

**Y3 Summer 2  
half-term  
learning grid**

**Learning Activity Subject Areas**

	<b>French</b>	<b>Humanities</b>	<b>Science</b>	
Categories of Learning	Talk, think, read, write	<p><b><u>JE MANGE UN/ UNE...:</u></b> Ask 5 or more of your family, friends and classmates to tell you which fruits they eat. Make a note of the answers you are given. Using the vocabulary and phrases that we have been learning, write out which fruit each person eats e.g. Je mange quatre fraises, je mange deux poires etc.</p>	<p><b><u>Clean Air and Water Diary</u></b> For two days, keep a mini diary of actions that help keep air and water clean. Examples could include:</p> <ul style="list-style-type: none"> <li>- Walking instead of using the car</li> <li>- Using a reusable water bottle</li> <li>- Not dropping litter</li> <li>- Turning taps off properly</li> </ul> <p>Write or draw at least 4 actions and explain why each one helps.</p>	<p><b><u>Build a Soil Improvement Poster</u></b> Design a poster showing at least two ways to improve soil e.g., composting, adding manure, crop rotation. Include drawings and labels explaining how each method helps plants grow.</p>
	Success Criteria	<p>I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can say and write down which foods that I and others have eaten. I can present my work with care and attention to detail.</p>	<p>I can record at least 4 actions clearly. I can explain how each action helps. I can present my diary neatly and in order.</p>	<p>I can find and show at least two methods of improving soil. I can explain how these methods improve soil quality. I can describe why healthy soil helps plants grow better.</p>
	The world around us	<p><b><u>Chenille - Papillon:</u></b> Find out how you say and write the words for 'caterpillar' and 'butterfly' in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?</p>	<p><b><u>Planet Protectors School Plan</u></b> Imagine you are the headteacher for the day. Write or draw a plan for 5 things your class or school could do to help the planet. You might include:</p> <ul style="list-style-type: none"> <li>- Recycling bins</li> <li>- A litter-picking team</li> <li>- Planting flowers or trees</li> <li>- Saving electricity</li> <li>- Using less paper</li> </ul> <p>Finish with a sentence explaining which idea you think would help the most and why.</p>	<p><b><u>Bone or Fossil? A Sorting Challenge!</u></b> Look at pictures or examples of bones and fossils from books or online with an adult. Sort them into two groups and explain how you know which is which.</p>
	Success Criteria	<p>I can present information on an aspect of another culture and/or language. I can research new vocabulary using the Internet or books. I can present my findings in a fun, interesting and creative way.</p>	<p>I can suggest 5 ways my school could help protect the planet. I can use drawings, labels or sentences to clearly explain my ideas. I can explain which idea would help the most and give a reason why.</p>	<p>I can explain the difference between a bone and a fossil. I can identify whether something is a bone or a fossil. I can describe how fossils are different because they are ancient remains in rock.</p>
	Design and create	<p><b><u>VOICI UN/UNE...:</u></b> Design and create a model of a butterfly, using any materials of your choice. Make sure that you clearly label your model in French showing the colours you have used.</p>	<p><b><u>Reduce, Reuse, Recycle Detective</u></b> Look around your home for one day and make a list of things your family throws away. Can any of them be reused or recycled? Make something interesting from your recycled material.</p>	<p><b><u>Build a Soil Improvement Poster</u></b> Design a poster showing at least two ways to improve soil e.g. composting, adding manure, crop rotation. Include drawings and labels explaining how each method helps plants grow.</p>
	Success Criteria	<p>I can design and create a model of a butterfly. I can select and use a variety of materials for my design. I can use a reference to help me label my work with accuracy.</p>	<p>I can identify items at home that can be reused or recycled. I can create something useful or interesting using recycled materials. I can explain how reusing and recycling helps protect the environment.</p>	<p>I can find and show at least two methods of improving soil. I can explain how these methods improve soil quality. I can describe why healthy soil helps plants grow better.</p>
	Out and about	<p><b><u>Les Fruits:</u></b> Take photos, find and/or draw pictures of different fruits and label these in French. Present your work as a poster, collage or a PowerPoint presentation.</p>	<p><b><u>Energy Saver Challenge</u></b> Go on a walk around Brighton with an adult and become an Energy Saving Detective! Your job is to spot how the town could save energy. Draw pictures or take photos and make notes. You could look for things like:</p> <ul style="list-style-type: none"> <li>-Lights left on during the daytime</li> <li>-Doors open when the heating is on</li> <li>-Cars idling with engines running</li> <li>-Solar panels or energy-saving ideas already being used</li> </ul>	<p><b><u>Soil Detectives in the Real World</u></b> Go outside e.g. to your garden, a park or in the school grounds and look closely at different types of soil. Collect small observations of what you see – a combination of drawings or notes. Try to find signs of rocks, dead leaves or other organic matter.</p>
	Success Criteria	<p>I can take photos, find and/or draw pictures of different fruits. I can use a reference to help me label my work with accuracy. I can present my work in a clear, colourful and interesting way.</p>	<p>I can identify 5 ways energy could be saved around Brighton. I can explain why saving energy helps the environment. I can present my ideas clearly using drawings, labels or sentences.</p>	<p>I can recognise that soil is made from rocks and organic matter. I can describe what I observe in different soils outdoors. I can explain that soil can look different in different places.</p>
	Perform and Explore	<p><b><u>La Chenille Qui Fait Des Trous:</u></b> In the Search box of viewpure.com, type in: <a href="https://www.youtube.com/watch?v=9QmNR6m9QHo">https://www.youtube.com/watch?v=9QmNR6m9QHo</a> Watch the song clip several times over and sing along! Now practise saying as many of the foods as you can in French to share with your classmates.</p>	<p><b><u>Save our Planet</u></b> Create a "Save Our Planet" poster or presentation that includes:</p> <ul style="list-style-type: none"> <li>-3 ways humans affect the Earth (good and bad)</li> <li>-2 ways to help protect wildlife or habitats</li> <li>-2 actions your class or school can take to help the planet</li> </ul>	<p><b><u>Fossil Formation Role Play</u></b> Act out or draw the steps of how a fossil is formed e.g. dead animal → buried → layers build → turns to rock → fossil. You can do this as a mini performance, comic strip or a sequence of pictures.</p>
	Success Criteria	<p>I can name some different foods by heart in French. I can use a clear voice and speak with confidence. I have good pronunciation.</p>	<p>I can describe some ways humans affect the Earth, both positively and negatively. I can explain why reducing, reusing and recycling helps protect the environment. I can suggest simple actions we can take at school or home to help care for the planet.</p>	<p>I can order the steps of how a fossil is formed. I can describe how a living thing changes into a fossil over time. I can understand the transformation from living thing to fossil.</p>

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