

	French	Humanities	Science	
Categories of Learning	Talk, think, read, write	<u>COMMENT ES-TU?</u> Using the vocabulary and phrases that we have been learning about parts of the body, imagine that you are a monster/an alien and write a description of yourself and your body parts in French. Try to include colours too, but don't forget about adjectival agreement e.g. J'ai un nez bleu. J'ai huit jambes oranges. J'ai une tête verte.	<u>GREEK CITY STATES</u> We have learnt about two important city states in Ancient Greece. Find five facts out about another one. Research details carefully and present them as you wish.	<u>SOUND CHALLENGE:</u> Hunter A was standing on top of a hill when his friend, Hunter B, fired his rifle from another hill on the other side of the valley. When a rifle is fired, there is a loud bang and then smoke can be seen. What would Hunter A notice first – the bang or the smoke? Explain your answer thinking about what you know about sound and light.
	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 explain details about a chosen Greek city state. I can present information interestingly. I can explain why my chosen city state was important.	I can think about the challenge set. I can research for extra information if I need to. I can explain the reason for my answer. I can record this information in an exciting way.
	The world around us	<u>TÊTE, ÉPAULES, GENOUX ET PIEDS!</u> Find out how you say and write 'Head, shoulders, knees and toes' in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	<u>SIKHISM</u> Find out about the five physical symbols of faith worn by Sikhs. Present your findings in a poster. Can you add pictures or photos to make it look interesting?	<u>SOUNDS AND VIBRATIONS:</u> Using these examples, explain why and how these sounds are made: MAKE SURE YOU DO THEM! <ul style="list-style-type: none"> • When you slam a door • You run your fingernails over a comb • When you bang a drum or bang a table Record what you find out using pictures and labels.
	Success Criteria	I can present information on an aspect of another culture/language. I can research new vocabulary using a dictionary and/or the Internet. I can present my findings in a fun and interesting way.	I know what the 5 K's are in the Sikhism faith. I can research about a different faith. I can neatly present my work.	I can follow the instructions for this task. I can decide how to record my work. I can draw diagrams explaining how and why each sound is made. I can use scientific words to explain my work.
	Design and create	<u>MON MONSTRE</u> Design and create your very own French monster, using materials of your choice. Please clearly label your monster's body parts in French to reflect our learning.	<u>GREEK GAMING</u> Design your own card game based on Ancient Greek life. For example, A Greek Gods Snap or Famous City States Top Trumps. In class, you will have an opportunity to explain the rules and play your game with some of your friends.	<u>Amazing Alexander:</u> Research who Alexander Graham Bell was and find out why he is famous. Find some paintings of him. Use one as a guide for your portrait. Use paints to paint an A4 portrait of Alexander Graham Bell.
	Success Criteria	I can design and create my very own French monster. I can select a range of vocabulary to label my monster design. I can use a reference to ensure and support accuracy of spellings. I can select and use a variety of materials for my monster.	I can design a card game. I can incorporate aspects of Ancient Greek daily life. I can explain the rules for my game.	I can find out who Alexander Graham Bell was. I can find some pictures of him. I can create my own portrait of him. I can use A4 paper and paints to complete my portrait.
	Out and about	<u>VOICI MON CORPS</u> Take photos, find and/or draw pictures of different parts of the body and label them in French. Present your work as a collage, poster or PowerPoint presentation to share with the class.	<u>PAST AND PRESENT</u> Take a visit to Hove Museum and look around the Local History Gallery. What do you notice about how Brighton and Hove looked in the past? How has the city changed? Create a fact file to present the information you find.	<u>ECHO-LOCATION:</u> Research echoes and echo-location – you may need to do some testing of your own. Identify 5 facts about echoes and echo-location. Decide on a way to record this information. TOP TIP: think about how animals use echo-location.
	Success Criteria	I can take photos, find and/or draw pictures of parts of the body. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can visit a local place of interest and identify differences from the past. I can make clear distinctions between the past and the present. I understand how the passage of time changes the physical look of a city.	I can research echoes and echo-location. I can test how an echo is made. I can identify 5 important facts to use for my work. I can record what I found out. I can record my information in an exciting way.
	Let's perform	<u>LE CORPS</u> Practise, learn and then lead a game, song or activity with your classmates to reinforce our learning about the body parts in French.	<u>Research</u> 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>Guitar Genius</u> https://www.pbs.org/parents/crafts-and-experiments/create-a-cardboard-guitar : Using the website above, make a guitar using a cardboard box and elastic bands. Bring it into school and be ready to play for your class and to answer these questions: How do you make a sound?
	Success Criteria	I can teach and practise some parts of the body in French with my classmates. I can perform with confidence and make eye contact with my audience. I have good pronunciation.	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 follow instructions to make a cardboard guitar. I can play with the guitar to answer the questions. I know how to make a sound. I know how the pitch can be changed on my guitar.

