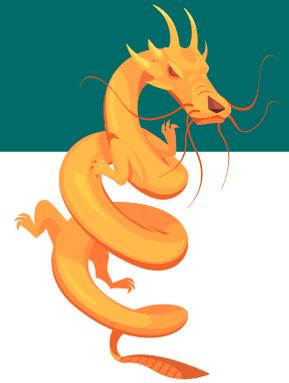


# Dragons

## Home Learning Pack



### Included in this pack:

- Reading practice– The Dragon’s Eye
- Writing activity – The Dragon’s Eye
- Dragon image cards
- Dragon art
- Real-life dragons!
- Dragon fact file
- Dragon themed writing paper

This home learning pack is designed for children in years 3–6 (ages 8–11) to complete, with some adult support where possible, over a week. It contains fun, engaging opportunities to develop and practise reading and writing skills that can be completed within a child’s home environment, based around the topic of ‘dragons’. Activity sheets are provided – but if you do not have access to a printer, all activities could be completed using any paper or writing books that you have at home.

For teachers’ reference, the pack covers these key curricular skills:

### Reading

- to read poems
- to apply their growing knowledge of root words, prefixes and suffixes, to read aloud and to understand the meaning of new words that they meet;
- to check that a text makes sense to them, answering questions including using inference.

### Writing

- to build a varied and rich vocabulary to describe;
- to identify synonyms and antonyms (years 5/6)

### Science

- to identify producers, predators and prey (year 4)
- to identify how animals and plants are adapted to suit their environment (year 6)

### Art

- to improve mastery of art and design techniques

A week’s worth of activities are described on the next pages, with helpful information for adults explaining how to use these resources with your child. They are designed to be as fun, practical and creative as possible – nurturing children’s natural curiosity, developing their literacy skills, and keeping learning lively!

# Activities

## Reading Practice – The Dragon’s Eye

Read the poem ‘**The Dragon’s Eye**’ with your child.

Are there any words that they are unsure of? How does the poem make them feel? Can they explain why? What do they think of the poem? What do they like, dislike about it?

Your child should then answer the questions about the poem. This could be completed independently, or the questions could be discussed.

Older children can then identify the language features used in the poem.

## Writing Activity – The Dragon’s Eye

Look at the **images of dragons’ eyes**. Which one/s does your child like? Why?

Ask them to choose one. They can then use the **planning sheet** and **writing paper** to plan and write their own poem about a dragon’s eye based on the example in the **reading practice** (you may want to reread this).

On the planning sheet, encourage your child to record as many ideas as they can so that they have many to choose from (they don’t have to use them all!). Ask them to think about their word choices; older children should be encouraged to use synonyms (words with similar meanings: stare, look, peer) to improve their word choices and should use a thesaurus to help them (use an online thesaurus if needed).

## Dragon Image Cards

The **image cards** could be used in a variety of ways:

- Ask your child to write a description of their favourite dragon, or they could include them in a story.
- Take it in turns to describe one of the dragons with another person guessing which one you are describing.
- Use them to inspire art – can your child use paints, pens or pencils to draw them?

## Dragon Art

Look at the **dragon image cards** and the **dragon eyes** (from the writing activity). What colours can your child see? How have the artists created texture? What shapes can they see?

Encourage your child to use one of these images to inspire their own art work. They might want to create their own dragon’s eye using paints or pens, or sculpt one using clay or playdough if you have any.

They may also choose a different part of the dragon to focus on for their art work; their wings, claws or tail would work well.

Remind them to take their time, and really focus on the detail of their art work,

# Activities

thinking about how they can show texture.

## Real-life Dragons!

Use the **research sheet** to find out about the komodo dragon! Your child is asked to describe what the scientific words predator ( an animal that hunts, kills and eats other animals) and prey (an animal that is hunted, killed and eaten by another animal) mean and then use books or the internet to research their habitat and how it is adapted.

## Dragon Fact Files

Invite your child to create their own dragon. They could use the **image cards** as inspiration if needed.

Once they have drawn their dragon, they should create a **fact file**, describing its habitat, diet, a description of it and any interesting facts. Remind them that, as their dragon is an imaginary creature, they can use their imagination to create their fact file.

## Other activities for children to try

- Read stories and watch films that include Dragons (e.g. Pete's Dragon, How to Train your Dragon, St George and the Dragon) and talk about whether the dragons are good or bad.
- Write your own stories about dragons, based on the one your child designed or other images in the pack.
- Write instructions explaining how to look after your own dragon.