Y5 Summer 1 half-term learning grid		Learning Activity Subject Areas		
		French	**Humanities**	**Science**
Categories of Learning	**Talk, think, read, write**	**MUSICAL INSTRUMENTS:** Using the vocabulary and phrases that we have been learning to describe an instrument, write a short description to say what you and up to 9 other friends/family members like or do not like and what instruments they play.	**REAL RESEARCH** Research by asking members of your family/friends if they have ever campaigned for anything e.g. saving tigers. Write a set of questions for them to answer, such as 'What did you do?', 'Did change come about?' Present your research in an interesting way.	**LIFE CYCLES:** Choose an animal. Research the different stages of its life cycle. Create an interesting way to display the life cycle.
	Success Criteria	I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write down some familiar words and phrases from memory. I can use a reference or dictionary to extend my vocabulary.	I can find out if a family member campaigned for change. I can prepare a questionnaire to ask that person about what they did. I can include questions to find out if change took place. I can consider a campaign to undertake to bring about change.	I can choose an animal to research. I can research the different stages of its life cycle. I can think of an exciting and creative way to display this information.
	The world around us	**JE VOUS PRÉSENTE:** Find out some fun and interesting facts about a famous French musician (e.g. Jean Michel Jarre, Ravel, Debussy etc.) to present and share with the class.	**EVERYDAY EXTINCTION** The impact on wildlife by human activity is often threatening. Research a situation where human intervention has been beneficial to wildlife or nature such as setting up of wildlife sanctuaries.	**HUMANS:** Research these questions: What are the stages of human development? How do our bodies change throughout our lives? Record this information in any way you wish.
	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 find out about animals under threat from extinction. I can research a method of preventing this that I agree with. I can describe what has taken place and why it has been successful. I can share this information with the class.	I can identify the different stages of human development. I can identify 3 main ways in which our bodies change throughout our lives. I can prepare this information ready for display.
	Design and create	**ER VERBS:** Design and create a game to practise saying Er verbs. Use a reference to ensure accuracy in spellings.	**DARING DESIGN** Create a perfect zoo in 3-D form that will help both humans and animals to co-exist. Consider the perfect habitat for your chosen species. Evaluate your model when you have finished.	**BEAUTIFUL BUTTERFLIES:** Research different butterflies and moths. Design your own butterfly/moth. Create and make it using any media you like – pastels, paints, craft, computer.
	Success Criteria	I can design and create a game in French. 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 support accuracy of spellings.	Thinking about preventing extinction, I can invent the perfect zoo. I can create a design that supports this. I can make a 3-D model using a chosen material. I can evaluate how well I made my model.	I can research different moths and butterflies. I can choose one to focus on. I can design my own moth or butterfly, remembering its characteristics. I can create my butterfly/moth using any media.
	Out and about	**LES INSTRUMENTS:** Take photos, find and/or draw pictures of different musical instruments. Label each picture clearly in French using a reference to ensure accuracy of spellings to say what they look like. Present your work as a poster, collage or even a PowerPoint presentation.	**WONDERFUL WILDLIFE** Research a zoo or sanctuary that protects wildlife or nature. Think about how they take care to imitate the natural environment of the animal being cared for. What are the aims and values of the zoo? To what extent do you support their aims and values?	**WIND OR INSECT POLLINATED:** Use a camera to photograph flowers in the local area or your garden. Sort them into wind or insect pollinated, based on the features you see. Find an interesting way to display what you found out.
	Success Criteria	I can take photos, find and/or draw pictures of different musical instruments. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can research a zoo that is supportive of preventing animal extinction. I can prepare questions in advance to email a zoo keeper about their values. I can explain these values to the class. I can answer questions from the class that may be raised when I share my work.	I can find an area to photograph. I can identify which plants are wind pollinated. I can identify which plants are insect pollinated. I can record this information to show my learning.
	Let's perform	**PARCE QUE:** Using pictures/photos of different instruments, give a short description of each instrument to your classmates, giving details whether you like them or not.	**SENSATIONAL STORIES** Write a story from the point of view of an animal that is being threatened by humans. The aim of the story is to get the animal to persuade the humans to act in a different way.	**HOW GREEN DOES YOUR GARDEN GROW?** Plant and grow tomatoes or sunflowers to watch pollination and fertilisation in action. Look out for insects going into the flowers. Keep a record of what you have done and what you have noticed.
	Success Criteria	I can say what I and other people like. I can speak with confidence and maintain good eye contact with my audience. I can use appropriate pronunciation.	I can think of an animal that is threatened by extinction. I can write descriptively from the animal's viewpoint using empathy. I can reflect on how humans have impacted on habitat. I can ask the class if I have persuaded them to share my concern.	I can plant seeds or plants, following instructions. I can observe insects travelling to and from the flowers. I can observe these plants, looking for pollination and fertilisation. I can observe seeds within the flower heads.

When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us