



Dragon Days



6 weeks

Rationale/Intent

A mystery egg has appeared on school campus, and CCTV shows that it was laid by a dragon! The local archaeologists have sent us a letter explaining that the dragon may have come from the Bronze Age or the Iron Age, based on evidence left behind at the scene. The children will build upon their knowledge of the Stone Age, chronology, timelines and historical enquiry questions in order to study what life was like in the Bronze Age and Iron Age. They will then use this knowledge to compare the two periods of time to see which one had the biggest impact on the progression of society, and which one the dragon most likely appeared from. Inspired by 'The Boy Who Grew Dragons' by Andy Shepherd, they will then discuss the adaptations the hatching creature will need in order to survive in each period of time, and design their very own dragon eye. Throughout this project, the children will display the ASCENT values of aspiration and excellence, by focusing on making clay sculptures of dragon eyes which builds upon their skills from Year 2. This will link closely to the British values of Individual Liberty and Mutual Respect and Tolerance.

Hook

Mrs McTernan is witnessed on CCTV being chased down by a dragon, which lands in the playground and then disappears. The next day, a mysterious golden egg has appeared in the Year 3 playground, sat upon a nest. Where did it come from? Why is it here? The children are tasked with investigating where the dragon egg might have originated from.

Outcome

Children will present their work of clay dragon eyes, stories and cinquains in an art gallery for parents to see.
Children will share their stories with EYFS.
Children will practice and perform in a play entitled 'Dragon Days.'

English

Link text: The Boy Who Grew Dragons/George and the Dragon

Link and model texts and extracts are used as 'What a good one looks like' to teach from and are used to enable children in the writing process, using **Talk for Writing**, to successfully achieve the main writing outcomes for the project.

Main writing outcomes:

Narrative

The children will read *George and the Dragon* and create their own innovated versions of this story. The stories will be published into a picture book to be shared with EYFS.

Poetry

Children will be writing their own cinquain poems which will be published and shared during the art gallery.

Writing skills to cover

Structure of organisational/language features for a story
Descriptive writing – developing scenes and characters, expanded noun phrases and ambitious vocabulary choices
Paragraphing

Punctuation and Grammar

Commas used correctly in lists and sometimes correctly to mark boundaries within sentences (e.g. following a fronted adverbial).
Begin to use fronted adverbials to vary sentences.
Begin to develop accuracy in the use of inverted commas and other punctuation to indicate direct speech.

Free writes

These are used to re-visit previous learning and offer a range of opportunities and genres to apply previously taught skills.

Art

Children design and create their own clay sculptures of a dragon eye.

Learning Intentions / National Curriculum Links:

To study a famous artist and study the shape of eyes through different perspectives (Eg. surrealism, cubism)

NC - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

To design a piece of art and use water colours to fill it in

NC - I can make initial sketches as a preparation for painting and other work. I can observe and draw simple shapes.

NC - I can draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it.

To develop molding and sculpting skills when working with clay.

NC - To become proficient in drawing, painting, sculpture and other art, craft and design techniques

To develop painting skills involving blending and other techniques.

NC - To become proficient in drawing, painting, sculpture and other art, craft and design techniques

To evaluate my work

NC - evaluate and analyse creative works using the language of art, craft and design

History

Children study the Bronze Age and Iron Age, and the impact that discoveries had on the progression of society.

Learning Intentions / National Curriculum Links:

To understand the importance of the improvements made by using bronze.

To know how the Bronze Age was different to the Stone Age.

To explain how the smelting process was used to make bronze.

To understand how grave goods can give us information about the past.

To identify which types of objects survive over time.

To understand how life in Britain changed in the Iron Age

To understand what life might have been like in an Iron Age hillfort.

To describe some of the features of Iron Age art.

NC - changes in Britain from the Stone Age to the Iron Age

This could include:

□ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae

□ Bronze Age religion, technology and travel, for example, Stonehenge

□ Iron Age hill forts: tribal kingdoms, farming, art and culture

Visits and Visitors

Parents will be invited in to see the children's work in a gallery and watch the Dragon Days performance.

Cultural Capital

Children will develop their speaking and listening skills through a musical performance called 'Dragon Days'. The school and parents will be invited to watch this also.

Home Learning

Children will be challenged to undertake their own enquiry into the Bronze Age or Iron Age.