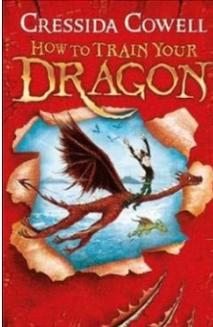


<p><b>Inspiration/Theme:</b> Dragons Tell me about your dragon...</p>	<p><b>Curriculum Driver:</b> English and Child Led</p>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Published collection of expert Dragonologist articles for a specialist magazine (driven through Mantle of the Expert).</li> <li>Information poster about our dragon.</li> </ul>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 	<p><b>Hook/Super Starter</b></p> <ul style="list-style-type: none"> <li>Children will make a discovery. Children will design, create and test a structure to protect a 'dragon's egg'.</li> </ul> <p><b>Trips/Visitors/Marvellous Middle</b></p> <ul style="list-style-type: none"> <li>Mantle of the Expert project – Becoming a company of Dragonologists writing as experts for a specialist Dragon Magazine.</li> </ul> <p><b>Celebration/Fabulous Finish</b></p> <ul style="list-style-type: none"> <li>Another class visiting to play our Dragon Games.</li> <li>Showcase of our learning for parents/carers – open classroom to share learning.</li> </ul>	<ul style="list-style-type: none"> <li>Illustrations from Tell Me A Dragon by Jackie Morris – with questions.</li> <li>End of term English and Art displayed.</li> <li>Dragon eggs topic table.</li> </ul>	<p><b>Language of description:</b></p> <ul style="list-style-type: none"> <li>It looks/feels/sounds/smells like .....</li> <li>It appears to be.....because.....</li> <li>It seems to be.....as.....</li> <li>I think it looks like.....due to.....</li> <li>It reminds me of.....because / therefore / meanwhile.....</li> </ul> <p><b>Language of prediction - Science/DT:</b></p> <ul style="list-style-type: none"> <li>I predict that..... because....however/meanwhile/therefore...</li> <li>I predict that.....after.....</li> <li>I predict that.....as a result of.....</li> <li>This is probable because...and.... are different in that....</li> <li>After.....I predict that.....</li> <li>The outcome will be... because....</li> </ul>
Topic Table	Role play	Maths Challenge table	Home School Links
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Long ago the world was full of dragons, but what happened to them?</li> <li>Tell me about your dragon... Where does it come from? How does it behave? What is special/ unique about your dragon?</li> <li>Are dragons herbivores, carnivores or omnivores? How do you know?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Twigs/branches to create a nest, model dragon's eggs</li> <li>Pictures of the illustrations from Tell Me A Dragon</li> </ul> <p><b>Key vocabulary</b> Crest, talons, juvenile, curious, leathery, potent, quiver, toothless, valiant, venomous, vicious, agile, enchanting. Carnivore, omnivore, herbivore, invertebrate, vertebrate, skeleton, muscle, exoskeleton, endoskeleton</p>	<p><b>Dragonologist's Desk</b></p> <ul style="list-style-type: none"> <li>Dragon reports.</li> <li>Maps.</li> <li>Magnifying glass/microscope.</li> <li>Collection of dragon's eggs.</li> </ul>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Length and mass word problems.</li> <li>Additional challenges.</li> <li>How many ways can you measure a dragon? How do you know which dragon is heavier?</li> <li>Could you use resources to help you?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Rulers, tape measures, scales.</li> <li>Flipchart examples from our learning.</li> <li>Measuring cylinders/beakers, different sized bottles – in preparation for next chapter.</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Word problem, length, mass, bar models measurement, longer, shorter, heavier, lighter.</li> </ul>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Using Mantle of the Expert approach, children will then become Dragonologists writing for a specialist Dragon Magazine. They will write information texts about their individual creatures inspired by 'How to Train your Dragon'.</li> <li>Produce a non-chronological information poster about your dragon.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore language and vocabulary and use it effectively.</li> <li>Describe using adjectives and adverbs.</li> <li>Structure your writing using headings, subheadings and paragraphs.</li> <li>Using the present perfect tense.</li> <li>Plan, proof-read and edit writing.</li> <li>Publish writing for a purpose.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn to estimate and accurately measure length and mass.</li> <li>Solve problems involving length and mass.</li> <li>Explain different ways to measure length, including centimetres, metres and kilometres.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use centimetres and metres to measure length.</li> <li>To convert from metres to kilometres and metres.</li> <li>Use grams and kilograms to measure mass.</li> <li>To convert from grams to kilograms.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Describe the function of an animals' skeleton.</li> <li>Identify animals that are vertebrate or invertebrate.</li> <li>Explain what the terms exoskeleton and endoskeleton mean.</li> <li>Create our own skeleton model using split pins to show joints.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand that different animals have different nutritional needs.</li> <li>Comparing animals with and without skeletons.</li> <li>Comparing how different animals move.</li> <li>Understand that different parts of the body have special functions.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Dance performance in groups to an audience (within the class).</li> <li>Gymnastics.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Create basic movement patterns within a group.</li> <li>Respond to stimuli verbally and through movement.</li> <li>Move with a partner using tension, force and weight.</li> <li>Evaluate each other's performances.</li> <li>Jump on and off equipment safely.</li> <li>Actively ensure their own and others safety.</li> <li>Explain what something or someone is working/performing well.</li> </ul>
Art	RE	Music	Geography/History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a water colour painting of their dragon demonstrating texture and tone.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use pencil line to show texture.</li> <li>Use the work of other artists as an inspiration.</li> <li>Use our skills and imagination to plan and create a final piece of art work.</li> <li>Apply skills to create a final piece of art work</li> <li>Evaluate and improve work.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore symbols and actions from different religions.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make links between different religions, beliefs and symbols.</li> <li>Discussing symbols personal to us.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn about Pentatonic music. They will play tunes based on a 5 note scale and make up their own pieces.</li> <li>Listen to music from China and improvise their own tunes based on what they hear.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore different timbre and structure.</li> <li>Compose and improvise their own pieces.</li> <li>Listen and evaluate each others compositions.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Understand the geographical similarities and differences through the study of physical and human geography of a region of the UK.</li> <li>Describe events and periods using the words: BC, AD, and decade.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying counties on a map.</li> <li>Sequencing famous dragons using a timeline.</li> </ul>
Computing	PSHE	DT	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will continue to develop their programming skills and create a Dragon Game for another class to play.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Children will explore and create sequences of instructions using a variety of visual tools.</li> <li>Children will think through algorithms and predict the output, identifying possible errors.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to name body parts.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Describe differences between males and females.</li> <li>Consider touch.</li> <li>Know that a person has the right to say what they like/dislike.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will design, create and test a structure to protect a 'dragon's egg'.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Generate and develop ideas through discussions.</li> <li>Research and design functional products that are fit for purpose.</li> <li>Select from a range of materials and components.</li> <li>Explore different ways to strengthen, stiffen and reinforce simple structures.</li> <li>Test products against the design criteria and consider how to improve it.</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will be able to name different foods; say whether they like it or not and ask others their opinion.</li> <li>Children will count to 30, be more confident with days of the week and learn to say and recognise months of the year.</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Begin to be aware of the use of the definite article.</li> <li>Repeat new words through chants, songs and role play.</li> <li>Read and order French words.</li> <li>Listen and respond to instructions in French.</li> </ul>

