

Rationale: Year 4 have found some mysterious objects in the school grounds. It must have been a dragon! We also received a poem from a local teacher sharing their experience of finding evidence of a dragon. The poem says that "Any evidence of a dragon must be shared, to make the whole school community aware". To share the information about the dragon in our school, we will be creating an entertaining performance for Key Stage 1.

Lead subject: English

For our performance, we will present a piece of performance poetry describing what we each think the dragon visitor looked like and a musical composition to represent the movement of the dragon. In reading sessions, we will analyse, rehearse, learn by heart and perform with expression 'The Dragon Who Ate Our School' by Nick Toczak. We will also write poems about our imagined dragons, using figurative language to describe to our audience.

Lead subject: Art

In art, we will be continuing to develop sketching skills. We will use the skills of cross hatching, stippling and shading learnt in Year 3 and apply them when using coloured pencils. We will sketch three features of our imagined dragons in detail.

Applied subject: Music

Following on from the Rivers Journey unit we just completed, we will focus on composing a song in the D minor Scale. Inspired by the 'Rivers Journey song', we will write our own lyrics for a similar structure of 8 beats per line. Our compositions will represent our dragons, to be performed to KS1 to inform them of our visit from the dragon.

Maths

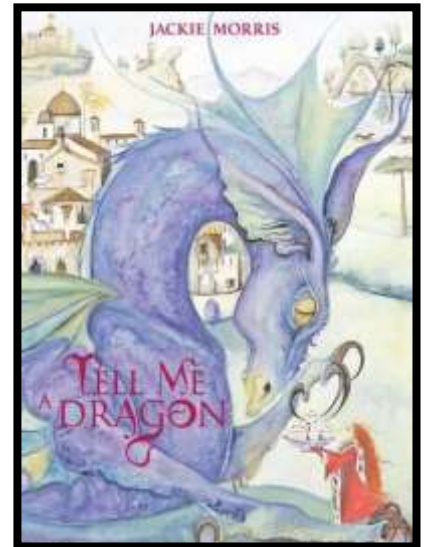
This half term, we will be looking at the mathematical concepts of multiplication and division. We will continue to practise recall of multiplication facts and use this to help us multiply and divide 3-digit numbers by a 1-digit number.

Home Learning

We would like you to learn, off by heart, the words to the poem 'The Dragon Who Ate Our School' by Nick Toczak. We will be putting together a group performance for Key Stage 1 to enjoy.

School value – Excellence

As poets and performers, we will value expertise by using the expert models of performance poetry by Michael Rosen to set high expectations for performances. When writing our poetry, we will use redrafting and feedback as tools to improve work. As musicians, we will listen carefully to the pieces of music produced to reflect and improve in order to ensure we are producing the best work that we can.



Outcome

We will be performing our poetry and musical compositions to Key Stage 1 to let them know all about the visit from the dragon.

P.E.

Tag Rugby
Orienteering

PDL

Valuing Difference

French

Je me
presente

R.E.

Creation

Music:

Reading Rhythms