

Overall outcome:
Create class Dragonology book to educate people about dragons.

Texts
Dragonology The Snow Dragon Tell me a dragon The Night Dragon
There is no dragon in this story The Clockwork Dragon The Dragon Machine

Key subjects
English, DT, Art, Geography, Computing

Narrative hook
People: The villagers of Ravensbury
Place: Ravensbury, Wessex
Problem: A dragon is terrorising the village
Possibilities: How can we understand people when they act in anger or fear? Considering the feelings of others when they are behaving unkindly. Solving problems when someone is upset.

Vocabulary
Dragonologist, fantasy, myth, mythical, tame, venomous, prey, habitat, adapted, continent, Lindworm, Wyvern, Knucker, Amphithere, Marsupial, rare, tinge, beautiful, mysterious, serpentine, vestigial, constriction, , fearsome, hoard, creature, , lair, feathery, belching, terrifying, mighty, harmless, fire-breathing, powerful, ferocious, soaring, leathery

Transformative and/or diverse individuals
Ruth Buscombe (Formula 1)

Class 2 : Term 5 2022-2023
Year focus: Why do humans seek challenge and change?
Term focus: Can dragons and humans live together happily?

Content: What will we learn?

Creativity: How will we show we understand in multiple ways?

Coherence: How does this link to other year groups and subjects?

Compassion: What opportunities are there to show compassion for the environment and each other?

Community: Where are the links to local expertise and resources? Visits and visitors

- English—structuring sentences to describe dragons by developing simple statements using conjunctions and commas, writing non-chronological reports about dragons (including Manchester Ridgeback), character and setting descriptions
- Geography—dragon habitats, continents and oceans
- DT—design and make a vehicle to carry Little Tuft to the land of the Snow Dragons
- Computing—Scratch Jr dragon project—taking Little Tuft to the land of the Snow Dragons without being caught by a Fire Dragon

- Carry out research as dragonologists
- Create dragon painting
- Use wheels and axles to create vehicle for character in dragon story

- Year 1—superheroes, features of animals
- Year 2—explorers, oceans
- Year 3—skeletons and muscles
- Year 5—Greek myths
- Year 6—adaptation of animals

- How are people influenced by stories? How can we take time to understand before making judgements?
- How can we persuade others to change their minds?

- Mrs Beattie, dragon sighting, and Mr Beattie, dragon catching
- Uffington dragon
- <https://www.dwfire.org.uk/education/no-dragons-for-tea/> (fire safety)