

Y5 Spring 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Que manges-tu?</u> Keep a food diary of all the food you eat in a week for breakfast, lunch and dinner and the times you have each meal. Using the vocabulary and phrases that we have been learning, write out each meal and time in French.	<u>Incredible Interview</u> Interview someone who has visited an amazing city and find out what made their trip special. Ask them about the city’s location, landmarks, food, and activities they enjoyed. Write a short report (6–8 sentences) sharing what you learned and why the city sounds amazing.	<u>Incredible Inventions:</u> Create a fact file about a scientist and the new material they made. Research the scientist and their life. Find out about the new material, its properties and how it is useful. Your fact file could be written on a piece of paper, made into a book or created using a computer. Include pictures and diagrams.
	Success Criteria	I can read and understand key words and phrases. I can use a reference to help with spellings and accuracy. I can write some words and phrases from memory. I can use a reference or dictionary to enhance and extend my vocabulary.	I can prepare and ask at least four interesting questions about the city. I can listen carefully and take notes during the interview. I can write a clear report that includes the city’s name, location and at least two exciting details from the interview.	I can research scientists who invented new materials. I can decide on one to study. I can identify what they invented. I can write an exciting fact file in my own words.
	The world around us	<u>Que mangent-ils?</u> Research interesting foods that are eaten in France - perhaps foods that are different to the foods we eat in the UK. Present your findings as a poster or PowerPoint showing you know what they eat in France. Perhaps choose to make it a game or a quiz.	<u>Brilliant Brochure</u> You are a travel agent for a top tourist company, and your job is to create a colourful brochure that will make people want to visit an amazing city. Include the city’s location, famous landmarks, fun activities, local food and at least one interesting fact. Make your brochure persuasive so tourists can’t wait to book a trip! You can present this on paper or using technology – it’s your choice!	<u>Super Salt:</u> Fill a jar with water and dissolve salt in it until it becomes saturated (it stops dissolving). Mix this solution with a spoon. Cut a length of string and tie each end to a craft stick. Dangle the middle of the string into the beaker of water and salt while the craft sticks hang over the outside edge of the jar. Leave this set up for 2-3 days. The string should be covered with salt crystals. Don’t worry if it doesn’t work – send in your work anyway.
	Success Criteria	I can research food eaten in France using the Internet and/or books. I can present my findings in a fun and interesting way.	I can design a colourful brochure with headings, pictures and clear sections. I can include at least three key details about the city (landmarks, activities, food, or facts etc). I can write persuasively to explain why people should visit the city.	I can collect my equipment for this enquiry. I can follow the instructions carefully. I can record what I found out. I can explain what happened to the string using scientific words.
	Design and create	<u>Er Verb Endings</u> Design and create a French game for you to play and practise the verbs ending in -er. Learn the different endings. You will need to include the endings as follows E Je mange ONS Nous mangeons ES Tu manges EZ Vous mangez E Il/Elle mange ENT Ils/Elles mangent	<u>My City</u> Design your own amazing city by drawing a detailed map that includes roads, landmarks and special features. Give your city a name and write a short paragraph explaining what makes it unique and why people would want to live there. Be creative and think about how your city solves problems like transport, safety or the environment. You can present this on paper or using technology.	<u>Insulators and Conductors:</u> Make a collage of different materials you find around your classroom or home. Separate them into two groups to show thermal conductors and insulators.
	Success Criteria	I can design and create a game. I can select a range of vocabulary to use for my game. I can use a reference to ensure and support accuracy of spellings. I can select and use a variety of materials for my game.	I can create a map that is clear and includes key features (roads, landmarks, and at least one special area like a park or river). I can design a city that has a creative name and at least two unique features that make it amazing. I can write a short paragraph explaining where my city is and why people would want to live there.	I understand what a thermal conductor and insulator is. I can collect 3-5 examples of them around my home. I can record what I have collected in an exciting way.
	Out and about	<u>J’aime manger</u> Take photos, find and/or draw pictures of different people/characters eating foods. Next to each one, write the food they are eating in French. Present your work as a collage, poster or PowerPoint presentation to share with the class.	<u>Capture the City</u> Create a piece of artwork that shows what makes Brighton special. You can choose any medium—drawing, painting, collage, or digital art. Include at least one famous Brighton feature such as the Royal Pavilion, Brighton Pier, the beach or the colourful houses in the Lanes. <i>You may want to look at local artists to give you inspiration.</i>	<u>Colourful Chromatography:</u> Find out about chromatography and separate the different dyes that make up different colours of ink pens. Draw a line of each colour about 2cm up on strips of filter paper. Suspend the strips over water so that the very edge of the filter paper touches the water. Watch the inks separate into their individual dyes.
	Success Criteria	I can take photos, find and/or draw pictures of different people eating different foods. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can create a piece of artwork that includes at least one Brighton landmark/feature. I can use color and detail to make my artwork eye-catching. I can write a short caption explaining why I chose this feature and what it represents about Brighton.	I can collect my equipment for this enquiry. I can follow the instructions carefully. I can record what I found out. I can explain what happened to the string using scientific words.
	Let’s perform	<u>Quelle heure est-il?</u> Practise, learn and then perform a game of ‘Quelle heure est-il Monsieur loup?’ Play the game in French with your classmates.	<u>Cooking around the world</u> Choose an amazing city and research a traditional dish from that city. Cook the dish at home and bring it into school to share with your classmates. Write a short paragraph explaining the dish’s name, where it comes from and why it is important to that city’s culture.	<u>Properties of Materials Testing</u> Find 5 objects in your house. Decide how you will test to see if they are: · Permeable · Transparent · Absorbent Decide how you will present your findings to the class.
	Success Criteria	I can describe different times in French to my classmates. I can perform with confidence and make eye contact with my audience. I have good pronunciation.	I can research and choose a traditional dish from an amazing city and explain its name, origin and cultural importance. I can cook the dish at home and bring it to school to share with my classmates. I can write a short paragraph about why the dish is special and when people eat it.	I understand what permeable, transparent and absorbent mean. I can collect 5 objects from around my home. I can test the materials for each property. I can feedback to my class explaining what I have found out.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				