:

- Help you develop your imagination
- Improve your DT and art skills

Useful websites: www.redtedart.com <http://buggy+buddy.com> <http://kidscraftroom.com> www.redtedart.com <http://buggy+buddy.com>
<http://kidscraftroom.com>

The big idea



What I want to be when I grow up - draw or write a story

Years 3,4,5 and 6



How to do it

Getting started:

- First you need to think about something that interests you. Although you might not know what you want to be when you grow up, you may have interests that you could turn into a job one day!
- Think about how different life will be in a few years' time when you are an adult. You might want to include these ideas into your drawings or writing

Some themes to help you decide:

- Outdoor jobs such as: farmer, park ranger, horticulturalist, gardener, builder, construction worker or marine engineer
- Caring jobs such as nurse, teacher, doctor, hospital porter, vet, or dentist
- Jobs that use a variety of different skills such as office worker, librarian, estate agent, accountant, banker, financial adviser, publisher, plumber, or electrician

Completing the activity:

Once you have decided on your ideal job, you need to decide on the format that you will use for your activity. You could:

- Imagine yourself doing the job and draw pictures of you completing each part of it
- Write an imaginary story of you doing the job. Picture something that might happen to you while you are doing it
- Write a newspaper report of you doing something amazing while you are doing the job

Remember to:

Use some of the writing skills that you have learnt. These might include:

- Planning your writing before you start
- Use of adjectives (describing words) to make your writing more interesting
- Some use of conjunctions to extend some of your sentences, such as: because, when, although, so and but
- Use of paragraphs to organise your writing into 'chunks' and make it easier to read

What you will learn

Writing or drawing about your ideal job of the future will:

- Improve your writing and drawing skills

The big idea



Design a poster about your ideal job Years 2,3,4,5 and 6



How to do it

This activity links with the previous activity. Hopefully, you will have thought about what your ideal job or jobs may be. You can now use this to design a poster advertising this job.

When you design and create a poster you need to think about how you will persuade the reader. In this case, you want the reader to do the job that you are advertising.

Think about:

- Researching facts about your ideal job so you can give clear information to the reader
- Creating an eye - catching layout. Your poster will have more impact if you use bright colours that stand out
- Using a short, snappy slogan to advertise your job and make it sound interesting
- Using positive, persuasive words and phrases such as: incredible, exciting, amazing
- Writing facts about the job so that people know what it involves
- Drawing or cutting out colourful pictures that show all the positive parts of the job
- Writing some quotes from people who have already enjoyed doing the job
- Researching photos or pictures of the job to make sure that your drawings are accurate

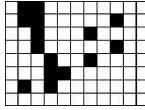
You could also make up an imaginary job that might exist in the future and advertise that. Many of our current jobs may not exist in the future so this is your chance to think of something new.

What you will learn

Designing a poster will:

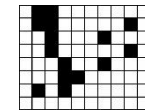
- Help you improve your writing skills
- Improve your use of persuasive language
- Improve your art skills

The big idea



Design a word-search or crossword about your ideal job

Years 2,3,4,5 and 6



How to do it

This activity links with the previous two activities. Hopefully, you will have thought about what your ideal job or jobs may be. You can now use this to design a word-search or crossword.

Think about:

- Using the jobs that you have already thought about in either of the last two activities
- Creating an interesting page

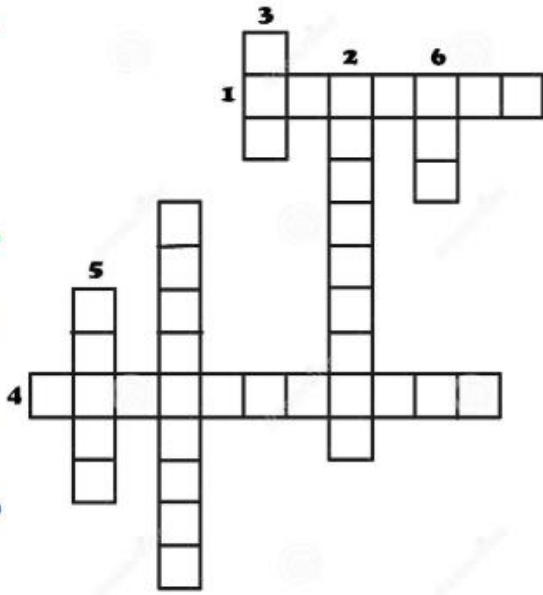
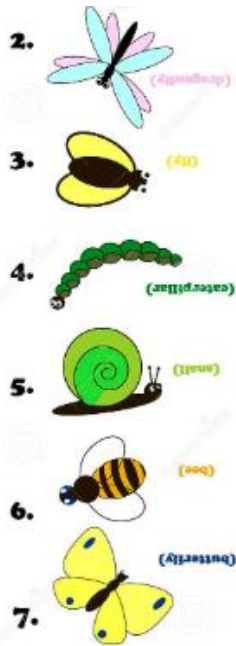
Word-search:

- Square paper is best for this, but you can draw a grid yourself using a pencil and ruler
- Your grid can be any size you like, but 10 squares x 10 squares would give you a small grid – for maybe 5 or 6 jobs. 20 x 20 you give you room for 10 or 12 jobs
- Once you have your grid, carefully write in the job names (check that you have spelt them correctly). You can go forwards, backwards and you might even want to include diagonal ones. Remember that you always need to go in a straight line - the jobs can't bend round or change direction
- Record the job names in a list under your grid, so the person knows what they are looking for
- Fill in all the spare squares with random letters of the alphabet
- Use all small letters or all capitals
- Add some decoration to your page to make it more interesting

Crossword:

- You need to think up a set of clues for each of the jobs you are going to include, or you could draw pictures as the clues. Take a look at the pictures below as examples
- Set the word spaces out so that they cross each other at the same letter

Picture clues:



Word clues:

Across

- We bring in the new year with a _____.
- A symbol of the old year is father _____.
- The New Year symbol is a _____.
- We use _____ to make lots of noise on New Year's Eve.
- We often see a _____ with floats and marching bands on New Year's.
- The day the new month starts is the _____.

Down

- December 31 is also known as New Year's _____.
- At the stroke of _____ it is New Year's Day.
- We watch _____ that display bright lights and loud sounds.
- We record dates and months on this _____.
- The month of the new year is _____.

What you will learn

Designing a word-search/crossword will:

- Help you improve your spelling skills
- Improve your use of language

The big idea

Interview a famous person All Primary year groups



How to do it

Imagine meeting someone famous! This activity is all about imagining interviewing a famous person and will work well if you imagine someone that you would like to meet in real life. This could be a sports person, a film star, an author, or anyone that you have always wanted to meet.

An interviewer always plans the questions that they are going to ask first and will research key facts about the person before they meet them. After you have written your questions, you could get a member of your family to pretend to be the famous person while you interview them!

Think about:

- Choosing the famous person that you want to interview and researching some facts about them. Interviewers always know the main facts about their life and achievements before they meet them in person
- Writing down your main questions before you start – remember to use a question mark (?) at the end of a question sentence
- Starting questions with the 5 Ws – who, what, why, when, where
- Trying to use ‘open’ questions to make the interviewee answer more fully. These are questions that will not have a ‘yes’ or ‘no’ answer. For example, “Tell me about the time you first started to play football.”

Once you have written your questions you could make a microphone to make the interview more realistic (see below).

When you are interviewing them make sure that you:

- Make eye contact with the interviewee
- Ask the questions in a slow and clear voice
- Give the person time to think and answer the questions
- Listen to their responses - is there another question that you could ask that is linked to their answer?

Making a microphone

You could use:

- A cardboard tube or a rolled-up tube of light card to make the main structure
- Silver foil to wrap around the base
- Some black paint, card, or material to make the mouthpiece

What you will learn

Writing your questions and interviewing your ‘famous’ person will:

- Help you find out more about someone you are interested in
- Improve your writing skills
- Improve your speaking and listening skills

Useful websites: www.activityvillage.co.uk

The big idea



Create a new super-hero character All Primary year groups



How to do it

Think about all the people around us that are being 'super-heroes' now. This might be someone who you live with or someone in the community that you know. It could be based on someone doing an important job at the moment, which you hear about on the news. Think about how we 'clap for our NHS' on a Thursday. Something here may give you inspiration.

Think about:

- How all of the super- hero characters that we see on TV or read about or see in films, have one or more superpowers. Now think about the superpower be that your new character has
- What they do in their job that makes them a super-hero
- How super-hero characters often have a special suit or uniform that helps them in their tasks. What might your character need to wear?

Creating your character:

- Years 1 and 2 – draw a picture of your super-hero. You could base it on a Mr Men type character to keep it simple. Think about the colours you will use on the costume. You could add some labels to explain what their super power is and how they will use it
- Use pencils or felt-tips to make your character colourful and bold

Writing a story:

- Other year groups – once you have drawn your character, you can write a story about them. Again, you could base this on a Mr Men style book. Have a look online if you are not sure about this style. Keep the story simple, but remember to include them using their super power to help others around them
- You can add illustrations (pictures) to your story. Think about who the audience for your story will be. Will you share it with other children? Or adults? Or both?

What you will learn

Creating your character and writing a story will:

- Help you find out more about the jobs that people do and their powers to help others
- Improve your writing skills
- Improve your art skills

Useful websites: <https://www.mrmen.com/>

The big idea



Create a card game based on real-life jobs Years 3, 4, 5, 6



How to do it

Think about some cards games that you know or have played. This could be as simple as 'Snap' or a little more involved like a game of 'Top Trumps'. You could create cards for a game of charades – where you act out clues and others try to guess what job you are doing.

Start by:

- Researching what kind of card game you will choose
- Think about important jobs being carried out now (or jobs that you might want to do when you are older)
- Decide how many cards you want to make and how the game works. You might want to create rules for your game too

Creating your game:

- Find some paper or card that you can use for your cards. A chopped up cereal box would work well
- Carefully cut out the cards – you might want to ask an adult to help you

Think about the design that you will need. For example:

Snap/matching game – you need at least 2 of each card type. Draw a picture of the person doing their job or you could draw the uniform they wear or tools that they use in their job. You will probably need at least 10 job types – more if you can

Top trumps type game – think about 3 or 4 categories that you will link values to (this could be age/intelligence/speed/skills). If you look at 'top trumps' on the internet you will see ideas for how to set out your cards

Charades game – think of 5 or 6 jobs. For each one, write a set of clues that someone could act out to show this person doing their job. Remember in this game you are not allowed to talk, so the actions are important and need to be clear

You could create any other type of card game you have played to complete this activity.

What you will learn

By making your card game you will:

- Learn more about the skills of different people in the community
- Improve your art skills
- Improve your fine motor skills when you cut up the materials

Useful websites: Google

HIAS Teaching and Learning Team

The HIAS Teaching and Learning Team give practical and supportive advice through coaching and mentoring teachers to improve outcomes for all pupils. They use a 'plan, do, review' approach to teaching and learning which broadly includes observation of teaching, personal target setting with areas given to improve, planning, demonstration of lessons and team teaching. The team focus their work on impact within the classroom.

They also work with Senior and Middle Leaders to develop the coaching model in their schools.

For further details referring to Primary Teaching and Learning support, please contact **Sarah Sedgwick**, Teaching and Learning Adviser: sarah.sedgwick@hants.gov.uk

For further details on the full range of services available please contact us using the following details:

Tel: 01962 874820 or email: hias.enquiries@hants.gov.uk.