Y3 Spring 2 half-term learning grid		Learning Activity Subject Areas		
		French	**Humanities**	**Science**
Categories of Learning	**Talk, think, read, write**	**Design a game.** I can design a game using the names of animals in French. I will only use the names of domestic animals that we might have as pets at home.	**Hotseating** Research Pakal the Great (the most famous Maya ruler). Design a set of questions you would ask him at an interview and research the answers. If you wish, you can choose to play Pakal the Great and have a member of your family interview you using the questions and you	**HOW DO WE SEE COLOUR?** Why is grass green? Why is the sky blue? Why are roses red? Answer these questions using these key terms: **light**, **reflection**, **absorption**. Draw pictures/ diagrams to help explain your answer.
	Success Criteria	I can use the internet and other sources to research facts about French animals. I can design a card game using the names of French animals. I can play this game in class with my friends.	I can use the internet to research facts. I can design 10 questions to learn more about Pakal the great. I can play a character.	I can formulate questions I want to answer (relating to colour or light). I can use scientific terminology - light, reflection and absorption. I can use the Internet, books and can ask people questions to help me produce my answers.
	The world around us	**Pacques** We will be learning about Easter (Pacques) in French. Research how they celebrate Easter in France. Do they have special traditions? Are they different to how we celebrate Easter in England? Can you find other interesting traditions around the world for Easter?	**Environment** In PSHE we are learning about the environment. Research one way in which we can help the environment and write a persuasive letter to an environment organisation or create a poster convincing people to change their habits.	**LOOKING FOR LIGHT:** Go on a light hunt! Your challenge is to find as many of the following as you can and present your findings in a poster: sources of light, reflective materials, opaque materials, translucent materials and transparent materials. Explain what each term means.
	Success Criteria	I know how they celebrate Easter in France. I can discover unusual ways they celebrate Easter around the world. I can present my findings in an interesting way. I can present my findings to the class.	I understand why it is important to look after the environment. I can think of ways to help improve the environment. I can use persuasive language to convince people to change.	I can search for sources of light and reflective materials. I can explain the meaning of opaque, transparent and translucent materials. I can find examples of these types of materials. I can present the findings from my light search.
	Design and create	**Poster** I can create a poster using a photo of my pet at home and I can use adjectives in French such as petit (small) - grand (big) - mignon (cute) and the assorted colours to describe my pet. It does not have to be my real pet I can find a picture on the internet – or it can	**Mask** Design and create a Maya event mask (either a death mask or a mask that would be worn at an important event). Think about what materials you can use. Include a short paragraph on how you created your piece, your inspirations and your thought process (Artistic Statement).	**GLORIOUS GLASS:** Create a piece of art to look like a stained-glass window. You could use black card and tissue paper, or get even more creative and use your own range of materials. If you need materials or ideas please come and ask.
	Success Criteria	I can use appropriate materials to create my poster. I can use the best medium to create my poster either on paper, card or PowerPoint. I can describe the poster to my friends in front of the class.	I can research typical Maya masks. I can choose appropriate materials to create my mask. I can explain how I created my mask and reasons for the design,	I can research examples of stained glass windows. I can create artwork allowing the light to pass through parts of my picture. I can choose a suitable material to allow the light to pass through.
	Out and about	**Eiffel Tower** The Eiffel Tower is one of the most iconic buildings in the world. It is a symbol of Paris. I would like you to create your own replica of La Tour Eiffel using interesting materials (think about using recyclable materials). You will present your creation to the class.	**Temples** The Mayans were fantastic architects and designed amazing temples. Research and create your own replica temple using materials either found outside, recyclable materials or biodegradable objects.	**Showcasing Shadows:** Take 3 pictures of objects creating interesting shadows. Make sure you show where the light source is.
	Success Criteria	I can design a replica of La Tour Eiffel. I can research information about the Eiffel Tower to include in my presentation. I can present my 3D structure to the class.	I can identify key features of a Mayan temple. I can find re-usable materials to create my design. I can create a 3D temple and explain how I made it.	I can choose interesting shadows and capture them using a camera. I can identify a light source. I can annotate pictures.
	Let's perform	**Poem** I can draft a short poem in French using the adjectives and vocabulary we have been learning in class about an animal. I will decorate the poem. I will recite the poem in front of the class.	**Philosophy & Poetry** Choose a poem related to one of this term's philosophical themes: happiness; secrets; honesty and choices in life. Perform the poem and either record or perform to the class.	**Performing Puppets:** Create a hand puppet show (using different light sources to create shadows). Present your show as a video or a live performance.
	Success Criteria	I can use the vocabulary from my lessons. I can use adjectives including size and colour related to my animal. I can perform my poem in French.	I can discuss a philosophical theme with an adult. I can choose a poem related to this theme. I can perform my poem.	I can use different light sources for my show. I can manipulate light to create interesting shadows. I can choose relevant content for my hand puppet show. I can choose how to present – video or live performance.

When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us