

Y6 Autumn 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	<b>JE ME PRÉSENTE</b> Imagine that you are a famous person or character introducing yourself to someone who doesn't know anything about you. Write a few sentences or a short paragraph about yourself in French.	<b>MEMORIES:</b> Research the experiences of children in WW1. How did the war affect their life at school and at home? Present your findings using PowerPoint/Word or as a recorded interview with transcript.	<b>UP PERISCOPE:</b> (Collect from your Science teacher). Why not find out about how periscopes are used in submarines?  How are they different to the ones you have made? How are they similar?
	<b>Success Criteria</b>	I can read and understand key words and phrases (in the context of introducing myself). I can write sentences all about myself, using a reference to help with spellings and accuracy. I can write some familiar words/phrases/sentences from memory. I can use a model sentence and substitute key words, as well as creating sentences independently. I can use a reference or dictionary to enhance and extend the language I use.	I can explain how the war affected the lives of children at school. I can explain how the war affected the lives of children at home. I can present my findings in a well-designed format.	I can make a periscope. I can find out about a ship's periscope. I can identify differences to my one. I can record my information with diagrams and captions.
	<b>The world around us</b>	<b>EUROPEAN DAY OF LANGUAGES 2021 (26.9.21):</b> Find out some interesting facts about a European country and examples of the language spoken there to share with your class. You may present your work as a display if you wish.	<b>ENORMOUS EMPIRE:</b> Research which countries were a part of the British Empire. Illustrate them on a WW1 map with a key. How did one of these countries support Great Britain in WWI?	<b>NIGHT AND DAY:</b> Refresh your memory about how day and night occur in different countries. What about the seasons? What about time zones? Create a poster showing this information.
	<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 can present my homework with care and attention to detail.	I can explain what the British Empire was. I can name some countries it included. I can explain how one country of the British Empire supported the war effort. I have chosen a format to present my work in a clear fashion.	I can remind myself how day and night occur. I can explain why seasons and time zones occur. I can record my findings in a poster.
	<b>Design and create</b>	<b>COMMENT T'APPELLES-TU?</b> Create and design a game to practise asking/answering questions in French to introduce ourselves and others.	<b>USEFUL UNIFORM:</b> Research a WW1 army uniform. Draw a WW1 soldier from the British army. Add labels to show what was worn and what equipment they may have carried.	<b>REFRACTION RIDDLES:</b> Can you do an observational drawing showing refraction? Why not draw flower stems in a vase of water, or your hand underneath the surface of water? <b>DON'T FORGET TO EXPLAIN YOUR PICTURE WITH A CAPTION.</b>
	<b>Success Criteria</b>	I can select a range of questions and answers in French 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 some everyday questions and answers. I can select the correct materials. I can create and make my game. I can evaluate my game and think of how I might improve it.	I can find an example of a British soldier in uniform. I can explain what equipment the soldiers carried. I can create my labelled picture. I can reflect on whether this was a successful uniform for front line fighting.	I can sketch an object after it has been refracted. I can explain what is happening to the object.
	<b>Out and about</b>	<b>BONJOUR! SALUT!</b> Take photos or find and draw pictures of different people in your class/family/friends or even your teachers! Write a few sentences in French about each, introducing themselves.	<b>MARVELLOUS MONUMENTS:</b> Take a trip to a local memorial and find out about names of soldiers in the Brighton and Hove community and surrounding areas. Remember to look at African, Asian and Non-European soldiers too who were part of the British Army. Local sites to look at are:	<b>I CAN SEE A RAINBOW:</b> Find out how rainbows in the sky are created. Are there any special rules to follow to be able to see a rainbow? Record this information in any way you wish.
	<b>Success Criteria</b>	I can take photographs or draw/find pictures of people around me (family, friends, and classmates). I can select a range of vocabulary to write short sentences about my selected photos and pictures. I can use a reference to ensure correct spellings and accuracy. I can present my work in a clear, interesting and informative way.	I can find names to research at a memorial. I can find out about the battles in which men died. I can present my information in a clear format.	I can find out about how rainbows are created. I can explain the best way to see rainbows.
	<b>Let's perform</b>	<b>LET'S RAP!</b> Create a short rap in French using examples like the one we have been practising in class to introduce yourself. Perform your rap to an audience.	<b>DARING DRAMA:</b> Read 'Archie's War' by Marcia Williams. Task 1- Retell the story using props. OR Task 2- Write a short script showing a key part of this story.	<b>SHIFTING SHADOWS:</b> Explore and investigate how the length of a shadow changes when the angle of the light source changes. Prepare a short presentation explaining how shadows are created.
	<b>Success Criteria</b>	I can create and perform a short rap or rhyme in French to introduce myself. I can use expression and suit my tone and volume to the meaning of words. I can speak with confidence and make eye contact with my audience. I have good and accurate pronunciation.	I can explain who Archie was. I can describe where Archie lived. I can remember some of the stories he told. I can describe where his family lived. I can retell a story with expression.	I can go out at different times of the day, observing my shadow and the different shapes it creates. I can explain how shadows are made and why they change shape. I can prepare a short presentation explaining my findings.

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