

Y4 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	OÙ VAS-TU? Imagine that you are going to visit some French-speaking countries, and how you might travel there.  Write a few short sentences in French about where you are going and how.	Design a comic strip telling the story of Christmas. You can design your own style or see your teacher for a template.	<b>WATER, WATER, EVERYWHERE:</b> Write a story about the water cycle from the point of view of a water droplet!  Explain what happens to the water droplet at each stage, and how it changes.  (WEEK 12)
	<b>Success Criteria</b>	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can write about which countries I might visit and how I would get there. I can write some words and phrases from memory.	I can draw pictures that match the panel strip. I can use speech bubbles for spoken words. I can colour drawings carefully using bold colours.	I can explain the water cycle. I know the stages of the water cycle. I can write about how the water droplet changes at each stage. I can remember to use the correct scientific words.
	<b>The world around us</b>	COMMENT VAS-TU? Research and present some interesting facts about any aspect of the travel and transport system in France. e.g. different types of trains, French brands of cars, Eurotunnel, Metro Underground system etc.	Find out 5 facts about a local Church. You could visit one or use the Internet to research.  Use words and pictures to present the information in any format you wish.	<b>STATES OF MATTER:</b> Make a collection of materials and display them in three groups - a group of solids, a group of liquids and a group of gases.
	<b>Success Criteria</b>	I can present information on an aspect of another culture and/or language. I can research facts using the Internet or books. I can present my findings in a fun and interesting way.	I can use Internet/books/people to aid my research. I can show evidence of subject knowledge. I can present my work neatly.	I can identify what a solid, liquid and gas is. I can group them into the right groups. I can collect examples of them. I can display this information in an exciting way.
	<b>Design and create</b>	COMPTEZ AVEC MOI: Design and create a French numbers game for you to play and practise counting with your classmates.  You can use numbers up to 31, or numbers in multiples of 10 to reflect our learning.	Ask your teacher for a Henry VIII fortune teller template so that you can make it at home and test your knowledge (and that of others) about Henry VIII and his wives!	<b>THE WATER CYCLE:</b> Make a poster to explain the three states of water and the processes that change the states.  (WEEK 10)
	<b>Success Criteria</b>	I can design and create a French numbers game. I can use a reference to support spellings and accuracy. I can select the correct materials for my game.	I can follow the instructions chronologically. I can fold carefully and accurately on the lines. I can practise using it on family and friends.	I can identify the 3 different stages of water. I can think of an exciting way to display my information. I have made sure that I have included all 3 different states of water.
	<b>Out and about</b>	LES TRANSPORTS: Take photos, find pictures and/or draw different types of transport and label them in French.  Present your work as a poster, collage or a PowerPoint presentation.	Take a walk around your local area. Are there any Tudor architectural influences in any of the buildings you see?  Take photos and write a short paragraph about what you find.	<b>EVAPORATION ENQUIRY:</b> After rain, take a photo of a puddle every hour. Take pictures until the puddle evaporates (this is best done on a sunny day!). Print out the photos and use them to create a time line of the evaporation process. (WEEK 10)
	<b>Success Criteria</b>	I can evaluate my work and think about how I might improve it. I can take photos/draw or find pictures of different types of transport. I can select a range of relevant vocabulary to label my work. I can use a reference to support spellings and accuracy.	I can plan my visit and arrive prepared. I can take clear and accurate photos of the layout and objects. I can write a summary paragraph about what I find.	I can find a big puddle. I can take pictures of it every hour. I can identify what is happening to it. I can use the correct scientific word to describe the process.
	<b>Let's perform</b>	C'EST COMBIEN? Practise, learn and perform one of the number songs that we have been learning to an audience of your choice. Alternatively, create and perform a French numbers rap or song of your own.	Watch the following song about Henry VIII and his wives: <a href="http://www.youtube.com/watch?v=CRiF_kIJFC0">www.youtube.com/watch?v=CRiF_kIJFC0</a>  Now rehearse all or part of it to perform in class. If you would like to form a small group to practise please feel free to do so.	<b>PARTICLE THEORY:</b> Demonstrate the difference between the particles in solids, liquids and gases using drama and movement.  Be ready to show the class.
	<b>Success Criteria</b>	I can present my work in an interesting and informative way. I can practise, learn and perform a numbers song/rap in French. I can speak with confidence with a clear voice. I have good pronunciation.	I can choose to work independently or with others. I can practise my song and include relevant actions. I can perform using feeling and expression, making eye contact with the audience.	I know how the particles in a solid, liquid and gas behave. I can decide on a way to show this information through dance or movement. I will be ready to show the class.