

Y5 Summer 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	MUSICAL INSTRUMENTS: Using the vocabulary and phrases that we have been learning to describe an instrument, write a short description to say what you and up to 9 other friends/family members like or do not like and what instruments they play.	A DEED A DAY: In support of Ramadan, Islamic people show respect to their religion by fasting, praying and setting faithful intentions. Can you think of '30 kind deeds' that a child could part take in throughout the month of Ramadan, Islamic faith or not? You could present this as a chart or calendar, for example.	LIFE CYCLES: Choose an animal. Research the different stages of its life cycle. Create an interesting way to display the life cycle.
	Success Criteria	I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write down some familiar words and phrases from memory. I can use a reference or dictionary to extend my vocabulary.	I can think of 30 kind deeds a child can take part in. I can design a chart to present these kind deeds. I can design a chart that looks visually pleasing.	I can choose an animal to research. I can research the different stages of its life cycle. I can think of an exciting and creative way to display this information.
	The world around us	JE VOUS PRÉSENTE: Find out some fun and interesting facts about a famous French musician (e.g. Jean Michel Jarre, Ravel, Debussy, Mika, Louane etc.) to present and share with the class.	ISLAM'S ORIGINS: Find out about the origins of Islam. 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.	HUMANS: Research these questions: What are the stages of human development? How do our bodies change throughout our lives? Record this information in any way you wish.
	Success Criteria	I can present information on an aspect of another culture/language. I can research facts/new vocabulary using the Internet and/or books. I can present my findings in a fun and interesting way.	I can research the history of Islam. I can explain where Islam started. I can find out how many followers there are today. I can find present my findings in a clear way.	I can identify the different stages of human development. I can identify 3 main ways in which our bodies change throughout our lives. I can prepare this information ready for display.
	Design and create	ER VERBS: Design and create a game to practise saying 'ER' verbs. Use a dictionary for reference to ensure accuracy in spellings.	OUR KING: Design a time capsule! What would you put in it to tell future generations what life is like for you today? What is the history of the Royal Family to date? Where would you put your time capsule?	BEAUTIFUL BUTTERFLIES: Research different butterflies and moths. Design your own butterfly/moth. Create and make it using any media you like – pastels, paints, craft, computer.
	Success Criteria	I can design and create a game in French. I can select a variety of materials for my design. I can select a range of relevant vocabulary and phrases for my design. I can use a reference to support accuracy of spellings.	I can design a time capsule to be opened in 100 years. I can think about what I want people to know about the king. I can include a design of the capsule and explain where I would bury it.	I can research different moths and butterflies. I can choose one to focus on. I can design my own moth or butterfly, remembering its characteristics. I can create my butterfly/moth using any media.
	Out and about	ICONIC FRENCH LANDMARKS: Take photos, find and/or draw pictures of different French landmarks such as the Eiffel Tower – La Tour Eiffel. Label each picture clearly in French using a reference to ensure accuracy of spellings to say what they look like. Present your work as a poster, collage or even a PowerPoint presentation.	LOCAL MOSQUE: Research a mosque that is local to you. Present your findings. This might be a sketch of the building/ a famous mosque. It might be the rules when entering the mosque; it might be more about the religious service that takes place. Present your findings in an interesting way.	WIND OR INSECT POLLINATED: Use a camera to photograph flowers in the local area or your garden. Sort them into wind or insect pollinated, based on the features you see. Find an interesting way to display what you found out.
	Success Criteria	I can take photos, find and/or draw pictures of different iconic French landmarks. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can research a local mosque. I can research specific information about life at a mosque. I can present my findings in an appropriate and interesting way.	I can find an area to photograph. I can identify which plants are wind pollinated. I can identify which plants are insect pollinated. I can record this information to show my learning.
	Let's perform	PARCE QUE: Using pictures/photos of different instruments, give a short description of each instrument for your classmates, sharing opinions as to whether you like them or not. J'aime - Je n'aime pas – J'adore etc.	REAL RESEARCH: Research by asking members of your family/friends if they have ever campaigned for anything. Write a set of questions for them to answer, such as 'What did you do?' 'Did change come about?' Present your research in an interesting way.	HOW GREEN DOES YOUR GARDEN GROW? Plant and grow tomatoes or sunflowers to watch pollination and fertilisation in action. Look out for insects going into the flowers. Keep a record of what you have done and what you have noticed.
	Success Criteria	I can say what I and other people like. I can speak with confidence and maintain good eye contact with my audience. I can use appropriate pronunciation.	I can find out if a family member campaigned for change. I can prepare a questionnaire to ask that person about what they did. I can include questions to find out if change took place. I can consider a campaign to undertake to bring about change.	I can plant seeds or plants, following instructions. I can observe insects travelling to and from the flowers. I can observe these plants, looking for pollination and fertilisation. I can observe seeds within the flower heads.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				