| Y6 Autumn 2 half-term learning grid | | Learning Activity Subject Areas | | |
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| | | **French** | **Humanities** | **Science** |
| **Categories of Learning** | **Talk, think, read, write** | MA ROUTINE: Imagine that you are a famous pop star, footballer, cartoon character etc. In French, write a fun and creative example of your typical daily routine, using the vocabulary and phrases that we have been learning. | Create a diary from card and brown paper detailing a WWI soldier's experiences of daily life including duties, the conditions and perhaps meeting the enemy.<br><br>https://www.natgeokids.com/uk/discover/history/general-history/first-world-war/ | IT'S ELECTRIFYING!<br>Research and create a mini-biography about either Nikola Testa, Michael Faraday, Alessandro Volta or Thomas Edison. |
| | **Success Criteria** | I can read and understand key words/ phrases about daily routine.<br>I can write sentences in French, using a reference for spellings and accuracy.<br>I can write some familiar words/phrases/sentences from memory.<br>I can use a dictionary to enhance and/or extend the language used. | I can make a WWI diary using the past tense in diary format.<br>I can record my feelings as a soldier.<br>I can include duties and events. | I can choose one scientist to research.<br>I can choose at least 5 facts to research about this scientist.<br>I can record this information in my own words.<br>I can record this information in an exciting way. |
| | **The world around us** | L'HEURE: France is always an hour ahead of our time in the UK. (i.e. if it is 10 am in Brighton, it is 11 am in Paris!) Research and discover some interesting facts about the time worldwide to share with your classmates. | Airships were used in WWI. Find out some information about how airships were used then. Present information in a creative way. | DANGER, DANGER, HIGH VOLTAGE!<br>Investigate the voltage that different electrical appliances use around the house.<br>Record the appliance and the voltage required.<br> **Always remember - never touch electricity, and work with an adult.** |
| | **Success Criteria** | I can present information about an aspect of another culture.<br>I can research facts using the Internet or books.<br>I can present my findings in a fun and interesting way. | I can describe what airships did in WWI.<br>I can present information creatively. | I can identify electrical appliances in my house.<br>I can identify the voltage with the help of an adult.<br>I can think why different appliances need different voltage. |
| | **Design and create** | QUELLE HEURE EST-IL? Design and create a French game for you to play and practise how to ask and say what time it is with your classmates.<br>You will need to include o'clock, half past, quarter past and quarter to, as well as numbers up to 30, to reflect our learning. | Find out how trenches were constructed and create a model of your own with some explanation about their purpose with annotated labels. | CIRCUIT SYMBOLS:<br>Create a circuit diagram for an electrical appliance using the correct scientific symbols.<br>Use the circuit symbol sheet attached. |
| | **Success Criteria** | I can design and create a game to practise asking/saying what time it is.<br>I can select the correct materials for my game.<br>I can use a reference to ensure correct spellings and accuracy. | I can research how trenches were constructed.<br>I can explain how trenches were built and describe them.<br>I can make a model of a trench. | I can choose an appliance.<br>I can use the correct circuit symbols. |
| | **Out and about** | IL EST…: Take photos, find and/or draw pictures of different examples of clocks and the time in your everyday environment (e.g. an alarm clock, your watch, a grandfather clock, at the train station etc.) In French, write what time it is in each picture. Present your work as a collage, poster or PowerPoint. | Visit the Royal Pavilion and find out how Indian soldiers were rehabilitated in WWI. Which room did the surgery take place in? How were the different religions of the Sikhs, Muslims and Hindu's catered for? Present your findings in written form.<br><br>https://brightonmuseums.org.uk/royalpavilion/history/ww1-and-the-royal-pavilion/ | AC/DC:<br>Identify what AC and DC electricity is. Find 5 examples each of AC and DC electricity in your home and local area.<br><br> **Always remember - never touch electricity, and work with an adult.** |
| | **Success Criteria** | I can take photos, find and/or draw pictures of different clocks.<br>I can select a range of time phrases to write about my selected pictures.<br>I can use a reference to ensure correct spellings and accuracy. | I can research when the Pavilion became a hospital.<br>I can explain how wounded soldiers were cared for.<br>I can describe how different religions were catered for.<br>I can describe what rooms were converted. | I know what AC electricity is.<br>I know what DC electricity is.<br>I can find 5 examples of each.<br>I will work with an adult for this activity. |
| | **Let's perform** | VOICI MA ROUTINE: Practise, learn, then teach your classmates some everyday routine phrases in French, You may wish to use actions, flashcards and/or prompts for your mini-lesson. | Research the life of an important female in WWI. For example, Edith Cavell who helped allied prisoners escape until she was shot on 12th October 1915, in Brussels. Explain your findings to the class. | EXPLAINING ELECTRICITY:<br>Compose a rap/rhyme/poem about Electrical Safety for a Reception child. |
| | **Success Criteria** | I can teach some everyday daily routine phrases in French.<br>I can speak with confidence and make eye contact with my audience.<br>I can use good expression and tone, with clear and accurate pronunciation. | I can find out about female war heroines and what they did.<br>I can retell how some soldiers were helped.<br>I can give my opinion about them.<br>I can explain their historical impact. | I can identify why we need to be safe around electricity.<br>I can choose 3-5 facts to share in my performance.<br>I will be ready to share this with the class. |