

# Wildground Federation Theme Learning Plan

Context for Learning:  
All the World's a Stage

Term:  
Summer 2

Year group:  
Year 6

Hook:  
Explore the story of 'A Midsummer Night's Dream'.



**Language:**

**To develop our communication skills we will:**

- Together read the text 'Rooftoppers' by Katherine Rundell and discuss it analytically.
- Explore the story of 'A Midsummer Night's Dream' and discuss how the sub-plots all work together.
- Being able to discuss how light travels and shadows are generated.
- Explore how to make sensible choices to keep ourselves healthy.
- Analyse rites of passage in religion.

**The arts:**

**In developing the arts we will:**

- Create a performance of 'School Daze'.
- Investigate how designers present characters and sets on stage.
- Create a design for a lantern.
- Discuss the preparations necessary for a performance.

**Inclusion:**

**To be as inclusive as possible we will:**

- Learning about new roles and responsibilities as we grow up.
- Understanding what constitutes a healthy body.
- Ensure that everybody has a role in the play.

**Possibilities:**

**In order to widen our knowledge and understanding of the future we will:**

- How our lives might change as we grow older and what rites of passage we will go through on our life journey.
- Inspiring different possible adult roles e.g. designer, artist, actor.

**Environment:**

**As people concerned with our environment we will:**

- Investigate how light can be used as an energy source.
- Repurpose costumes from previous productions.

## Main Areas of Learning

As writers we will

As scientists we will

As designers we will

As artists and designers we will

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Write an advertisement to attract people to see their production.  Write a formal report about Charles Maxim (Rooftoppers)  Write an evaluation of their designs.	Explore how light travels.  Investigate adding circuits to our lanterns (including a switch).	Design a working lantern.  Suggest how improvements can be made to our design.	Design costumes for characters.  Design a set for a play.
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### *In addition...*

In learning about beliefs we will:

Look at the rites of passage which we pass through in life.  
Analyse why these rites of passage are important to different religions.

### **Outcome(s):**

To present a production of 'School Daze'.