

Y3 Summer 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	Les Animaux: Ask 5 people or more (members of your family, friends and classmates) their favourite animal. Make a note of the answers you are given. Using the vocabulary and phrases that we have been learning, write out each person's favourite animal in French.	Using your knowledge of diary form, write a diary entry imagining you are stuck on a desert island. Include reflections on your shelter and what you eat.	FANTASTIC FLOWERS: Use your imagination to design a brand-new flower/plant. Think about where it lives and how it survives. What colour is it? What does it smell like? Draw a labelled diagram to explain what the plant/flower.
	Success Criteria	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can say and write down the date of someone's favourite animal in French. I can present my work with care and attention to detail.	I can write in the first person. I can use the past tense. I can use engaging and interesting words. I can show an understanding of the difficulties facing someone stranded.	I can use my imagination to think of new flower. I can think about my flower/plant's habitat, appearance and smell. I can draw a detailed, labelled diagram of my new flower/plant.
	The world around us	LES JOURS: Find out how you say and write the days of the week in as many different languages as possible. Do you notice any similarities in the sounds or spellings of the examples you have chosen?	Use a map, globe, atlas or the Internet to research 5 countries that are located on the equator. Create a short fact file on each of them. Include facts about climate, rainfall and population as a minimum.	SUPER SEEDS: Research the different ways seeds are dispersed. Find 3 examples of these dispersal in your local area.
	Success Criteria	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.	I can use research skills. I have added details about each country.	I know what seed dispersal means. I can research different types of seed dispersal. I can find and record 3 different examples of these types of seed dispersal. I can record what I have discovered in an exciting way.
	Design and create	La Chenille Qui Fait Des Trous: Design and create a colourful and original French birthday card or poster for someone in your family, a friend or classmate using the theme from our story – Le Papillon	Choose an extreme weather event and create a warning poster about it. (Tornado, earthquake, tsunami etc.)	Observational drawing: Find a plant of your choice and draw/paint it and label its different parts. Research what the different functions of the plant are.
	Success Criteria	I can design and create a French poster or card. I can select and use a variety of materials for my design. I can select appropriate vocabulary for my design. I can use a reference to help me label my work with accuracy.	I can take care with my design. I have included lots of relevant information. My poster is both colourful and informative.	I can draw a labelled diagram of a plant. I can research the function of different parts of the plant. I can add the research to my labelled diagram.
	Out and about	C'EST COMBIEN? Find pictures and/or photos of different numbers up to 31 in your everyday environment (e.g. house numbers, football shirts, road speed signs) and label these in French. Present your work as a poster, collage or a PowerPoint presentation.	Learn a survival skill (e.g. putting up a tent, tying a specialist knot, finding insulation material, preparing food outside, collecting rainwater - ensure this is done with adult supervision). Video or demonstrate to the class.	PLANTS, PLANTS, PLANTS: Go outside and identify 5 different types of plants (taking pictures of them as you go). Present your work with the pictures you took and the name of the plants and a short explanation about each of them.
	Success Criteria	I can take photos and find pictures of numbers up to 31. 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.	I can research the survivor skill. I can practise this skill and explain the importance of it. I have videoed it or will perform in class.	I can take pictures of 5 different plants. I can identify these plants using the Internet or books. I can explain how to spot these plants by identifying distinguishing features.
	Let's perform	La Chenille Qui Fait Des Trous: Go to https://www.youtube.com/watch?v=Sjii1O2fGLg&t=2s Watch the story clip several times over and sing along! Now practise retelling the story as best you can in French, to share with your classmates.	Research a famous explorer. Pretend you are the explorer. Write a short narrative piece explaining who you are and why you are famous. Memorise your narrative and present this to the class (be aware of accent, mannerisms etc.). Bring in props if you would like to perform to class.	TERRIFIC TRANSPORTATION: Demonstrate your understanding of how water is transported by the stem by creating a sequence of movements to explain. Record on video or with pictures and captions.
	Success Criteria	I can recite a story or part of a story in French. I can use a clear voice and speak with confidence. I can use appropriate pronunciation.	I have included key facts about my chosen explorer. I wrote, edited and improved my piece to ensure that it was performance ready. I can research accent and mannerisms.	I can identify how water is transported in a plant. I can create a plan for my sequence of movements. I can carry out my sequence. I can record my sequence.

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