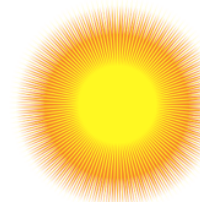


CURRICULUM PLANNING (*Dragon Dancer*) – LOWER KS2

The following table shows how *Dragon Dancer* could be integrated within lessons across the curriculum. Comprehension activities are explained in more detail on a separate worksheet and a separate Guided Reading resource is also available. Three grammar worksheets can be downloaded from our website, plus a selection of resources to cover the Humanities subjects.



Literacy		
Comprehension	Grammar	Composition
1) Prediction 2) Guided reading 3) Using a dictionary to find the meaning of challenge words 4) Summarising the story 5) Inferring characters' thoughts, feelings and motives from their actions 6) Investigating language and imagery in the story – particularly similes and metaphors 7) Discussion	1) Expressing time, place and cause using conjunctions, adverbs and prepositions 2) Using fronted adverbials to start sentences 3) Introducing paragraphs 4) Using the present perfect tense 5) Punctuating direct speech 6) Use of nouns and pronouns to aid cohesion 7) Expanded noun phrases 8) Using apostrophes to mark plural possession	1) Non-narrative – use simple organisational and presentational devices to create a guide to Chinese New Year. 2) Non-narrative – create an information sheet on 'Dragon Spotting' based on the Chinese dragons studied and some imagination. 3) Storytelling – focus on plot, character and setting while telling Yao's grandpa's story. 4) Description – all of the pages are rich in detail, colour and images, which make them ideal for this kind of task.

Humanities	
Geography	RE
1) Plot the countries where Lunar New Year is traditionally celebrated on a world map.	1) Research the aspects of Lunar New Year that feature significantly in the text: dragons and their symbolism, the dragon dance, the concept of

<ol style="list-style-type: none"> <li>2) Contrast how a Chinese family in the UK and a family in China might celebrate the Lunar New Year.</li> <li>3) Investigate China’s diverse physical geography and consider the impact this has on the lifestyles of different people living in China.</li> </ol>	<p>luck.</p> <ol style="list-style-type: none"> <li>2) Compare how different cultures and religions celebrate or commemorate ‘coming of age’ and link this to Yao’s experiences in the text.</li> <li>3) Discuss the ideas of luck, fate and freedom.</li> </ol>
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Other Curriculum Links	
Art/DT	IT
<ol style="list-style-type: none"> <li>1) Make your own dragon to dance with.</li> <li>2) Learn some key Chinese characters and test your hand at Chinese calligraphy.</li> <li>3) Paint a dragon picture using the same style as the illustrator of <i>Dragon Dancer</i>, J�r�my Pailler.</li> <li>4) Make fortune cookies out of card and create messages to go inside them.</li> </ol>	<ol style="list-style-type: none"> <li>1) Present leaflets and information guides from the composition section above using the appropriate software on the computer.</li> <li>2) Make a budget for a Lunar New Year celebration by designing a spreadsheet.</li> <li>3) Research the different personality traits associated with the twelve animals of the zodiac.</li> </ol>

**Assembly links**

- 1) Celebrate Chinese New Year as a class or a school.
- 2) Focus on the links to family in the story. Yao had a close relationship to his grandpa and obviously learnt a lot from him. Explore in an assembly what we can learn from older members of our families – National Grandparents’ Day is on September 13<sup>th</sup> in 2015.

**WOW features**

- 1) Invite an outside agency in to explore the dragon dance through art, performance and music.
- 2) Work with a local Chinese restaurant and invite a chef to teach pupils how to cook food for the Lunar New Year celebration.

The British Council produce an annual education pack to support teaching of the Lunar New Year. The 2015 pack can be found at: <https://schoolsonline.britishcouncil.org/classroom-resources/year-of-the-sheep>.

