

	French	Humanities	Science	
Categories of Learning	Talk, think, read, write	Tu m'aimes? Write and design a calligram using your knowledge of verbs ending in ER. You could use the verb Aimer - to like or to love. J'aime - Tu aimes - Il aime - Elle aime - Nous aimons - Vous aimez - Ils aiment - Elles aiment	Victorian Diary Write a 'day in the life' diary entry as if you are a Victorian child. Explain what happened at school, at home or at work, and include how you felt during each part of the day. Use first-person writing and plenty of detail to help the reader imagine what life was like for a child in Victorian times.	Irritating Irreversible Investigation: Research different irreversible changes that are harmful like rust, for example, or burning. What causes it? Why is it harmful? Record your information using pictures and captions.
	Success Criteria	I can write a calligram. I can present my work in a colourful and fun way. I can show I understand the verb aimer with accuracy.	I can write in the first person and past tense as if I am a Victorian child. I can describe important events from my day using clear and detailed sentences. I can explain my thoughts and feelings so the reader understands what life was like for me.	I can research different irreversible changes that occur. I understand why they happen. I can record my information using pictures and captions.
	The world around us	Food in French-Speaking Countries We will continue our topic around healthy lifestyles. You will choose one country and write about a food from that country in French. <ul style="list-style-type: none"> Choose one country where they speak French. Find one food or dish from that country. Write 4-6 simple sentences in French about the food. Explain whether you like it or not. 	Rich v Poor Compare the lives of rich and poor Victorian children to show how different their daily experiences were. Think about their homes, food, clothing and schooling, and explain how these things changed depending on their family's wealth. Present your ideas how you would like - in a chart, table, or poster. You may want to do this on a computer, or you could even pretend deliver a verbal presentation!	Reversible Changes: Find 2 examples of each of these changes in your house and record this information in an exciting way: Melting Evaporation Freezing Condensation
	Success Criteria	I can present my findings in an interesting way. I can present my findings to the class. I can use these words in my sentences: <ul style="list-style-type: none"> J'aime - I like Je n'aime pas - I don't like C'est - It is C'est délicieux - It is delicious C'est sucré - It is sweet C'est salé - It is salty Je mange - I eat Dans ce pays - In this country 	I can describe at least three differences between rich and poor Victorian children. I can explain each difference clearly using full sentences or labelled notes. I can present my work neatly so the comparisons are easy to understand.	I know what the words melting, evaporation, freezing and condensation mean. I can find 2 examples of each in my house. I know to ask an adult for help if I need to. I can record this information in an exciting way.
	Design and create	MANGER: Design a poster to display in class or a game to play in class to teach ER verbs. You can use the verb 'Manger' we have been learning in class.	Fashion Designer Victorian clothes were designed to show a person's place in society, with wealthy people wearing elegant outfits made from fine fabrics. Working families wore simple, practical clothing that helped them stay safe and comfortable during long days of hard work. Design Victorian clothing for one of the following: a wealthy lady/gentleman, a working-class child, a factory worker. You can show your design in a way to suit you - on paper, digitally, a finished product. You must label materials and explain the practicality.	Opaque, transparent or translucent: Create a sorting game for a younger child so they can learn what these words mean: opaque, transparent or translucent. The game should be for 2 people using cards/props etc.
	Success Criteria	I can design and create a poster or a game in an interesting way. I can select a variety of materials for my design. I can select a range of relevant vocabulary for my poster or game. I can use a reference to ensure accuracy of spelling.	I can design a piece of Victorian clothing with clear labels showing materials and features. I can explain why the clothing was suitable for a Victorian person's job or social class. I can add a short blurb that shows my understanding of Victorian fashion and daily life.	I know what transparent, translucent and opaque mean. I can design a simple sorting game. I know how to play this game to show younger children.
	Out and about	PIZZA! PIZZA! Create a pizza, draw a picture of it and label it in French. You can use lots of fun and different ingredients. You can even make it in real life and send me a video or photo of the pizza.	Victorian life out and about Your task is to go 'out and about' in your local area and look for clues that tell us what life might have been like in Victorian times. Pay attention to buildings, street signs, railways, shop fronts or anything that looks old/historical. Record what you find by drawing it, photographing it or writing a short description explaining why you think it might link to Victorian history.	Irreversible Changes: What foods can you think of that change colour when they are cooked? In what other ways does food change when it is cooked? Record your ideas using pictures and captions.
	Success Criteria	I can label my document showing I can use French nouns for food. I can say whether I like the pizza ingredients or not. I can use aimer, adorer, détester.	I can find at least one feature in my local area that might have existed in Victorian times. I can describe what I noticed and explain how it links to Victorian life. I can present my findings clearly using drawings, photos, notes, or a paragraph.	I can identify what happens to different foods when they are cooked. I can identify changes in shape, colour, smell and texture in foods. I can record this information with photos, pictures and captions.
	Let's perform	ER, ER, ER Be teacher for the day and teach the class about ER verbs in French. You may wish to use the verb we have been learning 'Manger'. You can use flashcards, props, actions to support your presentation.	Song or Game! Your task is to learn and perform a traditional Victorian song or playground game. You can choose a simple song Victorian children might have sung, or a game such as Hopscotch, Skipping Rhymes, or The Farmer's in His Den. Practise your performance at home and then record it or be ready to show it in class.	Fire Movement: Create different movements using your body or hands to demonstrate these words: flame, smoke, burn, blaze, heat and fire engine. Record with a video, sketch or perform to your class.
	Success Criteria	I can teach ER verbs in French. I can perform with confidence and make eye contact with my audience. I have good pronunciation.	I can perform a Victorian song or game. I can explain where the song or game came from and why Victorian children might have enjoyed it. I can show confidence and expression.	I can create different movements using my body or hands. I can record my work as a video, sketch or perform it to my class.