Y4 Summer 2 half-term learning grid		Learning Activity Subject Areas		
		French	**Humanities**	**Science**
Categories of Learning	**Talk, think, read, write**	**<u>Les Moyens de Transport…:</u>** Ask 5 or more of your family, friends and classmates to tell you how they get to school. Make a note of the answers you are given. Using the vocabulary and phrases that we have been learning, write a short sentence for each, e.g. Je vais a l'ecole a pied...	Interview someone you consider to be inspirational. This could be a family member, sports coach, teacher etc. Present your work as any of these: a script, PowerPoint presentation, poster, video-recording or audio-recording.	**<u>Endangered Species:</u>** Identify one British endangered species. Research why this species is endangered. Include information about its habitat – what is it and where is it? How can we help this species? Record this information in any way that you would like.
	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 devise a set of appropriate questions. I can record responses accurately and neatly. I can present the interview in an interesting way.	I can research an endangered species. I can find out about habitats. I can suggest how to help an endangered species. I can record this information in an exciting way.
	The world around us	**<u>Les Pays Francophone:</u>** Find out some fun and interesting facts about a country where they speak French to present and share with the class. Draw or print out a picture and describe it in detail.	Create a game about Africa which includes facts about one or more of its countries. This could be a question/answer style game or you could base it on the card game 'Top Trumps'. Alternatively, come up with your own wonderful ideas.	**<u>Take a walk on the wild side:</u>** Go for a nature walk. Afterwards, come up with 5 ideas for improving the local habitat for local wildlife. This could be your garden, your street or the area you live in. Check out https://www.wildlifetrusts.org/ for ideas.
	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 research facts about African countries. I can design a simple game to challenge all players. I can write a set of instructions to go with my game.	I can decide where to go for a walk. I know I have to go with an adult. I can find 5 ways that I can improve this area. I can remember what I did and am ready to discuss in class.
	Design and create	**<u>Les Pays Francophone:</u>** Design and create a wordsearch/quiz/game in French, using vocabulary on the topic of 'lles pays francophone', for your classmates to practise the vocabulary that we have been learning. You may also design a famous landmark in a French speaking country e.g. Eiffel Tower.	Think about the inspirational people we have been learning about in RS. We have discussed their common qualities in detail. Make a poster that includes the adjectives that describe the characteristics and qualities of these figures. Spend time presenting this so that each word is bold and beautiful!	**<u>Animal Classification:</u>** Find out about the classification of living things. There are 5 main categories or kingdoms. Identify them and then record the features they have. Include this information. 
	Success Criteria	I can design and create a word search/quiz/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.	I can design an eye-catching layout for my poster. I can include attention grabbing pictures. I can include short, snappy sentences and phrases.	I can identify the 5 main classifications of living things. I can identify 3 features of each group. I can record this information in an exciting way.
	Out and about	**<u>Transport:</u>** Take photos, find and/or draw pictures of different examples of transport. Clearly label each mode of transport in French. Present your work as a poster, collage or even a PowerPoint presentation.	Enjoy a walk around Brighton and Hove city centre. Look out for the buses and the names of people labelled at the front. List 10 of these names or take photos. Choose one to write a short description about and explain why you think their name features on a bus.	**<u>British Birds:</u>** Use the RSPB bird identifier website to identify 5 different types of birds in your local area. Choose one and create a fact file on it.
	Success Criteria	I can take photos, find and/or draw pictures of different modes of transport. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can identify names on the front of a bus. I can list 10 names and present them neatly. I can write a short description explaining the details of one of these people.	I can identify 5 birds in my local area. I can choose one bird to focus on. I can choose 5-7 facts that I want to research. I can collect this information and record it in an exciting way, including pictures, labels and diagrams.
	Let's perform	**<u>Les Moyens de Transport:</u>** Watch the video and perform it in French. In the Search box of **viewpure.com**, type in: https://www.youtube.com/watch?v=E3fKb9eexCE Watch the story clip several times over and talk along! Now practise saying as many of the modes of transport as you can in French ready to share with your classmates.	Research a myth or legend from another culture and retell it to the class. You may work in pairs or small groups if you wish.	**<u>Rubbish Ramble:</u>** ASK PERMISSION Get together with some friends or family and go on a litter picking expedition in your local area. Take a photo to record what you did. Identify the different litter you found.
	Success Criteria	I can teach some everyday modes of transport to my classmates. I can speak with confidence and have good eye contact with my audience. I have good pronunciation. You may wish to use flashcards, props or actions to support your presentation.	I can project my voice and use a good pace. I can speak clearly and confidently with expression. I can make eye-contact with my audience.	I can organise a place to go litter picking. I know I must do this activity with an adult. I can record this litter picking activity with an adult. I can create a bar chart to record the types and amounts of litter picked up.

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