

Y6 Autumn 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<b>JE ME PRÉSENTE</b> Imagine that you are a French soldier introducing yourself to someone who doesn't know anything about you. Write a few sentences or a short paragraph about yourself in French. Alternatively, write a letter home to your family from the trenches.	<b>DESCRIPTIVE DIARY</b> Create an authentic diary entry detailing a WWII soldier's experiences of daily life including duties, the conditions and perhaps meeting the enemy. Think carefully how you could present this, how could you make it look authentic?	<b>UP PERISCOPE:</b> Make a periscope. (Collect template from your Science teacher). Why not find out about how periscopes are used in submarines? How are they different to the ones you have made? How are they similar? Record on A4 with diagrams and captions.
	Success Criteria	I can read and understand key words and phrases (in the context of introducing myself). I can write sentences all about myself, using a reference to help with spellings and accuracy. I can write some familiar words/phrases/sentences from memory. I can use a model sentence and substitute key words, as well as creating sentences independently. I can use a reference or dictionary to enhance and extend the language I use.	I can make a WWII diary using the past tense in diary format. I can record my feelings as a soldier. I can include duties and events.	I can make a periscope. I can find out about a ship's periscope. I can identify differences to my one. I can record my information with diagrams and captions.
	The world around us	<b>EUROPEAN DAY OF LANGUAGES 2025</b> (26.9.2025): Find out some interesting facts about a European country and examples of the language spoken there to share with your class. You may present your work as a display if you wish.	<b>BRIGHTON IN WORLD WAR II</b> Explore ways in which Brighton was used and/or impacted by WWII. Was there any damage done? Were some areas/ buildings used in Brighton frequently throughout the war? Were some areas of Brighton helpful during WWII? Present your work in any way you wish; this could be a presentation, poster, use of technology etc.	<b>NIGHT AND DAY:</b> Refresh your memory about how day and night occur in different countries. What about the seasons? What about time zones? Create a poster showing this information.
	Success Criteria	I can present information about an aspect of another culture and/or language. I can research facts using the Internet or books. I can present my findings in a fun and interesting way. I can present my homework with care and attention to detail.	I can show how WWII affected Brighton. I can use historical enquiry skill to gain an understanding of my local area at this time. I present my work clearly and creatively.	I can remind myself how day and night occur. I can explain why seasons and time zones occur. I can record my findings in a poster.
	Design and create	<b>La Deuxième Guerre Mondiale</b> Create a board game which tests people's knowledge of key people and events in World War II in France.	<b>TAKE SHELTER!</b> Research the different types of air raid shelters used in WWII. Create a model of your own with some explanation about their purpose/ annotated labels. Think about how you may make your model, e.g. cardboard box, recycled materials, digital version etc.	<b>REFRACTION RIDDLES:</b> Can you do an observational drawing showing refraction? Why not draw flower stems in a vase of water, or your hand underneath the surface of water? Explain your picture with captions.
	Success Criteria	I can select a range of questions and answers in French to help with my game design. I can use a reference to support and ensure correct spellings and accuracy. I can plan and design a game to practise some everyday questions and answers. I can select the correct materials. I can create and make my game.	I can research the different type of air raid shelters. I can include details such as bunk beds, food supplies, black out curtains etc. I can include labels or short explanations of how it helped protect people.	I can sketch an object after it has been refracted. I can explain what is happening to the object.
	Out and about	<b>BONJOUR! SALUT!</b>  Contrast the lives of people in France versus England during World War II. You will need to research this. Perhaps you might have a family member who can tell you what life was like in their country during the war. Use French words and phrases learnt where you can.	<b>MARVELLOUS MONUMENTS:</b> Take a trip to a local memorial and find out about names of soldiers in the Brighton and Hove community and surrounding areas. Remember to look at African, Asian and Non-European soldiers too who were part of the British Army. Local sites to look at are: <ul style="list-style-type: none"><li>The Chattri</li><li>The Royal Pavilion</li></ul>	<b>I CAN SEE A RAINBOW:</b> Find out how rainbows in the sky are. Are there any special rules to follow to be able to see a rainbow? Record this information in any way you wish.
	Success Criteria	I can use my research skills to find out about life in France versus life in the UK during World War 2. I can use a reference to ensure correct spellings and accuracy. I can present my work in a clear, interesting and informative way.	I can find names to research at a memorial. I can find out about the battles in which men died. I can present my information in a clear format.	I can find out how rainbows are created. I can explain the best way to see rainbows.
	Let's perform	<b>Chanson ou poème</b> Find a poem or song that you like about World War II in French and perform it to the class. For example, 'Liberté' by Paul Elouard or 'Chanson de l'oignon'. Or indeed, use your creative skills and write your own poem or rap.	<b>STEP INTO THEIR SHOES</b> To explore the experiences of people during World War II through performance and storytelling. Choose <b>one character</b> from World War II and create a short <b>monologue or roleplay</b> to perform at home or in class. You can write it as a script, record a video or perform live. Characters could include a child evacuated, a soldier writing home, a radio reporter, a nurser working in a wartime hospital etc.	<b>SHIFTING SHADOWS:</b> Explore and investigate how the length of a shadow changes when the angle of the light source changes. Prepare a short presentation explaining how shadows are created.
	Success Criteria	I can create and perform a short rap or rhyme in French. I can read a poem in French or sing a song in French. I can use expression and suit my tone and volume to the meaning of words. I can speak with confidence and make eye contact with my audience. I have good and accurate pronunciation.	I can include realistic details from the time. I can use expressive voice and emotion. I can use historical vocabulary.	I can go out at different times of the day, observing my shadow and the different shapes it creates. I can explain how shadows are made and why they change shape. I can prepare and deliver a short presentation explaining my findings.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us and the success criteria.				