

CURRICULUM PLANNING (*Looking for Lord Ganesh*) – KS2

The following table shows how *Looking for Lord Ganesh* 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 also be downloaded from our website, plus resources covering the Humanities subjects.



Literacy		
Comprehension	Grammar	Composition
<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1) Expressing time, place and cause using conjunctions, adverbs and prepositions 2) Using commas in a series 3) Using fronted adverbials to start sentences 4) Introducing paragraphs 5) Using the present perfect tense 6) Punctuating direct speech 7) Use of nouns and pronouns to aid cohesion 8) Expanded noun phrases 9) Using apostrophes to mark plural possession 	<ol style="list-style-type: none"> 1) Recount/empathetic writing: write a letter from Anika to her Granny where she explains her problems and asks for help. 2) Adapting writing: write Lord G's email reply to Anika, explaining what she should do in her situation. 3) Non-narrative: design a motivational poster for young children that would help them make the right decisions in difficult situations. 4) Non-narrative: write a guide to support children that have to start a new school. 5) Description: pick one of the characters shown on page 28. Draw up a character profile for them and then write a detailed description about their appearance and characteristics.

Humanities	
Geography	RE
<ol style="list-style-type: none"> 1) Plot on a map the main countries in which Hindus live. 2) Research famous people who have emigrated to a different country and consider how this has had an impact on their lives. 3) Find out what sports are played by school children around the world and think of a creative way to display this information. 4) Draw a city-scape of Mumbai and London to show the differences between the two cities (pages 1-2 could help here). 	<ol style="list-style-type: none"> 1) Label images of Lord Ganesh to explain the significance of the items that he is shown with. 2) Write a profile of Lord Ganesh to explain his importance in the lives of Hindus. 3) Discuss why you think praying to a spiritual figure is so important for religious people.

Other Curriculum Links	
Art/DT	IT
<ol style="list-style-type: none"> 1) Design your own visual representation of Lord Ganesh. 2) Design the pattern for a traditional salwar kameez that Granny could wear (pages 15-16 have some ideas). 3) Draw a picture of yourself making an important decision – this could be symbolic rather than realistic, as on pages 21-22 of the book. 	<ol style="list-style-type: none"> 1) Take a look at www.lord-ganesh.com. Using online software such as Wix, can you design an advice website on behalf of an inspirational figure. 2) Write and present the rules to a popular sport using a program such as Word or Publisher.

Assembly links

- 1) The plot of *Looking for Lord Ganesh* demonstrates the effect that sport can have in bringing people together and helping to destroy prejudice. There are plenty examples of this occurring throughout history (e.g. rugby being seen in the history of South Africa as ‘the game that made the nation’) and it is also one of the driving principles behind the modern charity, Sport Relief.
- 2) Friendship and fitting-in are important themes and the book can therefore provide a good starting point for discussion on these topics.

WOW features

- 1) Visiting a Hindu temple to learn more about how Hindus worship.
- 2) Asking pupils to organise a sporting tournament involving the whole school to learn for themselves the positive impact that sport can have when inspiring people to work together.
- 3) Linking with a school in Mumbai to find out what school life would have been like for Anika before she moved.

