



Wildground Federation Theme Learning Plan

Context for Learning: Symbolism	Term: Autumn 1	Year group: Year 6
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Hook: Picture Gallery. Who's who of British Monarchs?

 	<p>Language: To develop our communication skills we will:</p> <ul style="list-style-type: none"> Discussion/ debate in history about the role of power in the British Monarchy and Parliament Discussing the importance of safety online
	<p>The arts: In developing the arts we will:</p> <ul style="list-style-type: none"> We will be studying impressionism with a focus on Monet and his painting 'Japanese Footbridge' Using powder paints to create a variety of colour Monarchy inspired dancing
	<p>Inclusion: To be as inclusive as possible we will:</p> <ul style="list-style-type: none"> Create our own class charters Explore the key concept of Umma (community in Islam) Discussing the responsibility of power in history
	<p>Possibilities: In order to widen our knowledge and understanding of the future we will:</p> <ul style="list-style-type: none"> Look at Parliament past and present and how it might impact on our future Discussing personal well-being and how to self-care
	<p>Environment: As people concerned with our environment we will:</p> <ul style="list-style-type: none"> Exploring Northern Ireland as a country within the United Kingdom

<i>Main Areas of Learning</i>		
As writers we will	As geographers we will	As artists and designers we will
<p>Persuade- how would you persuade someone to become a Sky Explorer.</p> <p>Inform – Write a diary for a Sky Explorer.</p> <p>Entertain – description of a messy corridor.</p> <p>Inform – Diary entry about how the boy in Titanium feels about the events that happened to him.</p> <p>Entertain – dialogue between the police officer and the teacher in Titanium.</p>	<p>Know that Northern Ireland is made up of counties.</p> <p>Know that counties form geographical regions.</p> <p>Recognise that Northern Ireland has a number of topographical features.</p> <p>Know that Northern Ireland has a number of physical features.</p> <p>Know that Northern Ireland has a number of human features.</p>	<p>Be learning about impressionism with a focus on Monet.</p> <p>Looking at how to use powder paints to create a subtle change in colour.</p> <p>Imitate a section of Monet's 'Japanese Footbridge'</p> <p>Create our own impressionist painting using powder paints, using a variety of techniques to add interesting effects</p>

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<i>In addition...</i>		
As historians we will:	In learning about beliefs we will:	In learning about ourselves and others we will:
<p>Look at significant British monarchs: King John, Queen Anne, Queen Victoria and James I</p> <p>Discussion of the role of power of the monarch versus parliament</p> <p>The changing role of monarchy throughout British history</p>	<p>Describe/explain what Umma (community) is and how it is expressed in Muslim life</p> <p>Evaluate, by describing/explaining, the importance and relevance of Umma to Muslims</p> <p>Express a personal response to the concept of community</p> <p>Explain how the concept can be applied in their own and others' lives</p>	<p>Contribute to constructing a classroom charter to enable children to enjoy school</p> <p>Explain why it is important to stay safe online.</p> <p>Think about in-app purchases and the importance of being safe with money.</p>

Outcome(s):

An understanding of impressionist art and interpreted painting
 A deeper understanding of the history of our monarchy and how it relates to events in today's society
 An enhanced understanding of Northern Ireland
 Greater understanding of wider communities by exploring Umma