

Y3 Summer 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	JE MANGE UN/ UNE...: 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 pet each person has, e.g. Je mange quatre fraises, je mange deux poires etc..	Think of 5 questions about a tropical climate, e.g. what is the weather like? What are the different types of tropical climate? etc. Write down your questions (remembering a question mark) and research the answers using a search engine or information text.	As part of our learning about 'light', research how our eyes work. Present a labelled diagram and explanation for how light travels to our eyes and how what we see reaches our brains.
	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 which foods that I and others have eaten. I can present my work with care and attention to detail.	I can think of 5 questions about a tropical climate. I can use a search engine or reference book for my research. I can answer my chosen questions.	I can research the eye and how it works. I can draw and label a diagram of the eye. I can explain how light travels to the eye. I can describe how images reach the brain.
	The world around us	Chenille - Papillon: 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?	Create a news report of an extreme weather event e.g. volcanoes, earthquakes, tsunamis. Present it any way you like; it can be a script, a video, PowerPoint, perform to the class.	Go on a light hunt! Your challenge is to find as many of the following as you can and present your findings in a poster: sources of light, reflective materials, opaque materials, translucent materials and transparent materials. Explain what each term means.
	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 am aware of the climates of different countries. I can research an extreme weather event. I can include factual information in a report.	I can search for sources of light and reflective materials. I can explain the meaning of opaque, transparent and translucent materials. I can find examples of these types of materials. I can present the findings from my light search.
	Design and create	VOICI UN/UNE...: 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.	Create a rainforest scene using different materials e.g. recyclable items, things from your garden, things from the beach. Think about the colours, plants and animals that would be found in this environment. If you are using natural resources (rocks/sticks) you can take a picture and email/print instead of bringing in the piece.	Create a piece of art to look like a stained glass window. You could use black card and tissue paper, or get even more creative and use your own range of materials. If you need materials or ideas please come and ask.
	Success Criteria	I can design and create a model of a pet. 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.	I can research a climate such as one found in a tropical rainforest. I can choose an appropriate medium to present my climate. I can include the relevant plants and animals in my scene.	I can research examples of stained glass windows. I can create artwork allowing the light to pass through parts of my picture. I can choose a suitable material to allow the light to pass through.
	Out and about	MES Fruits: 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.	Go out and explore the animals/ plants in your local environment. Take pictures and find out about how these animals are adapted to this environment. Present as a quiz/poster/fact file – it's up to you! Choose 3 animals and 3 plants.	We have learnt how magnets are used to create a compass. Use a compass (you should be able to find one on an iPhone or tablet) to write a set of directions. Ask a family member to have a go at following them.
	Success Criteria	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.	I can write about my own environment. I can research how animals are adapted to our environment. I can present my information that is fun to read and catches the reader's interest.	I understand how magnets are used to make a compass work. I can use a compass by finding North and choosing directions to follow. I can create a set of directions using the compass. I can assess directions by asking a friend or family member to follow them.
	Let's perform	La Chenille Qui Fait Des Trous: In the Search box of viewpure.com , type in: https://www.youtube.com/watch?v=9QmNR6m9QHo 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.	Choose a famous explorer and re-enact their story by performing it. You can act it out, use teddies/Lego or stop motion. Please film it and send it to the office.	Create a hand puppet show (using different light sources to create shadows). Present your show as a video or live performance.
	Success Criteria	I can name some different foods by heart in French. I can use a clear voice and speak with confidence. I have good pronunciation.	I can research a famous explorer and their journey. I can plan how to perform the story. I can retell a story.	I can use light sources for my show. I can manipulate light to create interesting shadows. I can choose relevant content for my hand puppet show. I can choose how to present - video or live performance.

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