

| Y4 Summer 1 half-term learning grid | | Learning Activity Subject Areas | | |
|--|--------------------------|--|--|---|
| | | French | Humanities | Science |
| Categories of Learning | Talk, think, read, write | <u>DANS MON ARMOIRE IL Y A:</u> Using the vocabulary and phrases that we have been learning to describe what is in our wardrobe, write a short description in French about your favourite outfit. | <u>AFRICA RAP:</u> Write a poem or rap about the colourful continent of Africa. Think about the variety of languages, landscapes, cultures, wildlife etc. | <u>USING WATER WISELY:</u> Write a short story or create a cartoon describing the journey of particles of water around the water cycle, including through the human body. |
| | Success Criteria | I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write some words and phrases from memory. I can use a reference or dictionary to extend my vocabulary. | I can include rhyming words. I can include alliteration and onomatopoeia. I can include a simile in my poem. | I can think of the journey of water through the water cycle and the human body. I can think of an exciting and creative way to demonstrate my understanding. |
| | The world around us | <u>DAYS OF THE WEEK:</u> Find out how you say and write the words for '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? | <u>FIGURES OF BRIGHTON:</u> See your teacher for a copy of the Brighton & Hove Black History booklet and a fact file template. Choose one of the people featured and read about their impact on the history of Brighton. Find out some more facts and create a fact file including as much detail as possible. | <u>WORLDWIDE WATER:</u> Research how communities in deserts collect water. Find an example of how water is collected. Draw a labelled diagram explaining how it works. Record your work in an exciting and neat way. |
| | Success Criteria | I can present information on an aspect of another culture/language. I can research facts/new vocabulary using the internet and/or books. I can present my findings in a fun and interesting way. | I can research a prominent member from Brighton's past. I can select interesting information to include in a fact file. I can write the information in the past tense and third person. | I can decide on 5 questions to research. I can find an example of how water is collected in desert communities. I can draw a labelled diagram explaining how water is collected. I can record my work, following Science presentation expectations. |
| | Design and create | <u>ON PARLE FRANCAIS:</u> Design and create a poster of a French speaking country (not France) using any variety of materials of your choice. There are 29 different countries and many of them are in Africa or the Caribbean. | <u>AFRICAN ADVENTURE:</u> Many countries in Africa are popular tourist destinations. Choose an African country and research the reasons why it is a popular place to visit. Design a poster that highlights the main attractions of your country. Include pictures and captions. | <u>RAINFALL:</u> Find out how much rain falls each year where you live. Where are the wettest parts of your country? Where are the driest parts? Which months are the wettest? Which months are the driest? Where is the driest place on Earth? Why do you think it is so dry? Where is the wettest? |
| | Success Criteria | I can design and create an interesting poster using fascinating facts and figures. I can select a variety of materials for my design. I can select a range of relevant vocabulary and phrases for my design. I can use a reference to ensure accuracy of spellings. | I can use enquiry skills to find out facts about my chosen country. I can include a bold heading. I can match pictures with appropriate captions. | I can find out different facts about rainfall where I live locally and nationally. I can record this information in an exciting way. |
| | Out and about | <u>Design a copy of an iconic landmark – in the UK or France:</u> Take photos, find and/or draw pictures of a landmark. Label each picture clearly in French using a reference to ensure accuracy of spellings. Present your work as a poster, collage or even a PowerPoint presentation. | <u>PAVILION HOSPITAL:</u> Visit the Royal Pavilion and find out about how it was used as a hospital for WWI soldiers from Africa and India amongst other places. Take pictures and write captions to create a scrap book about what you discover. | <u>PUZZLING PUDDLES:</u> Draw a chalk line around the outside of a puddle on the pavement/patio - YOU MAY HAVE TO MAKE A PUDDLE! Observe how long it takes for the water to evaporate. Decide on a way to record this information. Record this information in an exciting way, making sure you explain the process that is occurring. |
| | Success Criteria | I can take photos, find and/or draw pictures of a landmark. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way. | I can peruse an exhibit and form an opinion about its contents. I can take photographs and write captions that are interesting and informative I can present my information in an attractive format. | I can decide on a safe place to draw a circle around a puddle. I can draw a circle around the puddle. I can observe how long it takes for the puddle to disappear. I can decide how to record this information. I can record it in an exciting way, following presentation rules in Science. |
| | Let's perform | <u>FRENCH LOCAL STORIES:</u> Please watch the following French African story and present the story back to the class. https://www.youtube.com/watch?v=WhgTwHTZJ You may wish to use flashcards, props or introduce actions to support your presentation. You may give the presentation in English and or French. | <u>TRADITIONAL TALES:</u> Read or watch on YouTube any of the traditional African Anansi stories and retell to the class. Make sure you are clear about what the moral of your chosen story is. Be prepared to share this with the class. | <u>CLOUDBUSTING:</u> <u>EQUIPMENT:</u> Jam jar with lid, hot water, ice cubes and cling film. Follow these instructions to make your own cloud: 1. Wrap some ice in cling-film. 2. Half fill your jar with hot water – work with a grown-up. 3. Put the lid on the jar 4. Put the wrapped ice on top of the lid. 5. Observe what happens just under the lid. |
| | Success Criteria | I can retell a story confidently. I can speak with expression and maintain good eye contact with my audience. I can use appropriate pronunciation. | I can use a clear voice. I can speak confidently and with expression. I can maintain eye contact with my audience. | I can follow instructions carefully. I can work with an adult on this activity when using hot water. I can observe what I see and write notes. I can record what I observed and found out. I can write a conclusion explaining what I found out. |
| When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us | | | | |

