

Y5 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	MON EMPLOI DU TEMPS: Choose your favourite day(s) of the week at school. In French, write out your timetable and what subjects you study on that particular day.	Create a pamphlet about the history of the Dyke Railway mentioning when it was built and where it ran. Useful website: www.fulking.net In site search box type: Dyke Railway	POWERFUL PLANETS: Listen to the Planet Suite by English Composer Gustav Holst – write a paragraph describing your favourite planet’s piece of music.
	Success Criteria	I can read and understand key words and phrases. I can use a reference to help with spellings and accuracy. I can write some words and phrases from memory. I can use a reference or dictionary to enhance and extend my vocabulary.	I can give details of when the Dyke Railway was built and when it stopped running. I can add some pictures. I can describe who used it. I can explain the route back then and what is there today.	I can listen to the Planet Suite. I can choose my favourite piece of music. I can write about the music - including why I like it.
	The world around us	ONE HUNDRED! Find out how you say and write the number ‘100’ in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	Find out about how letters were sent in Victorian times. Share your findings in class using appropriate illustrations. Useful website: http://www.victorianschool.co.uk/stamps.html	A LOVELY DAY: Identify where the sun rises and sets. Make a video throughout the day and speed up the clip. Or take a photo every hour to show the sun’s movement. Remember: never look directly at the sun – even through a camera.
	Success Criteria	I can present information on an aspect of another language. I can research how to say and write '100' in different languages. I can make links between sound and spelling patterns of different languages.	I can describe what the Penny Black was. I can explain how steam enabled post to be pre-paid. I can find out how many letters the Victorians sent. I can write a letter, send it and describe how it felt giving/receiving a letter.	I can choose a sunny day to record the sun rising and setting. I can video it throughout the day or photograph it every hour. I can write an explanation to describe what is happening.
	Design and create	LA SALLE DE CLASSE: Using an empty shoebox (or any other material of your choice) design and create a model of the classroom. Label each of the objects clearly in French.	Since Victorian times Brighton has grown from a town into a city. It has many new features, such as the I360. Design a feature which celebrates the character of our city and which could still exist in 100 years. Create a model or a drawing.	FLAT OR SPHERICAL?: Create a model of a flat Earth and spherical Earth.
	Success Criteria	I can share my findings in a fun and interesting way. I can select a range of relevant vocabulary to help with my design. I can use a reference to label my work with accuracy. I can select and use a variety of materials for my design.	I can look at some features of Brighton made in Victorian times. I can design a feature that Brighton could have in 100 years. Draw or make a model. I can write a few lines about what it will celebrate. I can decide which Victorian features will still be here in 100 years’ time.	I can discuss different ideas about how to create the models. I can decide on a way to display a flat and spherical Earth. I can make your models.
	Out and about	C’EST COMBIEN? Take photos/find pictures of different numbers up to 100 e.g. house numbers, speed limit road signs, football shirt etc. Write next to each the number in French. Present your work as a collage or PowerPoint presentation to share with the class.	Queen Victoria visited the Royal Pavilion in October/November 1837 and again at the end of 1838. Visit the Pavilion and record in a diary what she might have seen and how she felt about it.	MOON AND ME: Look at the moon every night for a week – draw a quick sketch of it. What do you notice about the shape? What is happening to it?
	Success Criteria	I can create and design my model. I can take photos/find pictures of numbers in my everyday environment. I can use a reference to label my work with accuracy. I can present my work in an interesting and informative way.	I can visit the Royal Pavilion. I can make observations about what it looks like. I can record a diary about my visit. I can make comments about how I feel about it. I can explain why some people still visit it today.	I can find the moon in the sky. I can record the shape of the moon each night in a notebook. I can write about what I notice.
	Let’s perform	COMPTEZ AVEC MOI: Practise, learn and then perform a counting song in French to your group/class/in an assembly.	Read the ‘Secret Garden’, a children's novel by Frances Hodgson Burnett, first published as a book in 1911. It is set at around the time of Queen Victoria’s death. Retell a chapter to the class and explain how the Secret Garden changes Mary.	MOON MOVEMENT: Explain the movement of the moon to your family and then another person in your class.
	Success Criteria	I can practise, learn and perform a numbers song/rap in French. I can show confidence and use expression. I have good pronunciation.	I can retell a chapter clearly, with good expression. I can explain how the Secret Garden changes Mary.	I can think about the movement of the moon. I can explain how it moves out loud. I can use diagrams to help explain.