

Y3 Summer 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	<b>Les Fruits:</b> Ask 5 people or more (members of your family, friends and classmates) their favourite fruits. Make a note of the answers you are given. Using the vocabulary and phrases that we have been learning, write out each person's favourite fruits in French.	<b>DESERT ISLAND DIARY:</b> Using your knowledge of diary form, write a diary entry imagining you are stuck on a desert island. Include reflections on your shelter and what you eat.	<b>ROCK ON:</b> Research different types of rocks on the Internet and make a poster to display. Which examples will you include?
	<b>Success Criteria</b>	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can say and write down the name of someone's favourite fruit in French. 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 use engaging and interesting words. I can show an understanding of the difficulties facing someone stranded.	I can research different types of rocks online. I can use that information to create a poster. I can include labels, diagrams and explanations in my work.
	<b>The world around us</b>	<b>LES JOURS:</b> Find out how you say and write the days of the week in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	<b>EXPLORE THE EQUATOR:</b> Use a map, globe, atlas or the Internet to research 5 countries that are located on the equator. Create a short fact file on each of them. Include facts about climate, rainfall and population as a minimum.	<b>SUN SAFETY:</b> Research different ways to protect yourself in the sun. Decide how you would like to record this information. It could be an advert or a different form of your choosing. Choose exciting colours and bold slogans to get your message across.
	<b>Success Criteria</b>	I can present information on an aspect of another culture and/or language. I can research new vocabulary using the Internet or books. I can present my findings in a fun, interesting and creative way.	I can use research skills. I can use an appropriate source. I can record details about each country.	I can research different ways to protect myself in the sun. I can find and record 5 different examples of this protection. I can record what I have discovered in an exciting way.
	<b>Design and create</b>	<b>La Chenille Qui Fait Des Trous:</b> Design and create a colourful and original French birthday card or poster for someone in your family, a friend or classmate using the theme from our story – Le Papillon	<b>EXTREME WEATHER:</b> Choose an extreme weather event and create a warning poster about it. (Tornado, earthquake, tsunami etc.)	<b>OBSERVATIONAL DRAWING:</b> Find your favourite object and shine a torch to create its shadow. Can you draw a diagram to show how the shadow is created?
	<b>Success Criteria</b>	I can design and create a French poster or card. I can select and use a variety of materials for my design. I can select appropriate vocabulary for my design. I can use a reference to help me label my work with accuracy.	I can take care with my design. I can include lots of relevant information. My poster is both colourful and informative.	I can draw a labelled diagram. I can use my previous knowledge to guess how shadows appear. I can draw what I see.
	<b>Out and about</b>	<b>C'EST COMBIEN?</b> Find pictures and/or photos of different numbers up to 20 in your everyday environment (e.g. house numbers, football shirts, road speed signs) and label these in French. Present your work as a poster, collage or a PowerPoint presentation.	<b>SURVIVAL SKILLS:</b> Learn a survival skill such as putting up a tent, tying a specialist knot, finding insulation material, preparing food outside, collecting rainwater - ensure this is done with adult supervision. Film yourself or demonstrate to the class.	<b>VITAL VOCABULARY</b> In your own words, explain the meaning of these words and give examples to explain them: OPAQUE TRANSLUCENT TRANSPARENT SHADOW
	<b>Success Criteria</b>	I can take photos and find pictures of numbers up to 20. I can use a reference to help me label my work with accuracy. I can present my work in a clear, colourful and interesting way.	I can research the survivor skill. I can practise this skill and explain the importance of it. I can video it or perform it in class.	I can write explanations of these words. I can find examples for each word. I can think of an exciting way to display my explanations and examples.
	<b>Let's perform</b>	<b>La Chenille Qui Fait Des Trous:</b> Go to: <a href="https://www.youtube.com/watch?v=Sjii1O2fGLg&amp;t=2s">https://www.youtube.com/watch?v=Sjii1O2fGLg&amp;t=2s</a> Watch the story clip several times over and sing along. Now practise retelling the story as best you can in French, to share with your classmates.	<b>BE AN EXPLORER:</b> Research a famous explorer. Pretend you are the explorer. Write a short narrative piece explaining who you are and why you are famous. If you would like to, you can present this to the class. Be aware of accent and mannerisms. Bring in props if you want.	<b>MARVELLOUS MIRRORS</b> Can you make your own shadow puppet? Use a torch to create a story with your puppet. You can record a video or even bring the puppet into school.
	<b>Success Criteria</b>	I can recite a story or part of a story in French. I can use a clear voice and speak with confidence. I can use appropriate pronunciation.	I can include key facts about my chosen explorer. I can write, edit and improve my piece to ensure that it is performance ready. I can research accent and mannerisms.	I can create a shape that will make a shadow. I can predict what I think will happen. I can think about how blocking the light can create a certain shape.

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