

| | French | Humanities | Science | |
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| Categories of Learning | Talk, think, read, write | MOI: Look at all of the vocabulary we are learning in class to talk about ourselves: my name, my age, my birthday, how many – if any - brothers and sisters I have, where I live etc. Write a short questions and answers sheet about yourself. | REAL RESEARCH Research a decade of your choice that has taken place since WW2 and find out about the culture of that time. For example, research the music that was listened to, key events that happened, what children played with and what the fashion was like. Create a mind-map or PowerPoint presentation to share with the class. | DEVELOPMENT DILEMMA: Discuss this question with your family: Why do you think mental development continues while physical development does not in humans? Write down 5 of the major themes from your discussion. Record this information in an interesting way. Be ready to talk about it in class. |
| | 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 research a decade from the 1950s - 2010s. I can research a topic of interest - toys, films, music, fashion, events. I can create a PowerPoint presentation or illustrated mind map. | I can think about this question. I can discuss this question with my family. I can give an opinion and justify it with facts to back it up. I can record the major themes from the discussion in an exciting way. |
| | The world around us | QUI EST-CE? Find out some fun and interesting facts about some famous French poets (e.g. Baudelaire, Villon, Victor Hugo, Paul Éluard, Jacques Prévert etc.) and present your findings as a poster or even a PowerPoint presentation. | BRITISH VALUES Find a newspaper article which promotes one of the British values of tolerance, respect, liberty and democracy. Be prepared to talk to the class about how it supports one of the British values. | TERRIFIC TIMELINE Choose an organism and research the different stages of its life. Create a timeline demonstrating these different stages. Use pictures and captions to explain the different stages. |
| | Success Criteria | I can present information on an aspect of another culture I can research information using the Internet and/or books. I can present my findings in a fun and interesting way. | I can find an article in a newspaper relating to one of the British values. I can talk to the class about the British value it promotes. | I can research animals and their life cycles. I can choose one animal and research it in depth. I can identify and record with notes its life cycle. I can display a detailed diagram, with captions explaining the different stages. I can record my work in an exciting way. |
| | Design and create | 'DANS PARIS': Read the poem 'Dans Paris' by Paul Éluard and design and create a model, picture, drawing or painting to illustrate what this poem means to you, using any materials of your choice. | MARVELLOUS MUSEUM Visit a museum of your choice that interests you. Create your own guide to it explaining what it exhibits and how to get there. Create it in such a way as to persuade others to visit in the summer holidays. | BEAUTIFUL BABIES: Compare and contrast yourself as a baby with another organism. Compare and contrast the different stages in your development – how are they different? How are they the same? What about weight? Size? Parenting? Nurturing? |
| | Success Criteria | I can design and create a model/picture to illustrate the poem 'Dans Paris'. I can select and use a variety of materials for my design. I can use a reference to ensure and support accuracy of spellings. | I can visit a museum of my choice that I might find interesting. I can create my own guide to it explaining what it exhibits. I can explain how to get there. I can persuade others to visit it in their summer holidays. | I can decide on an organism to compare myself to. I can compare and contrast the differences and similarities in both species' development. I can decide on an interesting way to record this information. |
| | Out and about | J'AIME LE/LA/LES ...: Take photos, find and/or draw pictures of different examples of 10 things that you love. Clearly label your work in French using a dictionary as a reference, beginning each sentence with 'J'aime...' Present your work as a poster, collage or PowerPoint presentation. | FANTASTIC FAITH Find out about a local faith community in your area. Research what they do to help others within the community. | LONG LIVES: Find 3 reptiles that live the longest. Record 5 facts about each. Decide on how to record this information in a creative way. |
| | Success Criteria | I can take photos, find and/or draw pictures of things that I love. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way. | I can find out about a faith community close to where I live. I can find out events they hold to support their local area. I can present my findings in an interesting way. | I can research 3 reptiles that live the longest. I can record 5 facts about each. I can create a creative and exciting fact file about them. |
| | Let's perform | JE M'APPELLE Charles Baudelaire is known to be the most famous French poet of all time. Research some interesting facts about this French poet - his life and work. Now imagine that you are Charles and prepare a one-minute monologue (in French) to introduce yourself to your classmates. | INTERESTING INVENTIONS What is the greatest invention since WW2? Micro-chip? Robot? Create an argument to share with the class to persuade others of its impact. What has the invention brought to our modern world today? | EVERYTHING IN MODERATION: Over one week, keep an exercise and food diary. Record every exercise you do and everything you eat in an exciting way that is easy to understand. At the end of the week, look at your diary and decide if there are any areas that you need to work on. |
| Success Criteria | I can perform with confidence and maintain eye contact with my audience. I can use a clear voice. I can present my work in a fun and interesting way. | I can make a hypothesis about an invention that defines our era today. I can research facts about the invention. I can choose the method to use to present to the class. I can persuade others of the importance of the invention in my presentation. | I can record in my diary the exercise I do and the food that I eat. I can record this information in a creative way. I can evaluate and reflect on my diary and think of ways I could improve. | |