

	French	Humanities	Science	
Categories of Learning	Talk, think, read, write	COMMENT ES-TU? Using the vocabulary and phrases that we have been learning about parts of the body, imagine that you are a monster/an alien and write a description of yourself and your body parts in French. Try to include colours too, but don't forget about adjectival agreement e.g. J'ai un nez bleu. J'ai huit jambes oranges. J'ai une tête verte.	Mayan Pyramid Recreate a famous Mayan pyramid using Lego, cardboard, blocks, or paper. Take a picture of your design and label with accurate facts about the pyramid.	SOUND CHALLENGE: Hunter A was standing on top of a hill when his friend, Hunter B, fired his rifle from another hill on the other side of the valley. When a rifle is fired, there is a loud bang and then smoke can be seen. What would Hunter A notice first – the bang or the smoke? Explain your answer thinking about what you know about sound and light.
	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 have recreated a famous Mayan pyramid using Lego, cardboard, blocks or paper. I have included the main features (steps, shape, and temple at the top). I have labelled my picture or model with accurate facts about the pyramid.	I can think about the challenge set. I can research for extra information if I need to. I can explain the reason for my answer. I can record this information in an exciting way.
	The world around us	TÊTE, ÉPAULES, GENOUX ET PIEDS! Find out how you say and write 'Head, shoulders, knees and toes' in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	Compare and Contrast Find an old map online showing where the Maya civilisation was. Compare it to a modern map. What country is it in today? What is the climate like there?	SOUNDS AND VIBRATIONS: Using these examples, explain why and how these sounds are made: MAKE SURE YOU DO THEM! <ul style="list-style-type: none"> Slamming a door Running your fingernails over a comb Banging a drum or table Record what you find out using pictures and labels.
	Success Criteria	I can present information on an aspect of another culture/language. I can research new vocabulary using a dictionary and/or the Internet. I can present my findings in a fun and interesting way.	I have found the Maya civilisation on a map of the world or Central America. I can name the countries today where the Maya lived. I have described the climate.	I can follow the instructions for this task. I can decide how to record my work. I can draw diagrams explaining how and why each sound is made. I can use scientific words to explain my work.
	Design and create	MON MONSTRE Design and create your very own French monster using materials of your choice. Please clearly label your monster's body parts in French to reflect our learning.	Mayan Masks Create a Mayan mask, headdress or piece of art using paper, card or recycled materials.	Amazing Alexander: Research who Alexander Graham Bell was and find out why he is famous. Find some paintings of him. Use one as a guide for your portrait. Use paints to paint an A4 portrait of Alexander Graham Bell.
	Success Criteria	I can design and create my very own French monster. I can select a range of vocabulary to label my monster design. I can use a reference to ensure and support accuracy of spellings. I can select and use a variety of materials for my monster.	I have created a Mayan mask, headdress, or piece of art using paper, card, or recycled materials. I have used colours, patterns, or symbols inspired by Mayan art. I can explain what my creation represents and how it links to the Maya.	I can find out who Alexander Graham Bell was. I can find some pictures of him. I can create my own portrait of him. I can use A4 paper and paints to complete my portrait.
	Out and about	VOICI MON CORPS Take photos, find and/or draw pictures of different parts of the body and label them in French. Present your work as a collage, poster or PowerPoint presentation to share with the class.	Healthy Eating- PSHE Go to a shop with an adult, explore foods and choose ingredients for your own healthy meal. Write a menu card for your meal as if it is being served in a restaurant. Include nutritional benefits of each ingredient. Take a picture of your meal to share with the class.	ECHO-LOCATION: Research echoes and echo-location – you may need to do some testing of your own. Identify 5 facts about echoes and echo-location. Decide on a way to record this information. TOP TIP: think about how animals use echo-location.
	Success Criteria	I can take photos, find and/or draw pictures of parts of the body. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I have chosen ingredients for a healthy meal from a shop or market. I have designed my meal on paper, labelling each food and explaining why it is healthy. I have created my meal.	I can research echoes and echo-location. I can test how an echo is made. I can identify 5 important facts to use for my work. I can record what I found out. I can record my information in an exciting way.
	Let's perform	LE CORPS Practise, learn and then lead a game, song or activity with your classmates to reinforce our learning about the body parts in French.	Roald Dahl Bring to life a piece of text or a poem from Roald Dahl. You can choose to video it or perform it to the class.	Guitar Genius https://www.pbs.org/parents/crafts-and-experiments/create-a-cardboard-guitar Using the website above, make a guitar using a cardboard box and elastic bands. Bring it into school and be ready to play for your class and to answer these questions: How do you make a sound? How does the pitch get higher or lower?
	Success Criteria	I can teach and practise some parts of the body in French with my classmates. I can perform with confidence and make eye contact with my audience. I have good pronunciation.	I can project my voice and use a good pace. I can speak clearly and confidently with expression. I can make eye-contact with my audience.	I can follow instructions to make a cardboard guitar. I can play with the guitar to answer the questions. I know how to make a sound. I know how the pitch can be changed.