

Y3 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>CONVERSATION.</u> With a partner, practise saying: Your birthday Your friend’s birthday The date today Ask and answer: "Quand est ton anniversaire ?" (When is your birthday?) "Mon anniversaire est le ____ ____." You will choose a friend in class to complete this and do the practice at home.	<u>Diary or Postcard?</u> Discuss what it might be like to visit a rainforest — what would you see, hear, and feel? How is the rainforest different from where you live? What might surprise or amaze you? Read or watch something about rainforests e.g. <i>The Great Kapok Tree</i> or a short fact page/video. Write a short diary entry or postcard about your rainforest adventure.	<u>Attract or Repel?</u> Make a poster explaining how magnets attract and repel. Explain what the poles on a magnet are.
	Success Criteria	I can read and understand key words/phrases (in the context of a conversation). I can copy familiar words and phrases correctly. I can write sentences having a conversation, with accuracy. I can present my work with care and attention to detail.	I can describe what I might see, hear, and feel. I can use exciting adjectives and expanded noun phrases. I can write in the first person to show it’s my experience.	I can research the different poles of a magnet. I can explain how magnets work using poles. I can display my research in an exciting way.
	The world around us	<u>NOEL</u> Can you research how we celebrate Christmas in different countries and include France and another francophone country? Make a poster using French vocabulary from class.	<u>CRAFTEFACTS!</u> Create your own mini rainforest in a box or shoebox. Use materials you have at home (paper, card, string, leaves, recycling bits, etc.) to show what it might be like inside a rainforest. You could include: tall trees made from cardboard tubes, colourful animals such as parrots, frogs or jaguars, layers of the rainforest (forest floor, understory, canopy, emergent layer), rain using strips of shiny paper or cotton wool clouds. Add labels or captions to explain what each part shows.	<u>Magnet History</u> Write a non-chronological report about the history of magnets. Include maps & illustrations / timelines etc.
	Success Criteria	I can present information on 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, interesting and creative way.	I can include different layers or features of the rainforest. I can make my model colourful and detailed to show what it’s like there. I can add labels or facts to explain what’s in my rainforest.	I can research on a computer. I can explain how magnets came about. I can recognise a magnet.
	Design and create	<u>Mon anniversaire</u> Draw, design and use pictures and photos to create and label a colourful and interesting way of learning the days, months and dates making a birthday party invitation. Be as creative as you wish! You could design a game – maybe bingo or Lotto in French.	<u>Rainforest Species</u> Design a rainforest animal or plant from recycled materials. How does the plant or animal survive in and adapt to the rainforest environment? Add labels to explain this.	<u>Magnetic or not magnetic?</u> Design and create a collage of materials that are magnetic and not magnetic. Use lots of different types of materials to make your collage. Try to be really creative about how it looks.
	Success Criteria	I can design and create a game or activity. I can select vocabulary to help with my French nouns. I can use a reference to help me label my work with accuracy. I can select and use a variety of materials for my design.	I can design and make something that can be found in the rainforest e.g. a plant or animal. I can used different materials and add careful details to show my ideas clearly. I can explain or label what my design shows and how it links to the rainforest.	I can find materials that are magnetic/not magnetic. I can display them in a collage. I can be creative about how I present my work.
	Out and about	<u>Ma carte d’anniversaire</u> Take photos or draw pictures of celebration cards. Arrange these as a collage or a poster for display clearly labelling the dates, months, days in French.	<u>Seasonal Festivals</u> Take or find photos of an autumn/winter festival. This could be a religious festival such as Diwali, Christmas, Hanukkah or an event such as Halloween. Bring in to share with the class.	<u>Magnets everywhere!</u> Look around your home or your local area for examples of magnets. Draw an example of one being used. Explain what it is used for and why it is effective.
	Success Criteria	I can find examples of French days, months and dates. I can present my work in a clear, colourful and interesting way. I can share my findings as a collage or PowerPoint presentation.	I can take or find photos of an event/festival. I can make sure that the photos show different pieces of information about the festival/event. I can explain my ideas to the rest of the class.	I know what magnets look like. I know what magnets do. I can explain how magnets work. I understand how important magnets are.
	Let’s perform	<u>Ma carte d’anniversaire</u> Give a short, spoken presentation in French, showing photos, pictures and/or drawings of your birthday card or birthday party invitation. Use questions with your classmates asking when their birthday is. Use the phrase I have.... J’ai...	<u>HINDUISM</u> Read the story of Rama and Sita. Learn it well and recite it. You could include actions and props in your retelling. Present your re-telling the class.	<u>Forces: Pushes and Pulls</u> Take 4 photos of yourself acting out either pushes or pulls. Display the photos with a caption explaining what you are doing and whether it is a push or pull.
	Success Criteria	I can use the verb avoir - to have. I can ask questions in French. I can display my work with prompts in French to assist me deliver my presentation. I have good pronunciation. I can use a clear voice.	I can understand the story of Rama and Sita. I can recall the main events and retell the story to an audience. I can include actions and props. I can deliver the story with confidence, making eye-contact with my audience.	I can choose 4 actions that are pushes or pulls. I can take photos of them. I can display my work with labels and captions explaining whether they are pushes or pulls.