

Y3 Autumn 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	<b>BONJOUR!</b> Using the vocabulary and phrases that we have been learning about for greetings and introductions, write a short dialogue in French between two famous people, cartoon characters, popstars etc. of your choice.	Research an extinct animal from the stone age or Iron age, present it in as a presentation or a fact file.	<b>Bones, them Bones:</b> Create a poster advertising the functions of the human skeleton and why the human skeleton is better than other animals.
	<b>Success Criteria</b>	I can read and understand key words and phrases (in the context of greetings and introductions). I can copy familiar words/phrases correctly. I can create and write a short dialogue, using a reference to help me with spellings and accuracy. I can present my homework with care and attention to detail.	I can use the internet to research about an extinct animal. I can write my own notes. I can present my information in a fun and engaging way. I can use pictures/ diagrams to help support my information.	I can identify the main functions of the human skeleton. I can plan my poster. I will include a labelled diagram in my poster. I will use powerful language to persuade the reader. I will use colour in my poster.
	<b>The world around us</b>	<b>LA FRANCE!</b> Find out five interesting and fun facts about France and French to share with the class.	As part of PSHE, we are learning about friendships, the importance of kindness and how we treat each other. Complete 3 random acts of kindness. Write about what you did and how it made you or the other person feel.	<b>Mighty Muscles:</b> Observe 5 different animals moving. Identify what their biggest muscles are. Compare with human muscles – what are the differences and the similarities.
	<b>Success Criteria</b>	I can present information about an aspect of another culture and/or language. I can research facts using the Internet or books. I can present my findings in a fun and interesting way.	I understand the qualities of a good friend. I can discuss my emotions. I can treat people kindly. I can present my work neatly. I can reflect on my own actions. I can identify how kind behaviour affects others.	I can choose 5 different animals. I can observe them either by looking or watching videos of them. I can identify their names. I can think of reasons why their muscles are different. I can look for similarities and differences in different animals.
	<b>Design and create</b>	<b>EUROPEAN DAY OF LANGUAGES</b> Design and create a colourful informative poster to celebrate the European Day of Languages 2021 (26.9.21).	Imaging you are a Nomadic hunter Gatherer. Make a series of 4 cave paintings that communicate messages about your day. Use materials of your choice. i.e. mud, clay, grass, fruits and berries. Take a picture and send to the office.	<b>Food Glorious Food!</b> Design a nutrient diary recording each meal you eat. Afterwards, record what type of nutrient the food is – protein, carbohydrate, fat, vitamins/minerals, fibre and water. <b>EXTENSION:</b> If you are eating too much or too little of one type, how could you adapt your diet?
	<b>Success Criteria</b>	I can use a range of resources to research new words and phrases from different languages for my poster. I can plan and design a poster to display a variety of words and phrases from another language. I can create and produce a colourful and informative poster based on my design.	I know that cave paintings were used to tell a story. I understand the evolution of language and the use of pictures in the stone age. I can be creative and use pictures to retell events in my day.	I can design a food diary for every meal for every day. I can record what I eat in words or pictures. I can identify the different types of nutrients I am eating. <b>EXTENSION:</b> I can observe patterns in my eating and make changes to improve it.
	<b>Out and about</b>	<b>SALUT</b> Take photos, find and cut out, or draw pictures of different people. Next to each write a short phrase in French introducing yourself with a greeting (i.e. Salut! Je m'appelle .... À bientôt!). Present your work as a collage for display.	Build a shelter using materials you find in nature or make a 3D model of an iron age shelter. Take a photo, bring in your model or draw and label your picture.	<b>Stretching and Strength:</b> Research 5 different stretches that target 5 different muscle groups in your body. Remember to record the names of the different muscle groups. Take photos of you and your family using those stretches.
	<b>Success Criteria</b>	I can take photographs and draw pictures of people around me (i.e. family, friends). I can select a range of greetings/ introductions vocabulary to label the pictures/photos on my collage. 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 colourful way.	I can research what a shelter is. I can research how the stone age/iron age people created a shelter. I can choose appropriate materials for my shelter. I can record my work through a picture.	I can choose 5 different muscle groups. I can research 5 different stretches. I can show my family how to do them. I can record the different stretches with photos and labels.
	<b>Let's perform</b>	<b>BONJOUR LA CLASSE!</b> Practise, learn and then teach your classmates the different classroom instructions in French and then be a teacher for the day.	Re-enact a part of the story of Rama and Sita. Bring in a photo of a scene/freeze frame or email a video of it to the school.	<b>Skeleton Skills:</b> Film a video demonstrating how animals with different types of skeletons move. Remember to plan your video before you film it. Make sure you use these words: exo-skeleton, hydro-static skeleton, endo-
<b>Success Criteria</b>	I can give instructions to someone in a different language. I have good pronunciation. I can speak with confidence.	I know the story of Rama and Sita. I can retell the story. I can re-enact a scene and present it to my class.	I know what exo-skeleton, hydro-static skeleton, endo-skeleton mean. I will plan my video before I film it. I will give examples of animals with different types of skeletons. I will record my video.	

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