

Y5 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Jours de la Semaine</u> Choose your favourite day(s) of the week at school. In French, write out your timetable and what subjects you study on that particular day as well as the times you study them.	<u>Roaring Railway</u> Create a pamphlet about the history of the Dyke Railway. Include information about when it was built and where it ran. Useful website: www.fulking.net In search box type: Dyke Railway	POWERFUL PLANETS: Listen to the Planet Suite by English Composer Gustav Holst – write a paragraph describing your favourite planet’s piece of music.
	Success Criteria	I can read and understand key words and phrases. I can use a reference to help with spellings and accuracy. I can write some words and phrases from memory. I can use a reference or dictionary to enhance and extend my vocabulary.	I can give details of when the Dyke Railway was built and when it stopped running. I can add some pictures. I can describe who used it. I can explain the route back then and what is there today.	I can listen to the Planet Suite. I can choose my favourite piece of music. I can write about the music - including why I like it.
	The world around us	<u>Noel</u> Find out about the differences in how we celebrate Christmas in different countries – please include France and possibly other francophone countries in your presentation.	<u>Buddhism Origins:</u> Find out about the origins of Buddhism. Where did it start? How many followers does it have in the present day? What else can you learn? Present your research in any way you choose.	A LOVELY DAY: Identify where the sun rises and sets. Make a video throughout the day and speed up the clip or take a photo every hour to show the sun’s movement. Remember: never look directly at the sun – even through a camera.
	Success Criteria	I can present information on an aspect of another language. I can research how we celebrate Christmas in different countries. I can make links between the different countries.	I can research the history of Buddhism. I can explain where Buddhism started. I can find out how many followers there are today. I can find present my findings in a clear way.	I can choose a sunny day to record the sun rising and setting. I can video it throughout the day or photograph it every hour. I can write an explanation to describe what is happening.
	Design and create	<u>Quelle Heure Est-Il?</u> Design and create a French game for you to play and practise how to ask and say what time it is with your classmates. 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.	<u>Daring Design</u> Since Victorian times, Brighton has grown from a town into a city. It has many new features, such as the I360. Design a feature which celebrates the character of our city and which could still exist in 100 years. Create a model or a drawing.	FLAT OR SPHERICAL? Create a model of a flat Earth and spherical Earth.
	Success Criteria	I can design and create a game to practise asking/saying what time it is. I can select the correct materials for my game. I can use a reference to ensure correct spellings and accuracy.	I can look at some features of Brighton made in Victorian times. I can design, draw or make a model of a feature that Brighton could have in 100 years. I can write a few lines about what it will celebrate. I can decide which Victorian features will still be here in 100 years’ time.	I can discuss different ideas about how to create the models. I can decide on a way to display a flat and spherical Earth. I can make my models.
	Out and about	<u>Le Sandwich</u> Take photos/find pictures of different fillings in a sandwich. Write next to each picture the filling in French. Present your work as a collage or PowerPoint presentation to share with the class.	<u>Place of Peace</u> People often find a place that is calm and peaceful to them, a place for reflection, a place for worship. Visit somewhere or locate somewhere where someone might do this. Show your findings in pictures, notes, drawings that you can share with the class.	MOON AND ME: Look at the moon every night for a week – draw a quick sketch of it. What do you notice about the shape? What is happening to it?
	Success Criteria	I can take photos/find pictures of foods in my everyday environment. I can use a reference to label my work with accuracy. I can present my work in an interesting and informative way.	I can find a place of worship or reflection. I can make observations about what it looks like. I can record my findings whilst visiting. I can make comments about how I feel in this location I can explain why I believe some people feel calm and connected in these places.	I can find the moon in the sky. I can record the shape of the moon each night in a notebook. I can write about what I notice.
	Let’s perform	<u>Faire un sandwich:</u> Practise, learn and then prepare how to make a sandwich in French to your group/class/in an assembly.	<u>Lovely Lyrics</u> Find a piece of work that can make people think, question, reflect and have impact. For example, a poem, a verse from the Bible, lyrics from a song, writing from a religious text. Perform this to the class; you can record yourself or bring this in to do in class.	MOON MOVEMENT: Explain the movement of the moon to your family and then another person in your class.
	Success Criteria	I can practise, learn and perform how to make a sandwich in French. I can show confidence and use expression. I have good pronunciation.	I can locate a piece of work which makes people feel reflective and shows impact. I can practise performing this particular piece. I can think specifically about my delivery. I can record or perform in from of the class.	I can think about the movement of the moon. I can explain how it moves out loud. I can use diagrams to help explain.