

Y5 Spring 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	<b><u>COMMENT ES-TU?</u></b>  Using the vocabulary and phrases that we have been learning about parts of the body, imagine that you are a monster/an alien and write a description of yourself and your body parts in French. Try to include colours too, but don't forget about adjectival agreement! E.g. J'ai un nez bleu, J'ai huit jambes oranges, J'ai	<b><u>Dramatic Drama</u></b>  Research the events around the arrival of Cortez. Write a play script for the meeting between the Spanish and the Aztecs. Perform it to the class.	<b><u>Irritating Irreversibles Investigation:</u></b>  Research different irreversible changes that are harmful like rust, for example, or burning. What causes it? Why is it harmful? Record your information using pictures and captions.
	<b>Success Criteria</b>	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 research the arrival of Cortez from Spain. I can write a play script about it. I can read it in class.	I can research different irreversible changes that occur. I understand why they happen. I can record my information using pictures and captions.
	<b>The world around us</b>	<b><u>TÊTE, ÉPAULES, GENOUX ET PIEDS!</u></b>  Find out how you say and write 'Head, shoulders, knees and toes' in as many different languages as possible.  Do you notice any similarities in the sounds or spellings of the examples you have chosen?	<b><u>Marvellous Medicines</u></b>  The Aztecs used many herbs and plants for their medicinal treatments. The plants and herbs used were most often sacred to their rain god Tlaloc. Produce a small leaflet with pictures about Aztec remedies. <a href="https://aztecs-abouttheaztecs.weebly.com/aztec-doctors--medicine.html">https://aztecs-abouttheaztecs.weebly.com/aztec-doctors--medicine.html</a>	<b><u>Reversible Changes:</u></b>  Find 2 examples of each of these changes in your house and record this information in an exciting way. Melting Evaporation Freezing Condensation
	<b>Success Criteria</b>	I can present information on an aspect of another culture/language. I can research new vocabulary using a dictionary and/or the Internet. I can present my findings in a fun and interesting way.	I can research Aztec medicines. I can describe what they were used for. I can explain their remedies in a fact file with pictures. I can evaluate my fact file.	I know what the words melting, evaporation, freezing and condensation mean. I can find 2 examples of each in my house. I know to ask an adult for help, if I need to. I can record this information in an exciting way.
	<b>Design and create</b>	<b><u>MON MONSTRE:</u></b>  Design and create your very own French monster, using materials of your choice. Please clearly <b>label</b> your monster's <b>body parts in French</b> to reflect our learning.	<b><u>Fantastic Food</u></b>  Research an Aztec recipe and buy some ingredients to make some Aztec food. Write out the ingredients, preparation and method. Take some photographs of yourself cooking the food with adult help and eating it!	<b><u>Opaque, transparent or translucent:</u></b>  Create a sorting game for a younger child so they can learn what these words mean.  The game should be for 2 people using cards/props etc.
	<b>Success Criteria</b>	I can design and create my very own French monster. I can select a range of vocabulary to label my monster design. I can use a reference to ensure and support accuracy of spellings. I can select and use a variety of materials for my monster.	I can research an Aztec recipe. I can buy some food and cook it with adult supervision. I can take photographs of the process and eating it.	I know what transparent, translucent and opaque mean. I can design a simple sorting game. I know how to play this game to show younger children.
	<b>Out and about</b>	<b><u>VOICI MON CORPS</u></b>  Take photos, find and/or draw pictures of different parts of the body and label them in French.  Present your work as a collage, poster or PowerPoint presentation to share with the class.	<b><u>Marvellous Maps</u></b>  Draw your own map of a journey that you know – perhaps to a friend's house from your own. Mark out significant landmarks that you know exist on the journey using OS symbols.	<b><u>Irreversible Changes:</u></b>  What foods can you think of that change colour when they are cooked? In what other ways does food change when it is cooked? Record your ideas using pictures and captions.
	<b>Success Criteria</b>	I can take photos, find and/or draw pictures of parts of the body. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can draw a journey to a place I know. I can mark in key features and use OS symbols I know on this journey. I can label key roads.	I can identify what happens to different foods when they are cooked. I can identify changes in shape, colour, smell and texture in foods. I can record this information with photos, pictures and captions.
	<b>Let's perform</b>	<b><u>LE CORPS</u></b>  Practise, learn and then lead a game, song or activity with your classmates to reinforce our learning about the body parts in French.	<b><u>Aztec Art</u></b>  Create a new Aztec god. Decide on his/her name and why he/she should be honoured.  Draw what he/she looks like. You may also perform a short ceremony that the Aztecs would have had to undertake to keep him/her happy.	<b><u>Fire Movement:</u></b>  Create different movements using your body or hands to demonstrate these words: flame, smoke, burn, blaze, heat and fire engine. Record with a video, sketch or perform to your class.
	<b>Success Criteria</b>	I can teach and practise some parts of the body in French with my classmates. I can perform with confidence and make eye contact with my audience. I have good pronunciation.	I can create an Aztec god. I can draw/make and describe it. I can explain the beliefs and rituals associated with it. I can show and describe it to my class.	I can create different movements using my body or hands. I can create movements to match these words. I can record my work with a video, sketch or perform it to my class.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				