

Y3 Summer 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	Les Animaux: Ask 5 people or more (members of your family, friends and classmates) their favourite animal. Make a note of the answers you are given. Using the vocabulary and phrases that we have been learning, write out each person’s favourite animal in French.	DESERT ISLAND DIARY: Using your knowledge of diary form, write a diary entry imagining you are stuck on a desert island. Include reflections on your shelter and what you eat.	THE EYES HAVE IT: Look at as many pictures of organisms’ eyes as you can. Choose 2 to focus on and answer these questions: What shape is the pupil? Does the pupil change shape in the light or dark? Which of your animals needs to
	Success Criteria	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can say and write down the date of someone's favourite animal in French. I can present my work with care and attention to detail.	I can write in the first person. I can use the past tense. I can use engaging and interesting words. I can show an understanding of the difficulties facing someone stranded.	I can research different organisms’ eye shapes. I can answer questions about their eyes. I can use that information to create a detailed diagram about their eyes. I can include labels and explanations in my work.
	The world around us	LES JOURS: Find out how you say and write the days of the week in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	EXPLORE THE EQUATOR: Use a map, globe, atlas or the Internet to research 5 countries that are located on the equator. Create a short fact file on each of them. Include facts about climate, rainfall and population as a minimum.	SUN SAFETY: Research the different ways to protect yourself in the sun. Decide how you would like to record this information. Choose exciting colours and bold slogans to get your message across.
	Success Criteria	I can present information on an aspect of another culture and/or language. I can research new vocabulary using the Internet or books. I can present my findings in a fun, interesting and creative way.	I can use research skills. I can add details about each country.	I can research different ways to protect myself in the sun. I can find and record 5 different examples of this protection. I can record what I have discovered in an exciting way.
	Design and create	La Chenille Qui Fait Des Trous: Design and create a colourful and original French birthday card or poster for someone in your family, a friend or classmate using the theme from our story – Le Papillon	EXTREME WEATHER: Choose an extreme weather event and create a warning poster about it. (Tornado, earthquake, tsunami etc.)	OBSERVATIONAL DRAWING: Draw a picture of your eye. Colour the picture and label the different parts of the eye – pupil, iris, eyelid, eyelashes, cornea, sclera. Add in what each part of the eye
	Success Criteria	I can design and create a French poster or card. I can select and use a variety of materials for my design. I can select appropriate vocabulary for my design. I can use a reference to help me label my work with accuracy.	I can take care with my design. I have included lots of relevant information. My poster is both colourful and informative.	I can draw a labelled diagram of an eye. I can research the function of different parts of the eye. I can add the research to my labelled diagram.
	Out and about	C’EST COMBIEN? Find pictures and/or photos of different numbers up to 31 in your everyday environment (e.g. house numbers, football shirts, road speed signs) and label these in French. Present your work as a poster, collage or a PowerPoint presentation.	SURVIVAL SKILLS: Learn a survival skill such as putting up a tent, tying a specialist knot, finding insulation material, preparing food outside, collecting rainwater - ensure this is done with adult supervision. Film yourself or demonstrate to the class.	VITAL VOCABULARY In your own words explain the meaning of these words and give examples to explain them. OPAQUE TRANSLUCENT TRANSPARENT SHADOW
	Success Criteria	I can take photos and find pictures of numbers up to 31. I can use a reference to help me label my work with accuracy. I can present my work in a clear, colourful and interesting way.	I can research the survivor skill. I can practise this skill and explain the importance of it. I have videoed it or will perform in class.	I can write explanations of these words. I can find examples for each word. I can think of an exciting way to display my explanations and examples.
	Let’s perform	La Chenille Qui Fait Des Trous: Go to https://www.youtube.com/watch?v=Sjii1O2fGLg&t=2s Watch the story clip several times over and sing along. Now practise retelling the story as best you can in French, to share with your classmates.	BE AN EXPLORER: Research a famous explorer. Pretend you are the explorer. Write a short narrative piece explaining who you are and why you are famous. If you would like to, you can present this to the class. Be aware of accent, mannerisms, bring in props if you want.	MARVELLOUS MIRRORS Which shapes will look exactly the same when you look at them in the mirror? Design a test and make some shapes to test.
	Success Criteria	I can recite a story or part of a story in French. I can use a clear voice and speak with confidence. I can use appropriate pronunciation.	I can include key facts about my chosen explorer. I can write, edit and improve my piece to ensure that it was performance ready. I can research accent and mannerisms.	I can think of some shapes to test using a mirror. I can predict what I think will happen. I can think about how to record what I found out in this test. I can record my work in an exciting way.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				