

Y3 Spring 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Design a game</u> Design a game using the names of animals in French. Only use the names of domestic animals that we might have as pets at home.	<u>Viking Deity</u> Find out about Viking Gods and Goddesses. Choose your favourite one and write a fact file them. Include at least 5 interesting facts about your chosen god/goddess and a picture or drawing.	<u>HOW DO WE SEE COLOUR?</u> Why is grass green? Why is the sky blue? Why are roses red? Answer these questions using these key terms: light, reflection, absorption . Draw a poster full of pictures/diagrams to help explain your answer.
	Success Criteria	I can use the internet and other sources to research facts about French animals. I can design a game using the names of French animals. I can play this game in class with my friends.	I can research Viking deities. I can choose one and present information about them in an interesting way. I can present my work neatly.	I can formulate questions I want to answer (relating to colour or light). I can use scientific terminology correctly - light, reflection and absorption. I can use the Internet, books and can ask people questions to help me produce my answers.
	The world around us	<u>Pacques</u> We will be learning about Easter (Pacques) in French. Research how they celebrate Easter in France. Do they have special traditions? Are they different to how we celebrate Easter in England? Can you find other interesting traditions around the world for Easter?	<u>Spring Festivals</u> Find out about different festivals from different cultures that are celebrated in the Spring. Create a poster or PowerPoint presentation that includes pictures and a brief description of the beliefs and traditions for each festival.	<u>LOOKING FOR LIGHT:</u> Go on a light hunt! Your challenge is to find as many of the following as you can and present your findings in a poster: sources of light, reflective materials, opaque materials, translucent materials and transparent materials. Explain what each term means.
	Success Criteria	I know how they celebrate Easter in France. I can discover unusual ways they celebrate Easter around the world. I can present my findings in an interesting way. I can present my findings to the class.	I can use books and the Internet to research information. I can select at least 4 different festivals to write about. I can choose pictures and select relevant information about each festival.	I can search for sources of light and reflective materials. I can explain the meaning of opaque, transparent and translucent materials. I can find examples of these types of materials. I can present the findings from my light search.
	Design and create	<u>Poster</u> I can create a poster using a photo of my pet at home and I can use adjectives in French such as petit (small) - grand (big) - mignon (cute) and the assorted colours to describe my pet. It does not have to be my real pet I can find a picture on the internet – or it can even be a made-up animal I have designed myself!	<u>Shady Shields</u> Design and create a Viking Shield. Think carefully about the materials you will use so that they closely match the original versions! Include a short paragraph on how you created your piece, your inspirations and your thought process.	<u>GLORIOUS GLASS:</u> Create a piece of art to look like a stained-glass window. Have a look online for ideas. You could use black card and tissue paper, or get even more creative and use your own range of materials. If you need materials or ideas please come and ask.
	Success Criteria	I can use appropriate materials to create my poster. I can use the best medium to create my poster either on paper, card or PowerPoint. I can describe the poster to my friends in front of the class.	I can research shields that were used by Vikings I can choose appropriate materials to create my shield. I can explain how I created my shield and reasons for the design.	I can research examples of stained glass windows. I can create artwork allowing the light to pass through parts of my picture. I can choose a suitable material to allow the light to pass through.
	Out and about	<u>Eiffel Tower</u> The Eiffel Tower is one of the most iconic buildings in the world. It is a symbol of Paris. Create your own replica of La Tour Eiffel using interesting materials (think about using recyclable materials). You will present your creation to the class.	<u>British Museum Visit</u> Visit the British Museum in London. This grand museum contains a vast collection of Viking artefacts. You can marvel at a genuine Viking longboat and a Sutton Hoo helmet. If you cannot make it there in person – watch the film about the exhibition instead. It is over an hour, watch for a minimum of 30 minutes. https://www.britishmuseum.org/vikings-live Take a photo of yourself at the Museum or if you watch the film, ask an adult to write a note confirming that you have done so.	<u>Showcasing Shadows:</u> Take 3 pictures of objects creating interesting shadows. Make sure you show where the light source is.
	Success Criteria	I can design a replica of La Tour Eiffel. I can research information about the Eiffel Tower to include in my presentation. I can present my 3D structure to the class.	I can identify key features of a Viking exhibition. I can engage in a tour or film to gain knowledge and understanding of the Viking period. I can present 3 facts that I have learnt to my teacher.	I can choose interesting shadows and capture them using a camera. I can identify a light source. I can annotate pictures.
	Let’s perform	<u>Poem</u> I can draft a short poem in French using the adjectives and vocabulary we have been learning in class about an animal. I will decorate the poem. I will recite the poem in front of the class.	<u>Viking Vocals!</u> Write a rap or song about the Vikings. Try and include rhyme, alliteration and a catchy chorus! Watch this one for some ideas: https://www.youtube.com/watch?v=8qSkaAwKMD4	<u>Performing Puppets:</u> Create a hand puppet show (using different light sources to create shadows). Present your show as a video or a live performance.
	Success Criteria	I can use the vocabulary from my lessons. I can use adjectives including size and colour related to my animal. I can perform my poem in French.	I can draw on my knowledge of the Vikings to write a song/rap. I can include poetic devices to make my song/rap memorable. I can perform my song/rap to the class. (You could record yourself and send it in via email if you like)	I can use different light sources. I can manipulate light to create interesting shadows. I can choose relevant content for my hand puppet show. I can choose how to present – video or live performance.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				