

1

**Soundtrack to a story.** Play the children a famous and atmospheric piece of classical music – Gustav Holst’s ‘Mars’ would be an exciting choice, as would Wagner’s ‘Ride of the Valkyries’. Ask the children to imagine a scene of a film where this music could be used as the soundtrack. What is happening on-screen? How do the characters feel? What are they going to do next? Challenge the children use their ideas to write a story as dramatic as the music!

2

**Topsy-turvy tales.** Can you imagine a world where the rules of science are turned upside down? Where food chains are reversed and the prey becomes the predator? Where water freezes when it is boiled? Where the sun orbits the Earth? Ask the children to take a fact they have learned in their Science topic, and write a story where that fact is no longer true... What happens next? How does the change affect their characters’ lives?

3

**Chronicles of a time-travelling thief.** Tell the children that a thief has invented a time machine, which will transport them back to the time and place of their history topic! However, it only has enough power to allow the thief to remain there for one day. Which day will the thief choose to visit? Which historical artefact will they try to steal, and why? Ask the children to write the story of what happens – they may need to carry out some historical research first! Does the thief manage to get the artefact back to the time machine safely?

4

**Mystery maps.** Challenge the children to write a story where the main characters find a mysterious map. Where did the map come from? Where does it lead? To help them bring their story to the life (and practise their geographical skills), ask the children to actually draw the map to accompany their story – complete with symbols, a key, and grid references! You can find examples of such maps often at the beginning of books such as The Goth Girl series by Chris Riddle or the Tumtum and Nutmeg series by Emily Bearn.

5

**Story of a sculpture.** What would happen if Antony Gormley’s ‘Angel of the North’ flew up over the A1? Or if the Terracotta Army began to march? Or if one of Henry Moore’s ‘Oval’ sculptures became a mouth and started to speak? Ask the children to write a story where a famous sculpture comes to life. What does it do next? How do the people around it react? How does the sculpture feel about having been on display? Does it remember the artist who made it?