

Y3 Spring 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<b><u>AS-TU UN ANIMAL?</u></b> Using the vocabulary and phrases that we are learning in our animal topic, write a few sentences or even a short paragraph in French about animals and your pets.	<b><u>Discussing Hugo</u></b> After reading an extract from <i>The Invention of Hugo Cabret</i> , talk with someone at home about Hugo’s secret life inside the train station. <b>Talk:</b> Discuss why Hugo might feel lonely and what keeps him determined. <b>Think:</b> Imagine what you would do if you had a secret place like Hugo’s. <b>Read:</b> Re-read the part where Hugo watches the clocks and write 3 sentences about what you notice.	<b><u>FANTASTIC FLOWERS:</u></b> Use your imagination to design a brand-new flower/plant. Think about where it lives and how it survives. What colour is it? What does it smell like? Draw a labelled diagram to explain what the plant/flower.
	Success Criteria	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can write sentences about animals with accuracy. I can present my work with care and attention to detail.	I can explain Hugo’s feelings and actions using evidence from the story. I can share my own ideas by comparing Hugo’s life with mine. I can re-read carefully and write clear sentences that show my understanding.	I can use my imagination to think of a new flower. I can think about my flower/plant’s habitat, appearance and smell. I can draw a detailed, labelled diagram of my new flower/plant.
	The world around us	<b><u>J’AI UN ANIMAL</u></b> Research and present some fun and interesting facts about any French animals of your choice. Label your presentation in French and use the articles un and une. Use the colours you have been learning e.g. ‘un ours brun’ or ‘un chat noir’.	<b><u>Comparing Lives with Hugo</u></b> After reading about Hugo’s life in the train station, think about the world he sees every day. Notice the busy station, the people rushing past, and the ticking clocks. Compare Hugo’s world with your own — what do you see and hear around you each day? Draw or write about the differences and similarities between Hugo’s world and yours.	<b><u>SUPER SEEDS:</u></b> Research the different ways seeds are dispersed. Find 3 examples of seed dispersal in your local area. Record your findings in a clear and interesting way.
	Success Criteria	I can present information on an animal. I can research facts using the Internet or books. I can present my findings in a fun, interesting and creative way.	I can describe details from Hugo’s world in the train station. I can explain what my own world looks and sounds like. I can make clear comparisons between Hugo’s world and mine.	I know what seed dispersal means. I can research different types of seed dispersal. I can find and record 3 different examples of types of seed dispersal. I can record what I have discovered in an exciting way.
	Design and create	<b><u>JOUONS!</u></b> Design and create a game to play and practise with your classmates, asking and answering the key question ‘As-tu un animal?’  You can use answers that we have been practising to reflect our learning and even create some of your own using the examples to help you.	<b><u>Hugo’s Inventions</u></b> Hugo is fascinated by machines and spends his time fixing clocks and trying to repair the automaton. Your challenge is to <b>design and create your own invention</b> . Draw a picture of a machine, gadget or robot that could help Hugo in the train station. Label the parts of your invention and explain what each part does. Write 3–4 sentences describing how your invention would make Hugo’s life easier.	<b><u>Observational drawing:</u></b> Find a plant of your choice. Draw or paint it and label its different parts. Research what the different functions of the plant are.
	Success Criteria	I can design and create a game. I can select and use a variety of materials for my design. I can select appropriate vocabulary and phrases for my game. I can use a reference to help me label my work with accuracy.	<b>Success Criteria</b> I can design a clear picture of my invention with labels. I can explain the purpose of each part of my invention. I can write sentences that show how my invention connects to Hugo’s world.	I can draw a labelled diagram of a plant. I can research the function of different parts of the plant. I can add the research to my labelled diagram.
	Out and about	<b><u>LES ANIMAUX</u></b> Take photos, find pictures and/or draw different types of animals and label these in French. Present your work as a poster, collage or a PowerPoint presentation.	<b><u>Walk like Hugo!</u></b> Hugo spends much of his time exploring the train station and noticing the world around him. Your challenge is to <b>go out and explore your own local area</b> . Take a short walk with an adult and look carefully at what you see and hear. Write down 5 things you notice (e.g. sounds, sights, movements). Compare your walk with Hugo’s in the busy Paris station.	<b><u>PLANTS, PLANTS, PLANTS:</u></b> Go outside and identify 5 different types of plants taking pictures of them as you go. Present your work with the pictures you took. Name the plants and write a short explanation about each of them.
	Success Criteria	I can take photos and draw pictures of different animals. I can select a range of vocabulary to label the pictures/photos in my work. I can use a reference to help me label my work with accuracy. I can present my work in a clear, colourful and interesting way.	I can list clear observations from my walk outside. I can describe how my world is similar to or different from Hugo’s station. I can write in complete sentences to show my ideas clearly.	I can take pictures of 5 different plants. I can identify these plants using the Internet or books. I can explain how to spot these plants by identifying distinguishing features.
	Let’s perform	<b><u>J’ai un animal</u></b> Using the vocabulary and phrases that we have been learning in our topic about animals, create a short rap or song in French about animals. Perform your rap/song to a group, your class or even in assembly!	<b><u>Act Out a Scene from Hugo Cabret</u></b> Choose one important moment from the story (for example, Hugo fixing the automaton, meeting Isabelle, or the train station scene). Work with a friend or on your own to rehearse and perform the scene. You can use simple props (like a clock face, a notebook, or a hat) and add short lines of dialogue to bring the characters to life.	<b><u>TERRIFIC TRANSPORTATION:</u></b> Demonstrate your understanding of how water is transported by the stem of a plant by creating a sequence of movements to explain. Record on video or with pictures and captions.
	Success Criteria	I can perform a song or rap about my animals. I can use a clear voice. I have good pronunciation.	I can speak clearly so everyone can hear. I can work together so each person has a part. I can show the story with actions or props.	I can identify how water is transported in a plant. I can create a plan for my sequence of movements. I can carry out my sequence. I can record my sequence.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				