

Y5 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Un agenda – a diary</u> Write a mini-diary of a school day. Include at least 5 subjects and what equipment you have or don’t have for each. Example: ‘ <i>J’ai ma trousse pour mon cours d’anglais</i> ’. ‘ <i>Je n’ai pas mes crayons pour mon cours de géographie</i> .’	<u>Thoughtful Prayers</u> Write 3 short prayers: one for family, one for school, and one for the world. Each prayer should show care, thoughtfulness, and understanding of Christian values such as love, kindness, peace, and gratitude. You may want to think carefully as to how you display your work - on a decorated sheet, using technology, as a leaflet etc. Feel free to add illustrations!	POWERFUL PLANETS: Listen to the Planet Suite by English Composer Gustav Holst – write a paragraph describing your favourite planet’s piece of music.
	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 with accuracy. I can present my work with care and attention to detail.	I can include a greeting to God (e.g., <i>Dear God, Heavenly Father</i>). I can show care and thoughtfulness for the topic (family, school, world). I can include a Christian value (e.g., love, peace, forgiveness, gratitude).	I can listen to the Planet Suite. I can choose my favourite piece of music. I can write about the music - including why I like it.
	The world around us	<u>Mon Ecole</u> Create a French poster about school subjects around the world. What do we learn in the UK that may be different in France, for example? Include illustrations and captions. Example captions: ‘ <i>J’ai mon livre pour le français</i> .’ ‘ <i>Je n’ai pas mes cahiers pour la musique</i> .’	<u>Caring Christians</u> Christians believe that God created the world and that people have a responsibility to look after it. Your task is to explore how Christians show care for the environment and the people in it. Choose a Christian charity that helps people or the planet (e.g. Christian Aid, CAFOD, Tearfund). Create a fact file or poster about what they do and why.	A LOVELY DAY: Identify where the sun rises and sets. Make a video throughout the day and speed up the clip or take a photo every hour to show the sun’s movement. Remember: never look directly at the sun – even through a camera.
	Success Criteria	I can present information on an aspect of another culture. I can research the subjects we learn in school and compare them to the subjects they learn in different countries. I can make links between the different countries.	I can choose a Christian charity that helps people or the planet. I can explain what the charity does and how it helps others or the environment. I can link the charity’s work to Christian beliefs, such as love, justice, compassion, or stewardship. I can present my findings clearly, using a poster, fact file, or short report.	I can choose a sunny day to record the sun rising and setting. I can video it throughout the day or photograph it every hour. I can write an explanation to describe what is happening.
	Design and create	<u>LA TROUSSE</u> Draw, design and use pictures and photos to create a colourful and interesting way of learning what is in your pencil case and or inside your backpack. Be as creative as you wish! You could design a game – maybe bingo or Lotto in French	<u>WOW WINDOW!</u> Draw, design or make a stained-glass window that tells a story from the Bible. Choose a story from the Bible and design a stained-glass window that shows the key moment or message of that story. You can use bold shapes and bright colours to make your design stand out, just like real stained-glass windows in churches. Possible stories: The Good Samaritan, Noah’s Ark, Jesus Feeds the 5,000, David and Goliath, The Nativity, The Resurrection	FLAT OR SPHERICAL? Create a model of a flat Earth and spherical Earth.
	Success Criteria	I can use at least 6 sentences with <i>j’ai / je n’ai pas</i> I can use possessive adjectives <i>mon, ma, mes</i> accurately I will describe at least 6 items in the pencil case and for a challenge add at least 6 school subjects.	I can clearly show a scene or message from a Bible story. I can use bold outlines and bright colours like real stained-glass. I can include include key characters or symbols from the story.	I can discuss different ideas about how to create the models. I can decide on a way to display a flat and spherical Earth. I can make my models.
	Out and about	<u>School Subject Treasure Hunt</u> Go on a “school subject hunt” around your classroom, home, or school. Write down objects or places related to your favourite subjects. Use sentences like: ‘ <i>J’ai un livre pour ma classe de français</i> .’ (I have a book for my French class.) ‘ <i>Je n’ai pas de cahier pour mon cours de maths</i> .’ (I don’t have a notebook for my maths class.)	<u>Place of Peace</u> People often find a place that is calm and peaceful to them, a place for reflection, a place for worship. Visit somewhere or locate somewhere where someone might do this. Show your findings in pictures, notes, drawings that you can share with the class.	MOON AND ME: Look at the moon every night for a week – draw a quick sketch of it. What do you notice about the shape? What is happening to it?
	Success Criteria	I can use <i>j’ai</i> and <i>je n’ai pas</i> correctly I can use <i>mon, ma, mes</i> accurately with school objects I can link objects to school subjects clearly I can use a reference to label my work with accuracy. I can present my work in an interesting and informative way.	I can choose a place that could help someone feel peaceful or reflective. I can include pictures, drawings, or descriptions of the place. I can explain clearly why this place feels peaceful.	I can find the moon in the sky. I can record the shape of the moon each night in a notebook. I can write about what I notice.
	Let’s perform	<u>Learn a song or poem about your school day</u> Practise, learn and then perform a song, rap, poem, roleplay or puppet show in French to your class about your school day. Describe what you have and don’t have for each subject in your school day. For example: ‘ <i>J’ai mon stylo pour mon cours de sciences</i> .’ (I have my pen for science.) ‘ <i>Je n’ai pas mes cahiers pour mon cours d’histoire</i> .’ (I don’t have my notebooks for history).	<u>Lovely Lyrics</u> Find a piece of work that can make people think, question, reflect and have impact. For example, a poem, a verse from the Bible, lyrics from a song, writing from a religious text. Perform this to the class; you can record yourself or bring this in to do in class.	MOON MOVEMENT: Explain the movement of the moon to your family and then another person in your class.
	Success Criteria	I can practise, learn and perform a song, rap or poem in French. I can show confidence and use expression. I have good pronunciation. You can record this and send it in to the teacher.	I can locate a piece of work which makes people feel reflective and shows impact. I can practise performing this piece and think about my delivery. I can record or perform in front of the class.	I can think about the movement of the moon. I can explain how it moves out loud. I can use diagrams to help explain.