

Y6 Autumn 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<b>JE ME PRÉSENTE</b> Imagine that you are a famous person or character introducing yourself to someone who doesn't know anything about you. Write a few sentences or a short paragraph about yourself in French.	<b>MEMORIES:</b> Research the experiences of children in WW1. How did the war affect their life at school and at home? Present your findings using PowerPoint/Word or as a recorded interview with transcript.	<b>UP PERISCOPE:</b> (Collect from your Science teacher). Why not find out about how periscopes are used in submarines?  How are they different to the ones you have made? How are they similar?
	Success Criteria	I can read and understand key words and phrases (in the context of introducing myself). I can write sentences all about myself, using a reference to help with spellings and accuracy. I can write some familiar words/phrases/sentences from memory. I can use a model sentence and substitute key words, as well as creating sentences independently. I can use a reference or dictionary to enhance and extend the language I use.	I can explain how the war affected the lives of children at school. I can explain how the war affected the lives of children at home. I can present my findings in a well-designed format.	I can make a periscope. I can find out about a ship's periscope. I can identify differences to my one. I can record my information with diagrams and captions.
	The world around us	<b>EUROPEAN DAY OF LANGUAGES 2022</b> (26.9.2022): Find out some interesting facts about a European country and examples of the language spoken there to share with your class. You may present your work as a display if you wish.	<b>ENORMOUS EMPIRE:</b> Research which countries were a part of the British Empire. Illustrate them on a WW1 map with a key. How did one of these countries support Great Britain in WWI?	<b>NIGHT AND DAY:</b> Refresh your memory about how day and night occur in different countries. What about the seasons? What about time zones? Create a poster showing this information.
	Success Criteria	I can present information about an aspect of another culture and/or language. I can research facts using the Internet or books. I can present my findings in a fun and interesting way. I can present my homework with care and attention to detail.	I can explain what the British Empire was. I can name some countries it included. I can explain how one country of the British Empire supported the war effort. I have chosen a format to present my work in a clear fashion.	I can remind myself how day and night occur. I can explain why seasons and time zones occur. I can record my findings in a poster.
	Design and create	<b>COMMENT T'APPELLES-TU?</b> Create and design a game to practise asking/answering questions in French to introduce ourselves and others.	<b>USEFUL UNIFORM:</b> Research a WW1 army uniform. Draw a WW1 soldier from the British army. Add labels to show what was worn and what equipment they may have carried.	<b>REFRACTION RIDDLES:</b> Can you do an observational drawing showing refraction? Why not draw flower stems in a vase of water, or your hand underneath the surface of water? DON'T FORGET TO EXPLAIN YOUR PICTURE WITH A CAPTION.
	Success Criteria	I can select a range of questions and answers in French to help with my game design. I can use a reference to support and ensure correct spellings and accuracy. I can plan and design a game to practise some everyday questions and answers. I can select the correct materials. I can create and make my game. I can evaluate my game and think of how I might improve it.	I can find an example of a British soldier in uniform. I can explain what equipment the soldiers carried. I can create my labelled picture. I can reflect on whether this was a successful uniform for front line fighting.	I can sketch an object after it has been refracted. I can explain what is happening to the object.
	Out and about	<b>BONJOUR! SALUT!</b> Take photos or find and draw pictures of different people in your class/family/friends or even your teachers! Write a few sentences in French about each, introducing themselves.	<b>MARVELLOUS MONUMENTS:</b> Take a trip to a local memorial and find out about names of soldiers in the Brighton and Hove community and surrounding areas. Remember to look at African, Asian and Non-European soldiers too who were part of the British Army. Local sites to look at are: <ul style="list-style-type: none"> <li>The Chattri</li> <li>The Royal Pavilion</li> </ul>	<b>I CAN SEE A RAINBOW:</b> Find out how rainbows in the sky are created. Are there any special rules to follow to be able to see a rainbow? Record this information in any way you wish.
	Success Criteria	I can take photographs or draw/find pictures of people around me (family, friends, and classmates). I can select a range of vocabulary to write short sentences about my selected photos and pictures. I can use a reference to ensure correct spellings and accuracy. I can present my work in a clear, interesting and informative way.	I can find names to research at a memorial. I can find out about the battles in which men died. I can present my information in a clear format.	I can find out how rainbows are created. I can explain the best way to see rainbows.
	Let's perform	<b>LET'S RAP!</b> Create a short rap in French using examples like the one we have been practising in class to introduce yourself. Perform your rap to an audience.	<b>DARING DRAMA:</b> Read 'Archie's War' by Marcia Williams. Task 1- Retell the story using props. OR Task 2- Write a short script showing a key part of this story.	<b>SHIFTING SHADOWS:</b> Explore and investigate how the length of a shadow changes when the angle of the light source changes. Prepare a short presentation explaining how shadows are created.
	Success Criteria	I can create and perform a short rap or rhyme in French to introduce myself. I can use expression and suit my tone and volume to the meaning of words. I can speak with confidence and make eye contact with my audience. I have good and accurate pronunciation.	I can explain who Archie was. I can describe where Archie lived. I can remember some of the stories he told. I can describe where his family lived. I can retell a story with expression.	I can go out at different times of the day, observing my shadow and the different shapes it creates. I can explain how shadows are made and why they change shape. I can prepare a short presentation explaining my findings.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us and the success criteria.				

