

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.	Research by asking members of your family/friends if they have ever campaigned for anything (e.g. saving tigers). Write a set of questions for them to answer, such as 'what did they do?' 'Did change come about?' Present your research in an interesting way.	<b>The Scientists:</b> Create a fact file about a scientist and the new material they made. Research the scientist and their life. Find out about the new material, its properties and how it is useful. Your fact file could be written on a piece of paper, made into a book or created using a computer. <i>Include pictures and diagrams</i>
	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 find if a family member campaigned for change. I can prepare a questionnaire to ask that person about what they did. I can include questions to find out if change took place. I can consider a campaign to undertake to bring about change.	I can research scientists who invented new materials. I can decide on one to study. I can identify what they invented. I can write an exciting fact file in my own words.
	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, etc) to present and share with the class.	The impact on wildlife by human activity is often threatening. Research a situation where human intervention has been beneficial to wildlife or nature - such as setting up of wildlife sanctuaries.	<b>SALTY SOLUTION:</b> Fill a jar with water and dissolve salt in it until it becomes saturated (it stops dissolving). Mix this solution with a spoon. Cut a length of string and tie each end to a craft stick. Dangle the middle of the string into the beaker of water and salt, while the craft
	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 find out about animals under threat from extinction. I can research a method of preventing this that I agree with. I can describe what has taken place and why it has been successful. I can share this information with the class.	I can collect my equipment for this enquiry. I can follow the instructions carefully. I can record what I found out. I can explain what happened to the string using scientific words.
	Design and create	Er Verbs: Design and create a game to practise saying Er verbs. Use a reference to ensure accuracy in spellings.	Create a perfect zoo in 3-D form that will help both humans and animals to co-exist. Consider the perfect habitat for your chosen species. Evaluate your model when you have finished.	<b>CONDUCTORS AND INSULATORS:</b> Make a collage of different materials you find around your classroom or home. Separate them into two groups to show thermal conductors and insulators.
	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.	Thinking about preventing extinction, I can invent the perfect zoo. I can create a design that supports this. I can make a 3-D model using a chosen material. I can evaluate how well I made my model.	I understand what a thermal conductor and insulator is. I can collect 3-5 examples of them around my home. I can record what I have collected in an exciting way.
	Out and about	Les instruments: Take photos, find and/or draw pictures of different musical instruments. Label each picture clearly in French using a reference to ensure accuracy of spellings to say what they look like. Present your work as a poster, collage or even a PowerPoint presentation.	Research a zoo or sanctuary that protects wildlife or nature. Think about how about how they take care to imitate the natural environment of the animal being cared for. What are the aims and values of the zoo? To what extent do you support their aims and values?	<b>COOL COLOURS:</b> Find out about chromatography - separate the different dyes that make up different colours of ink felt pens. Draw a line of each colour about 2cm up on strips of filter paper. Suspend the strips over water so that the very edge of the filter paper touches the water. <i>Watch the ink separate into their</i>
	Success Criteria	I can take photos, find and/or draw pictures of different musical instruments. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can research a zoo that is supportive of preventing animal extinction. I can prepare questions in advance to email a zoo keeper about their values. I can explain these values to the class. I can answer questions from the class that may be raised from my questions.	I can collect my equipment for this enquiry. I can follow the instructions carefully. I can record what I found out. I can explain what happened to the string using scientific words.
	Let's perform	Parce que: Using pictures/photos of different instruments, give a short description of each instrument to your classmates, giving details whether you like them or not.	Write a story from the point of view of an animal that is being threatened by humans. The aim of the story is to get the animal to persuade the humans to act in a different way.	<b>Properties of Materials Testing</b> Find 5 objects in your house. Decide how you will test to see if they are: · Permeable · Transparent · Absorbent Decide how you will present your
	Success Criteria	I can say what I and other people like. I can speak with confidence and maintain good eye contact with my audience. I can use appropriate pronunciation.	I can think of an animal that is threatened by extinction. I can write descriptively from their viewpoint using empathy. I can reflect on how humans have impacted on habitat. I can ask the class if I have persuaded them to share my concern.	I understand what permeable, transparent and absorbent mean. I can collect 5 objects from around my home. I can test the materials for each property. I can feedback to my class explaining what I have found out.

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