

| Y5 Summer 1 half-term learning grid | | Learning Activity Subject Areas | | |
|-------------------------------------|---------------------------------|--|--|--|
| | | French | Humanities | Science |
| Categories of Learning | Talk, think, read, write | MUSICAL INSTRUMENTS: Using the vocabulary and phrases that we have been learning to describe an instrument, write a short description to say what you and up to 9 other friends/family members like or do not like and what instruments they play. | "24 Hours Before the Storm" Write a short story from the point of view of someone preparing for a natural disaster. Suggested starters: "The sky had been dark all morning..." "The radio crackled with a new warning..." Challenge: Use powerful adjectives and personification. | LIFE CYCLES: Choose an animal. Research the different stages of its life cycle. Create an interesting way to display the life cycle. |
| | Success Criteria | I can read and understand key phrases. I can copy familiar words and phrases correctly. I can write down some familiar words and phrases from memory. I can use a reference or dictionary to extend my vocabulary. | I can set the scene using descriptive language. I can show feelings and atmosphere without being frightening. I can write a clear beginning, middle and end. | I can choose an animal to research. I can research the different stages of its life cycle. I can think of an exciting and creative way to display this information. |
| | The world around us | JE VOUS PRÉSENTE: Find out some fun and interesting facts about a famous French musician e.g. Jean Michel Jarre, Ravel, Debussy, Mika, Louane etc. Prepare to present and share these with the class. | Disasters Around the World On a world map (hand-drawn or on computer), mark three places where natural disasters have happened. Write a short description (2-3 sentences) for each location. You can present your work by hand or using a computer - your choice! | HUMANS: Research these questions: What are the stages of human development? How do our bodies change throughout our lives? Record this information in any way you wish. |
| | Success Criteria | I can present information on an aspect of another culture/language. I can research facts/new vocabulary using the Internet and/or books. I can present my findings in a fun and interesting way. | I can locate and label places where disasters happen. I can write short descriptions for each location. I can explain why that disaster happens there. | I can identify the different stages of human development. I can identify 3 main ways in which our bodies change throughout our lives. I can prepare this information ready for display. |
| | Design and create | ER VERBS: Design and create a game to practise saying 'ER' verbs. Use a dictionary for reference to ensure accuracy in spellings. | Build a Mini Volcano Use the internet to recreate your own volcano! Example here - How to make a volcano Natural History Museum Write up: -What materials you used -What happened -Why it happened (acid + alkali reaction) You can bring in a picture with your write up, send a video or presentation! | BEAUTIFUL BUTTERFLIES: Research different butterflies and moths. Design your own butterfly/moth. Create and make it using any media you like - pastels, paints, craft, computer. |
| | Success Criteria | I can design and create a game in French. I can select a variety of materials for my design. I can select a range of relevant vocabulary and phrases for my design. I can use a reference to support accuracy of spellings. | I can list the equipment I used. I can describe what happened in the experiment. I can explain why the reaction occurred. | I can research different moths and butterflies. I can choose one to focus on. I can design my own moth or butterfly, remembering its characteristics. I can create my butterfly/moth using any media. |
| | Out and about | Une chanson francaise: Can you find a French song appropriate for your age such as 'Carla - Bim Bam Toi' and learn the lyrics and annotate them? Present your work as a poster, collage or PowerPoint presentation. Even better - record yourself singing the song or perform to the class. | Disasters in the Media Find a newspaper article or children's news report about a natural event e.g. flood, storm. Use the article, annotate it, and add extra information into your own summary sheet. You can present this by hand or using the computer. | WIND OR INSECT POLLINATED: Use a camera to photograph flowers in the local area or your garden. Sort them into wind or insect pollinated, based on the features you see. Find an interesting way to display what you found out. |
| | Success Criteria | I can find an appropriate French song. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way. | I can choose a reliable news source. I can pick out at least 5 important facts. I can explain how people responded or stayed safe. | I can find an area to photograph. I can identify which plants are wind pollinated. I can identify which plants are insect pollinated. I can record this information to show my learning. |
| | Perform and Explore | Une nouvelle aventure de devoirs! We are trying something new and fun for your grid homework! You can now go online to play games, sing songs and practise your spellings and vocabulary in French on the Language Angels website. I will see if you have completed the tasks I have set for you. Let's see who can become a French Superstar! Ask your teacher for more details about this task if you wish to complete some online learning. | Perform a Weather Report Create a short TV-style weather broadcast about a natural disaster e.g. an approaching hurricane or volcanic eruption). Include: -A clear intro -Key facts -Safety advice -Weather map (drawn or digital) - Challenge: Add sound effects (wind, rain, rumbling). You can send in a written script of a video via email! | HOW GREEN DOES YOUR GARDEN GROW? Plant and grow tomatoes or sunflowers to watch pollination and fertilisation in action. Look out for insects going into the flowers. Keep a record of what you have done and what you have noticed. |
| | Success Criteria | I can engage with online activities. I can learn to spell the words I learn. I can learn to memorise the vocabulary. | I can speak clearly and confidently. I can include facts and safety advice. I can use tone, expression and a weather map to support my performance. | I can plant seeds or plants, following instructions. I can observe insects travelling to and from the flowers. I can observe these plants, looking for pollination and fertilisation. I can observe seeds within the flower heads. |

When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us