

| Y4 Spring 2 half-term learning grid | | Learning Activity Subject Areas | | |
|--|---------------------------------|---|---|--|
| | | French | Humanities | Science |
| Categories of Learning | Talk, think, read, write | QU'EST-CE QUE TU PORTES? Using the vocabulary and phrases that we have been learning to describe what we are wearing and to say what colour our clothes are, write a few examples of what you wear to school/at the weekend/when it is hot/when it is cold etc. | Choose your favourite Greek God and create a fact file for him/her. Present this as you wish. | <u>Marvellous Madagascar:</u> Find out more about one of the plants or animals that live in Madagascar. Make a fact file all about it. |
| | Success Criteria | I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write about what I am wearing and the colour of my clothes. I can write some words and phrases from memory. | I can explain details about a Greek God. I can present information neatly. I can explain why my chosen God was important to the Greeks. | I can identify species that live in Madagascar. I can choose one species to research. I can find out 5 facts about this animal/plant. I can record this information in an exciting way. |
| | The world around us | VIVE LA MODE! Find out some fun and interesting facts about famous French fashion designers and labels (e.g. Chanel, Givenchy, Louboutin, Yves Saint Laurent etc.) to present and share with the class. | Research the physical features of a chosen continent. For example, which is their longest river? Tallest mountain? Largest country? Etc. You can present this information as a poster, leaflet OR PowerPoint presentation. | <u>Absolute Zero:</u> Find out about the race to find the temperature Absolute Zero. What does it mean? Who was involved in the race? Find the coldest natural and man-made temperatures recorded on Earth, and the coldest man-made objects in the universe. |
| | Success Criteria | I can present information on an aspect of another culture. I can research facts using the Internet and/or books. I can present my findings in a fun and interesting way. | I can research key facts and physical features of a continent. I can select relevant information to present. I can include diagrams and pictures to add interest to my work. | I can research what Absolute Zero is. I can investigate the coldest object. I can investigate the coldest temperatures in the world. |
| | Design and create | MON UNIFORME SCOLAIRE: You too can be a French fashion designer! Design, draw/create and present your dream school uniform. Make sure that all items of clothing, and the colours you have chosen for your design, are clearly labelled in French. | Design your own logo for the modern day Olympic Games. Think about British Values and how these might be incorporated (see your teacher for information sheet). | <u>Amazing Alexander:</u> Research who Alexander Graham Bell was and find out why he is famous. Find some paintings of him. Use one as a guide for your portrait. Use paints to paint an A4 portrait of Alexander Graham Bell |
| | Success Criteria | I can design and draw/paint/create my dream school uniform. I can use a reference to support spellings and accuracy. I can select a range of materials and colours to present my design. | I can design a suitable logo. I can incorporate British Values I can explain what my logo stands for | I can find out who Alexander Graham Bell was. I can find some pictures of him. I can create my own portrait of him. I can use A4 paper and paints to complete my portrait. |
| | Out and about | LES VÊTEMENTS, LES COULEURS: Take photos, find and/or draw pictures of different examples of items of clothing and colours. Clearly label your work in French, including adjectival agreement of colours where you can. Present your work as a poster, collage or even a PowerPoint presentation. | Take a visit to Hove Museum and look around the Local History Gallery. What do you notice about how Brighton and Hove looked in the past? How has the city changed? Create a fact file to present the information you find. | <u>Electricity Everywhere:</u> Identify as many different ways that electricity is used in your local area as you can. Record with a tally chart or bar chart. |
| | Success Criteria | I can take photos, draw or find pictures of different items of clothing. I can select a range of relevant vocabulary to label my work. I can use a reference to support spellings and accuracy. | I can visit a local place of interest and identify differences from the past. I can make clear distinctions between the past and the present. I understand how the passage of time changes the physical look of a city. | I can go for a walk in my local area. I can observe the different ways that electricity is used. I can record what I see. I can record my information in a tally chart or bar chart. |
| | Let's perform | JE PORTE: Prepare a couple of short descriptions in French of what you are wearing (e.g. description of your school uniform, or what you wear at the weekend) and share these with your classmates. You may wish to bring in pictures, photos or even props for your performance! | Choose a famous Greek myth and retell it to the class. If you want to work in a small group (3/4 people) to create a mini dramatisation to perform in class, you may do so. | <u>Deforestation Debate:</u> Prepare a speech about the effects of deforestation. Make sure you include some pictures or photos to demonstrate your argument. |
| | Success Criteria | I can tell my classmates what I am wearing in French. I can speak with confidence and with a clear voice. I have good pronunciation. | I can project my voice and use a good pace. I can speak clearly and confidently with expression. I can make eye-contact with my audience. | I know what deforestation is. I can research the effects of deforestation. I can write a speech about it. I can practise it and read it out to the class. |
| When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us and the success criteria. | | | | |