

- > **STEM**
- > **Expressive Arts**
- > **Modern Languages**
- > **Literacy & English**
- > **Health & Wellbeing**
- > **Social Studies**
- > **RME**

### Numeracy & Mathematics

I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. **MTH 1-16b**

> Find a repeating pattern in one of the illustrations of the castle and create your own, noticing which shapes fit together.

I have investigated how whole numbers are constructed, can understand the importance of zero within the system and can use my knowledge to explain the link between a digit, its place and its value. **MNU 1-02a**

> Make a Galactic Fantastic-style card for the dragon. Using your knowledge of place value, would he beat the aliens in any of the categories?

> Ned and the dragon play cards together – what game could they play with your cards? Make up a new game using the numbers on your cards for them to enjoy.

### Sciences

By safely observing and recording the sun and moon at various times, I can describe their patterns of movement and changes over time. I can relate these to the length of a day, a month and a year. **SCN 1-06a**

> The first time we see the dragon, it is at night and there is a full moon – discuss how this relates to the months of the year. Use props to help you learn about the phases of the moon, such as art materials or Oreos.

### Technologies

I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. **TCH 1-01a**

> Plan and create a simple animation to show the dragon flying.

I can design and construct models and explain my solutions. **TCH 1-09**

> When the dragon moves in with Ned, it could be quite crowded! Design a bedroom that would fit both Ned and the dragon and make a model of it, explaining your solution.

### Drama

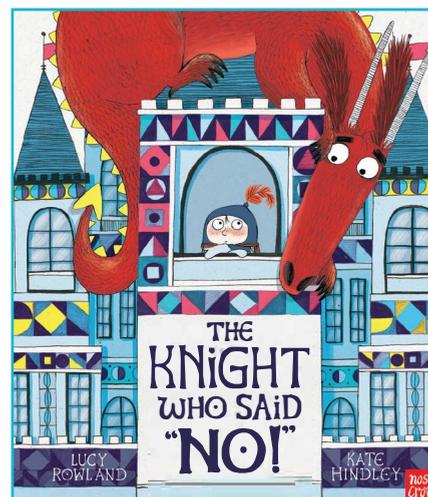
Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through drama. **EXA 1-13a**

> Ned has a number of jobs to do – imagine which of them you wouldn't want to do and act out a scene where you say no, using voice and body language.

### Art & Design

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. **EXA 1-03a**

> Experiment with texture and form using modelling materials that can stand by creating your own dragon.



### Health & Wellbeing

I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. **HWB 1-08a**

> Assign each learner a secret friend for the week to say or do little things to make them smile – you could encourage learners to share things people did to make them happy.

> Imagine someone you know is feeling lonely or having a bad day – what could you do to support them? Create an invitation for their 'feel better day' with what you're going to do.

### Reading

I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. **LIT 1-11a**

> Read and review your favourite fairy tales.

### Music

Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities. **EXA 1-18a**

> Create sound stories as you reread the story, responding to what you hear and how it makes you feel.

### Modern Languages

With support I am becoming an active listener and can understand, ask and answer simple questions to share information. **MLAN 1-03**

> Learn how to say the words 'yes' and 'no' in another language. Practise using them to respond to simple questions.

### Writing

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. **LIT 1-26a**

> Ned's dad reads the newspaper 'The Medieval Times' – create a short newspaper article about the dragon appearing in the village, choosing language to make it interesting for the reader.

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. **LIT 1-21a**

> Explore silent letters and different spellings of the same words, for example 'knight' and 'night'.

### RME

I can describe the key features of the values of world religions which are expressed in stories. **RME 1-05b**

I know that the Holy Spirit strengthens my faith and the faith of the saints and I have reflected on how the stories of the saints can inspire me to live a more Christian life. **RERC 1-19a**

> Read the story of St George and the Dragon. What values does St George show in the story? St George is a patron saint of England, find out about other patron saints and their stories.

### Social Studies

I can compare aspects of people's daily lives in the past with my own by using historical evidence or the experience of recreating an historical setting. **SOC 1-04a**

> Find out about a typical day in a medieval village – how does it compare to your routine?

### Listening & Talking

When listening and talking with others for different purposes, I can exchange information, experiences, explanations, ideas and opinions, and clarify points by asking questions or by asking others to say more. **LIT 1-09a**

> In groups, talk about your interests and design a shield to represent what's important to your group.

### Authors Live suggestions

Tony Robinson  
Julia Donaldson's Heroes and Villians

### Related book suggestions

*Sylvia and Bird* by Catherine Rayner; *Hector and the Big Bad Knight* by Alex T Smith; *Fergal is Fuming* by Robert Stirling; *The Boy Who Grew Dragons* by Andy Shepherd; *The Moon* by Hannah Peng; *An Illustrated Treasury of Scottish Folk and Fairy Tales* by Theresa Breslin and Kate Leiper; *Saint George and the Dragon* by Louie Stowell and John Joven; *The Truth Pixie* by Neil Gaiman.

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