

Y3 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>CONVERSATION</u> Using the vocabulary and phrases that we have been learning in our topic of 'Conversation', write a few sentences or even a short paragraph in French having a conversation between two friends.	<u>A Day in the Life</u> Using your knowledge of diary form, write a diary entry of a day in the life of an Ancient Egyptian.	<u>Attract or Repel?</u> Make a poster explaining how magnets attract and repel. Explain what the poles on a magnet are.
	Success Criteria	I can read and understand key words/phrases (in the context of a conversation). I can copy familiar words and phrases correctly. I can write sentences having a conversation, with accuracy. I can present my work with care and attention to detail.	I can write in the first person. I can use the past tense. I can choose engaging and interesting words and phrases.	I can research the different poles of a magnet. I can explain how magnets work using poles. I can display my research in an exciting way.
	The world around us	<u>NOEL</u> Can you research how we celebrate Christmas in different countries and include France and maybe another francophone country? Make a poster using French vocabulary from class.	<u>CRAFTEFACTS!</u> Choose one artefact from the Ancient Egyptian period that has taught us about that time. Using any materials you choose, make a model of it. Take a photo and write a short explanation about what it is and what it teaches us about daily life in Ancient Egypt.	<u>Magnet History</u> Write a non-chronological report about the history of magnets. Include maps & illustrations / timelines etc.
	Success Criteria	I can present information on 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, interesting and creative way.	I can research different artefacts I can create a model in the style of an Ancient Egyptian artefact. I can choose effective materials to make a model I can write a short explanation about what it is.	I can research on a computer. I can explain how magnets came about. I can recognise a magnet.
	Design and create	<u>NUMEROS</u> Draw, design and use pictures and photos to create and label a colourful and interesting way of learning numbers up to 20. Be as creative as you wish! You could design a game – maybe bingo or Lotto in French.	<u>PHARAOHS</u> Choose one of the well-known Egyptian pharaohs. Create a poster, fact file or spider diagram to present information about your chosen pharaoh.	<u>Magnetic or not magnetic?</u> Design and create a collage of materials that are magnetic and not magnetic. Use lots of different types of materials to make your collage. Try to be really creative about how it looks.
	Success Criteria	I can design and create a numbers game. I can select vocabulary to help with my French numbers. I can use a reference to help me label my work with accuracy. I can select and use a variety of materials for my design.	I can research pharaohs. I can present my information clearly and neatly. I can include a drawing of the pharaoh.	I can find materials that are magnetic/not magnetic. I can display them in a collage. I can be creative about how I present my work.
	Out and about	<u>DANS MA TROUSSE IL Y A</u> Take photos or draw pictures of objects in your pencil case. Arrange these as a collage or a poster for display clearly labelling the items in French.	<u>Seasonal Festivals</u> Take or find photos of an autumn/winter festival or event. This could be a religious festival such as Diwali, Christmas, Hanukkah or an event such as Halloween. Bring in to share with the class.	<u>Magnets everywhere!</u> Look around your home or your local area for examples of magnets. Draw an example of one being used. Explain what it is used for and why it is effective.
	Success Criteria	I can find examples of French words in my everyday environment at school – my pencil case. I can present my work in a clear, colourful and interesting way. I can share my findings as a collage or PowerPoint presentation.	I can take or find photos of an event/festival. I can make sure that the photos show different pieces of information about the festival/event. I can explain my ideas to the rest of the class.	I know what magnets look like. I know what magnets do. I can explain how magnets work. I understand how important magnets are.
	Let's perform	<u>VOICI MA CLASSE</u> Give a short, spoken presentation in French, showing photos, pictures and/or drawings of your class and use them to instruct your classmates.	<u>HINDUISM</u> Read the story of Rama and Sita. Learn it well and recite it. You could include actions and props in your retelling. Present your re-telling to the class.	<u>Forces: Pushes and Pulls</u> Take 4 photos of yourself acting out either pushes or pulls. Display the photos with a caption explaining what you are doing and whether it is a push or pull.
	Success Criteria	I can give instructions in French. I have good pronunciation. I can use a clear voice.	I can understand the story of Rama and Sita. I can recall the main events and retell the story to an audience. I can include actions and props. I can deliver the story with confidence, making eye-contact with my audience.	I can choose 4 actions that are pushes or pulls. I can take photos of them. I can display my work with labels and captions explaining whether they are pushes or pulls.