

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 fruit each person eats e.g. Je mange quatre fraises, je mange deux poires etc.	TROPICAL TOPIC: Think of 5 questions about a tropical climate, e.g. what is the weather like? What are the different types of tropical climate? Create a poster and write down your questions (remembering question marks!) and research the answers using a search engine or information text.	ROCK GROUPS: Research 4 facts about IGNEOUS, METAMORPHIC and SEDIMENTARY rocks. You can decide how you want to record this information. A poster? A video? Make your information recording as exciting as possible.
	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 think of 4 questions for each type of rock. I can decide how I am going to record this information. I can make my recording as exciting as possible.
	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?	WEATHER REPORT: Create a 3-day weather report for a country near the equator. Choose how to present this information (video, pictorially, weather tv report).	SUPER SOIL: Create a model to show how soil is formed. Make sure it is labelled with the correct scientific words. Try to be as creative as possible with your design. Extension: Could you think about different soils and how they are formed?
	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 the weather of a different country. I can include factual information in a report.	I can think about how soil is formed. I can think about how I want my model to look. I can add the correct labels to my model.
	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.	RECREATE THE RAINFOREST: Create a rainforest scene using different materials you can find 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 it instead of bringing in the pieces.	FANTASTIC FOSSILS: Investigate how fossils are created. Identify the different types of fossils. Design a cartoon/comic strip explaining the process.
	Success Criteria	I can design and create a model of a butterfly. 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 an environment such as one found in a tropical rainforest. I can choose an appropriate medium to present my environment. I can include the relevant plants and animals in my scene.	I can research how fossils are made. I can order the process correctly. I can make my information look like a cartoon. I can include information about the different types of fossils.
	Out and about	Les 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.	LOCAL ENVIRONMENT: 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 your findings as a quiz/poster/fact file – it's up to you! Choose 3 animals and 3 plants.	ROCKING ROCKS: Sketch 3 different types of rocks and colour your sketch in. Try to identify what type of rock each one is. Include some facts about what the rocks are used for.
	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 can choose 3 rocks that I want to sketch. I can think about my presentation and correct my work if I need to. I can research different types of rocks to find out their names. I can include some information about them on my pictures.
	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.	EXTREME EXPLORER: Imagine you are going on a trip to explore either an arid or a polar climate. Design a bag and think what you will need to take with you. Be prepared to present this to your class.	MARVELLOUS MARY ANNING: Find out some information about Mary Anning – you could take a look at https://www.bbc.co.uk/teach/class-clips-video/ks1-ks2-mary-anning/zn7qd6f Record a video diary entry as if you were Mary Anning and you have just discovered fossils on the beach.
	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 the weather conditions in an arid or polar climate. I can use my designing skills to design a kit bag. I can think of at least 5 things I will need to help me survive in my chosen climate.	I can find out some information about Mary Anning. I can write and rehearse a diary entry about discovering fossils on the beach. I can record my video and send it to school.

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