

Y3 Spring 1 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	<b>Talk, think, read, write</b>	<b>AS-TU UN ANIMAL?</b> Using the vocabulary and phrases that we have been learning in our topic of talking about animals, write a few sentences or even a short paragraph in French about animals and your pets.	<b>SUTTON HOO</b> Research Sutton Hoo and explore why it was such an important archaeological find. Present your research as a newspaper, poster or booklet.	<b>FANTASTIC FLOWERS:</b> Use your imagination to design a brand-new flower/plant. Think about where it lives and how it survives. What colour is it? What does it smell like? Draw a labelled diagram to explain what the plant/flower.
	<b>Success Criteria</b>	I can read and understand key words and phrases. I can copy familiar words and phrases correctly. I can write sentences about animals with accuracy. I can present my work with care and attention to detail.	I can use the Internet to research Sutton Hoo. I can take care over my design. I have included lots of relevant information. My piece is both colourful and informative.	I can use my imagination to think of a new flower. I can think about my flower/plant's habitat, appearance and smell. I can draw a detailed, labelled diagram of my new flower/plant.
	<b>The world around us</b>	<b>J'AI UN ANIMAL</b> Research and present some fun and interesting facts about any French animals of your choice. Label your presentation in French and use the articles un and une. Use the colours you have been learning e.g. 'un ours brun' or 'un chat noir'.	<b>ANGLO SAXON FOOD</b> Find an authentic Viking dish and recreate it. Take a photo of your dish.	<b>SUPER SEEDS:</b> Research the different ways seeds are dispersed. Find 3 examples of in your local area.
	<b>Success Criteria</b>	I can present information on an animal. I can research facts using the Internet or books. I can present my findings in a fun, interesting and creative way.	I can research an Viking dish. I can follow a set of instructions. I can consider whether it is different to modern dishes.	I know what seed dispersal means. I can research different types of seed dispersal. I can find and record 3 different examples of types of seed dispersal. I can record what I have discovered in an exciting way.
	<b>Design and create</b>	<b>JOUONS!</b> Design and create a game to play and practise with your classmates, asking and answering the key question 'As-tu un animal?'  You can use answers that we have been practising to reflect our learning, and even create some of your own using the examples to help you.	<b>VIKING LONGSHIPS</b> Create and design a replica Viking long ship. Make it out of recycled materials such as cardboard boxes, empty milk bottles etc.	<b>Observational drawing:</b> Find a plant of your choice. Draw or paint it and label its different parts. Research what the different functions of the plant are.
	<b>Success Criteria</b>	I can design and create a game. I can select and use a variety of materials for my design. I can select appropriate vocabulary and phrases for my game. I can use a reference to help me label my work with accuracy.	I can build a 3D model. I can include typical features seen in Viking long ships.	I can draw a labelled diagram of a plant. I can research the function of different parts of the plant. I can add the research to my labelled diagram.
	<b>Out and about</b>	<b>LES ANIMAUX</b> Take photos, find pictures and/or draw different types of animals and label these in French.  Present your work as a poster, collage or a PowerPoint presentation.	<b>CHRISTIAN CHURCHES</b> Take pictures of a Christian church. Print the pictures and label the key features that you can see.	<b>PLANTS, PLANTS, PLANTS:</b> Go outside and identify 5 different types of plants(taking pictures of them as you go. Present your work with the pictures you took. Name the plants and write a short explanation about each of them.
	<b>Success Criteria</b>	I can take photos and draw pictures of different animals. I can select a range of vocabulary to label the pictures/photos in my work. 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 use a camera to take a picture. I can recognise key features of a Christian church. I can label a picture accurately.	I can take pictures of 5 different plants. I can identify these plants using the Internet or books. I can explain how to spot these plants by identifying distinguishing features.
	<b>Let's perform</b>	<b>J'ai un animal</b> Using the vocabulary and phrases that we have been learning in our topic of talking about the animals you have, create a short rap or song in French about where you live.  Perform your rap/song to a group, your class or even in assembly!	<b>VIKING SAGA</b> Create a Viking saga to retell Viking facts or an old fable. Either perform your fable in class, send a video in to school or write a play script.	<b>TERRIFIC TRANSPORTATION:</b> Demonstrate your understanding of how water is transported by the stem of a plant by creating a sequence of movements to explain.  Record on video or with pictures and captions.
	<b>Success Criteria</b>	I can perform a song or rap about my pets. I can use a clear voice. I have good pronunciation.	I can research old Norse mythology. I have thought about relevant facts to include. I have made my play engaging and entertaining.	I can identify how water is transported in a plant. I can create a plan for my sequence of movements. I can carry out my sequence. I can record my sequence.

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