

Y6 Autumn 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Où suis-je? (Where am I)?</u> Imagine that you are Ralph, a young evacuee in France during the war. In French, write a postcard or letter home to describe how you are feeling and where you are living – you could use a diary format too. Try not to use Google translate and use the phrases we have learnt in class.	<u>Home Heroes</u> The Home Front was made up of all those who were not soldiers but who played a part in the war effort. Research an aspect of the Home Front e.g. the Home Guards, women workers, ARP wardens. Explain what their role was in the war. Present your research as a poster.	<u>Marvellous Micro-Organisms:</u> Make a choice between Edward Jenner, Louis Pasteur or Alexander Fleming. Create a brief but engaging biography which includes at least 5 interesting facts.
	Success Criteria	I can read and understand key words/phrases about wartime France. I can write sentences in French, using a reference for spellings and accuracy. I can write some familiar words/phrases/sentences from memory.	I can research a civilian role e.g. ARP warden, Home Guard or women workers. I can research and write some information about what they did. I can make or find a poster encouraging them to join in the war effort.	I can choose one scientist to research. I can choose at least five facts to research. I can record this information in my own words. I can record this information in an exciting way.
	The world around us	<u>GEOGRAPHIE</u> Create a map of Europe in a fun and interesting way. Include major countries that we have learnt when learning about the war and what they are famous for and what languages they speak (label the countries in French). Be as creative as you can.	<u>Judaism Origins:</u> Find out about the origins of Judaism. 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.	<u>Food Diary:</u> Make a list of all the food you eat during the week. Record if it is dried, canned or frozen. Present your findings in an organised way. How would your eating habits change if freezing/canning/drying of food had not been invented? Write at least 5 sentences.
	Success Criteria	I can present information about the geography of another country. I can research facts using the Internet or books. I can present my findings in a fun and interesting way.	I can research the history of Judaism. I can explain where Judaism started. I can find out how many followers there are today. I can find present my findings in a clear way.	I can identify different foods that are canned, dried or frozen. I can record this information in a table or chart. I can write five sentences describing how my eating habits would change.
	Design and create	<u>QUELLE BELLE SAISON</u> To reflect our learning, design and create a French game for you to play and practise how to remember the days of the week, the months of the year, the seasons.	<u>Fantastic Food</u> Find a WWII recipe that you can buy the ingredients for. Find out some of the foods that were rationed and make the dish described. Photograph yourself cooking with the supervision of an adult and evaluate it.	<u>Coughs and Sneezes Spread Diseases:</u> Create a poster encouraging people to wash their hands after going to the lavatory, coughing or sneezing and before they eat.
	Success Criteria	I can design and create a game to practise the days of the week, months and seasons. I can select appropriate materials for my game. I can use a reference to ensure correct spellings and accuracy.	I can find a WWII recipe. I can buy some ingredients that were used in the rationing. I can make it with adult help and photograph the process. I can evaluate my cooking.	I can decide on information to include in my poster. I understand why it is important to wash my hands. I can create a poster to make people wash their hands more.
	Out and about	<u>J’HABITE</u> Take photos, find and/or draw pictures of different examples of where people live – in the mountains, in a city, by a river etc. You could include examples of where people live in France or francophone countries. In French, write a few sentences for each picture. Present your work as a collage, poster or PowerPoint.	<u>Judaism in the Community</u> In the community, locate something related to Judaism. This could be: - A synagogue - A Jewish shop or deli - A menorah or Star of David symbol - A museum exhibit or plaque mentioning Jewish history - A street name or building with Jewish heritage Present you findings in a way you would like – take pictures, take notes, sketch your findings.	<u>Choosing Cheeses:</u> Find 5 different types of cheese. Identify which country they are from. What kinds of milk are they made from? Choose 1 and find out as much as you can about it. Be ready to report your findings to the class.
	Success Criteria	I can take photos, find and/or draw pictures places people live. I can select a range of phrases to write about my selected pictures. I can use a reference to ensure correct spellings and accuracy.	I can identify a Jewish place, symbol, or item in the community. I can present my findings in a way that I feel is appropriate. I can use key vocabulary related to Judaism. I can show respect and understanding of Jewish beliefs and traditions.	I can choose five different cheeses. I can research how one type of cheese is made. I can research one type in more depth. I will be ready to talk to my class about my chosen cheese.
	Let’s perform	<u>Ralph L’evacué</u> Write, practise, learn, then perform a poem or a song to teach the class phrases that describe Ralph’s move to the countryside. Use phrases like: ‘J’habite a Londres - il y a des bombes partout.’ ‘Je prends le train pour la campagne.’ ‘Maintenant j’habite dans une grande maison.’ ‘J’ai deux soeurs.’ ‘J’ai un frère.’ etc. You may wish to use actions, flashcards and/or prompts. You must engage the class in listening to your performance and do a quiz at the end to ensure they know the vocabulary delivered.	<u>Write Reflectively</u> Write a piece which leaves the audience with reflective thoughts/ feelings of calm or questioning. It could be a poem, a prayer, a reflection, a song. This could be recorded or performed live in our Humanities lessons. Think carefully about how you want your audience to feel when listening to this. What is your message?	<u>What happens when a tree dies?</u> Create a drama piece/dance about how a tree might fall to the ground and eventually die and what happens afterwards.
	Success Criteria	I can teach some everyday French phrases to the class. I can speak with confidence and make eye contact with my audience. I can use good expression and tone, with clear and accurate pronunciation.	I can write a piece of work which makes people feel reflective and shows impact. I can practise performing this piece. I can think specifically about my delivery and how it impacts my audience. I can record or perform in front of the class.	I can research how a tree dies. I can create a piece of drama or dance about how a tree might die. I can record it using a video/pictures or perform to the class.