

Y3 Spring 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	Design a game Design a game using the names of animals in French. Only use the names of domestic animals that we might have as pets at home.	TROPICAL TOPIC: Think of 5 questions about an extreme climate e.g. what is the weather like? What makes it so extreme? Create a poster and write down your questions (remembering question marks!) and research the answers using a search engine or information text.	HOW DO WE SEE COLOUR? Why is grass green? Why is the sky blue? Why are roses red? Answer these questions using these key terms: light, reflection, absorption . Draw a poster full of pictures/diagrams to help explain your answer.
	Success Criteria	I can use the Internet and other sources to research facts about French animals. I can design a game using the names of French animals. I can play this game in class with my friends.	I can think of 5 questions about an extreme climate. I can use a search engine or reference book for my research. I can answer my chosen questions.	I can formulate questions I want to answer (relating to colour or light). I can use scientific terminology correctly - light, reflection and absorption. I can use the Internet, books and can ask people questions to help me produce my answers.
	The world around us	Pâques We will be learning about Easter (Pâques) in French. Research how they celebrate Easter in France. Do they have special traditions? Are they different to how we celebrate Easter in England? Can you find other interesting traditions around the world for Easter?	WEATHER REPORT: Create a 3-day weather report for a country experiencing extreme weather. Choose how to present this information: video, pictorially, weather tv report etc.	LOOKING FOR LIGHT: Go on a light hunt! Your challenge is to find as many of the following as you can and present your findings in a poster: sources of light, reflective materials, opaque materials, translucent materials and transparent materials. Explain what each term means.
	Success Criteria	I know how Easter is celebrated in France. I can discover unusual ways that Easter is celebrated in around the world. I can present my findings in an interesting way. I can present my findings to the class.	I am aware of the climates of different countries. I can research the weather of a different country. I can include factual information in a report.	I can search for sources of light and reflective materials. I can explain the meaning of opaque, transparent and translucent materials. I can find examples of these types of materials. I can present the findings from my light search.
	Design and create	Poster Create a poster using a photo of a pet at home. Use adjectives in French such as petit (small) - grand (big) - mignon (cute) and the assorted colours to describe the pet. It does not have to be a real pet. The poster can be based on a picture from the Internet or could even be a made-up animal you have designed yourself!	RECREATE THE DESERT: Create a desert scene using different materials you can find e.g. recyclable items, things from your garden, things from the beach. Think about the colours, plants and animals that would be found in this environment. If you are using natural resources (rocks/sticks), you can take a picture and email/print it instead of bringing in the pieces.	GLORIOUS GLASS: Create a piece of art to look like a stained-glass window. Have a look online for ideas. You could use black card and tissue paper or get even more creative and use your own range of materials. If you need materials or ideas, please come and ask.
	Success Criteria	I can use appropriate materials to create my poster. I can use the best medium to create my poster either on paper, card or PowerPoint. I can describe the poster to my friends in front of the class.	I can research an extreme environment. I can choose an appropriate medium to present my environment. I can include the relevant plants and animals in my scene.	I can research examples of stained-glass windows. I can create artwork allowing the light to pass through parts of my picture. I can choose a suitable material to allow the light to pass through.
	Out and about	Eiffel Tower The Eiffel Tower is one of the most iconic buildings in the world. It is a symbol of Paris. Create your own replica of La Tour Eiffel using interesting materials. Think about using recyclable materials. You will present your creation to the class.	LOCAL ENVIRONMENT: Go out and explore the animals/plants in your local environment. Take pictures and find out about how these animals are adapted to this environment. Present your findings as a quiz/poster/fact file – it's up to you! Choose 3 animals and 3 plants.	Showcasing Shadows: Take 3 pictures of objects creating interesting shadows. Present them and make sure you show where the light source is.
	Success Criteria	I can design a replica of La Tour Eiffel. I can research information about the Eiffel Tower to include in my presentation. I can present my 3D structure to the class.	I can write about my own environment. I can research how animals are adapted to our environment. I can present my information that is fun to read and catches the reader's interest.	I can choose interesting shadows and capture them using a camera. I can identify a light source. I can annotate pictures.
	Let's perform	Poem Draft a short poem in French about an animal using the adjectives and vocabulary we have been learning in class. Decorate the poem and be ready to recite the poem in front of the class.	EXTREME EXPLORER: Imagine you are going on a trip to explore either an arid or a polar climate. Design a bag and think what you will need to take with you. Be prepared to present this to your class.	Performing Puppets: Create a hand puppet show using different light sources to create shadows. Present your show as a video or a live performance.
	Success Criteria	I can use the vocabulary from my lessons. I can use adjectives including size and colour related to my animal. I can perform my poem in French.	I can research the weather conditions in an arid or polar climate. I can use my designing skills to design a kit bag. I can think of at least 5 things I will need to help me survive in my chosen climate.	I can use different light sources. I can manipulate light to create interesting shadows. I can choose relevant content for my hand puppet show. I can choose how to present – video or live performance.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				