

	French	Humanities	Science	
Categories of Learning	Talk, think, read, write	MON ÉCOLE: Write an imaginary interview between yourself and a boy/girl who goes to school in France. Give as much information as you can about similarities/differences between French and English schools.	Imagine you are a Chimney Sweep before the Chimney Sweepers Regulation Act of 1864. Write a diary: 'A day in the Life of a Chimney Sweep'. See Information sheet from Teacher for more guidance.	STANDING ON THE SHOULDERS OF GIANTS: Isaac Newton and Galileo Galilei are very important Scientists – what can you find out about them? Research about their lives and achievements – be ready to tell your friends about it!
	Success Criteria	I can compare aspects of everyday life to a different culture to my own. I can recognise similarities/differences between the French and English school systems. I can present my work in an 'interview style' piece of writing (in English). I can present my homework with care and attention to detail.	I know that a diary records events in the past tense. I can explain what a chimney sweep did. I can record the feelings of a child chimney sweep. I can explain why parents needed children to work.	I can research information about Newton and Galilei. I can identify why they are so important. I can record 5 facts about each of them on an A4 poster.
	The world around us	SCHOOL LIFE: Find out some interesting facts about what it's like to go to school in another country e.g. Spain, Norway, USA, China etc. Share your findings with your classmates.	The Victorians were responsible for many inventions that we still use today, e.g. the telephone, the camera, the bicycle, the car etc. Design an invention for today that people could still be using in 150 years.	STREAMLINED SPORTS: Find out how sports people reduce their air and water resistance when playing their sport. How do they make themselves more streamlined so they can go faster?
	Success Criteria	I can present information about an aspect of another culture and/or language. I can find out aspects of everyday life from the perspective of someone from another country. I can research facts using the Internet or books. I can present my findings in a fun and interesting way.	I can explain what my invention is. I have considered new forms of energy in my planning. I have drawn and annotated a design to show the class.	I can find out how sports people streamline their bodies or equipment to make themselves faster. I can record 2 ways in a diagram with labels and an explanation.
	Design and create	QU'EST-CE QUE C'EST?: Design, create and make a game to practise learning the French words for classroom and/or pencil case objects.	Explore the wallpaper designs of the Victorian designer William Morris. Design a section of wallpaper in a similar style.	MARBLE RUN FUN: Design and make a marble race? Stick different papers and cards across a ramp – try sand paper, corrugated card, foil or tissue paper. Hold marbles at the top of the ramp, one marble for each type of paper. Release the marbles and see which one reaches the bottom of the ramp first!
	Success Criteria	I can select a range of classroom/pencil case objects vocabulary to help with my game design. I can use a reference to support and ensure correct spellings and accuracy. I can plan and design a game to practise classroom/pencil case objects vocabulary. I can select the correct materials for my game. I can create and make my game.	I have observed the natural shapes in William Morris' designs. I have created a similar wallpaper design. I can evaluate my design.	I can design a marble run. I can decide on 3-5 different materials to test. I can time which one is the fastest. I can use my results to decide which materials was the best.
	Out and about	DANS MA SALLE DE CLASSE/DANS MA TROUSSE IL Y A: Take photos and find or draw pictures of objects in the classroom and your pencil case. Arrange these as a collage or a poster for display clearly labelling the items in French.	Buildings built 1837-1901 are Victorian. Take photographs of Victorian architecture in Brighton or similar architecture in another area. Share your photos in school as a collage or PowerPoint presentation.	UP IN THE AIR: Find out about different seeds that make use of air resistance to travel. Look at sycamore seeds or dandelion seeds. Record what you find using pictures/photos or video.
	Success Criteria	I can take photographs or draw/find pictures of different classroom/pencil case objects. I can select a range of vocabulary to label the drawings/pictures/photos on my collage, poster or PowerPoint. I can use a reference to help me label my work, and ensure correct spellings and accuracy. I can present my work in a clear, interesting and informative way.	I can recognise dates on buildings: 1837-1901. I can photograph Victorian buildings. I can record where they are situated in the locality. I can present my photos in a clear and well-designed format.	I can identify different seeds that use air resistance. I can record this information in an exciting way.
	Let's perform	TEACHER FOR THE DAY: Practise and learn by heart some of the everyday classroom instructions and actions to go with them. Then have a go at being a French teacher for the day! Amuse-toi bien!	Read <i>A Little Princess</i> by Frances Hodgson Burnett. Retell the story orally to the class using illustrations to help you. Be prepared to answer questions from other children in your class.	GREAT GRAVITY: Prepare a presentation all about gravity. Include information on what gravity is, how Isaac Newton recognised it, how it differs on different planets and how it gives objects their weight. Add pictures to make it even more interesting!
	Success Criteria	I can practise and learn by heart some everyday classroom instructions in French to be a Teacher for the Day! I can use expression and suit my tone and volume of voice to the meaning of words. I can speak with confidence and make eye contact with my audience. I have good pronunciation.	I can retell <i>A Little Princess</i> in a chronological order. I can speak clearly and slowly when retelling the story. I can tell a story with good expression. I can answer questions from other children in the class.	I can identify what gravity is. I can include important facts about how it is different on different planets. I know the difference between weight and mass.