

**Y3 Autumn 2
half-term
learning grid**

Learning Activity Subject Areas

French

Humanities

Science

Categories of Learning

**Talk,
think,
read,
write**

CONVERSATION
Using the vocabulary and phrases that we have been learning in our topic of 'Conversation', write a few sentences or even a short paragraph in French having a conversation between two friends.

A Day in the Life
Using your knowledge of diary form, write a diary entry of a day in the life of a Viking or Anglo Saxon.

Attract or Repel?
Make a poster explaining how magnets attract and repel.
Explain what the poles on a magnet are.

**Success
Criteria**

I can read and understand key words/phrases (in the context of a conversation).
I can copy familiar words and phrases correctly.
I can write sentences having a conversation, with accuracy.
I can present my work with care and attention to detail.

It is written in the first person.
It is in the past tense.
It uses engaging and interesting words.
It shows an understanding of the Viking way of life.

I can research the different poles of a magnet.
I can explain how magnets work using poles.
I can display my research in an exciting way.

**The world
around us**

NOEL
Can you research how we celebrate Christmas in different countries and include France and maybe another francophone country?
Make a poster using French vocabulary from class.

Weapons of the Past
Build a traditional Viking or Anglo Saxon weapon using any materials you want. Write a short explanation about what it is and how it was originally made.

Many Magnets
Research different magnets and their functions.
What they are used for? Where are they used?

**Success
Criteria**

I can present information on 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, interesting and creative way.

I can research about different weapons.
I can create a model in the style of a Viking/Anglo Saxon.
I can choose effective materials to make my weapon.
I can label or explain my model.

I can research 3 different types of magnets.
I can identify what their uses are.
I can record this information in an exciting way.

**Design
and create**

NUMEROS
Draw, design and use pictures and photos to create and label a colourful and interesting way of learning numbers up to 20. Be as creative as you wish! You could design a game – maybe bingo or loto in French.

Viking Gods and Goddesses
Choose one of the Viking Gods or Goddesses. Create a poster, fact file or spider diagram to present information about your chosen God or Goddess.

Magnetic or not magnetic?
Design and create a collage of materials that are magnetic and not magnetic.
Use lots of different types of materials to make your collage.
Try to be really creative about how it looks.

**Success
Criteria**

I can select vocabulary to help with my French numbers.
I can use a reference to help me label my work with accuracy.
I can select and use a variety of materials for my design.
I can design and create a numbers game.

I can research Gods and Goddesses.
I can present my information clearly.
I can choose a method to present my information.

I can find materials that are magnetic/on-magnetic.
I can display them in a collage.
I can be creative about how I show my work.

**Out and
about**

DANS MA TROUSSE IL Y A
Take photos or draw pictures of objects in your pencil case. Arrange these as a collage or a poster for display clearly labelling the items in French.

Seasonal Festivals
Take photos of an autumn/winter festival or event. This could be a religious festival such as Diwali/Christmas, Hanukah or an event such as Halloween.

Bring in to share.

Fabulous Friction
Look around your home or your local area for examples of friction (where something slows down by 2 surfaces rubbing together).
Record 3 examples by drawing a labelled sketch, explaining what is happening and where the friction is.

**Success
Criteria**

I can find examples of French words in my everyday environment at school – my pencil case.
I can present my work in a clear, colourful and interesting way.
I can share my findings as a collage or PowerPoint presentation.

I have taken photos of an event/festival.
The photos show something about the festival/event.

I know what friction is.
I can find 3 examples of friction.
I can record my examples using a sketch and labels that explain what and where the friction is happening.
I can explain what the friction is doing.

**Let's
perform**

VOICI MA CLASSE
Give a short, spoken presentation in French, showing photos, pictures and/or drawings of your class and use them to instruct your classmates.

Leader of the Clan
In ancient Celtic law, the leader was called a Ri. Write a speech convincing your village to let you be the Ri of your Tuath (clan). Either film or be prepared to deliver your speech to the class.

Pushes and Pulls
Take 4 photos of yourself acting out either pushes or pulls.
Display the photos with a caption explaining what you are doing and whether it is a push or pull.

**Success
Criteria**

I can give instructions in French.
I have good pronunciation.
I can use a clear voice.

I can research the Celtic law.
I can prepare a convincing speech outlining all the qualities that would make me a good leader.
I can deliver my speech effectively.

I can choose 4 actions that are pushes or pulls.
I can take photos of them.
I can display my work with labels and captions explaining whether they are pushes or pulls.