

	French	Humanities	Science	
Categories of Learning	Talk, think, read, write	Key Language in the Classroom We have been learning vocabulary and phrases which can be used to give instructions. Use what we have learned to create a set of instructions that might be used in the classroom. Illustrate your answers if you wish.	CONTINENTS Choose one of the world's seven continents and find out as much information as possible about it to present to the class. For example, which countries belong to it? Which seas surround it? What is the climate and landscape like? You may use props/pictures to help explain.	WATER, WATER, EVERYWHERE: Write a story about the water cycle from the point of view of a water droplet. Explain what happens to the water droplet at each stage, and how it changes.
	Success Criteria	I can read and understand key words and phrases (in the context of the classroom). I can copy familiar words and phrases correctly. I can write sentences about the classroom, using a reference to help me with spellings and accuracy. I can present my homework with care and attention to detail.	I can research facts and details using the Internet and/or books. I can present findings using notes and visual aids to assist where needed. I can display evidence of subject knowledge.	I can explain the water cycle. I know the stages of the water cycle. I can write about how the water droplet changes at each stage. I can remember to use the correct scientific words.
	The world around us	LES PAYS FRANCOPHONES Find out some interesting and fun facts about a country in the world where French is spoken to share with the class.	Tudor Explorers Find out about a famous Tudor explorer and present your information in a format of your choice.	STATES OF MATTER: Make a collection of materials and display them in three groups - a group of solids, a group of liquids and a group of gases.
	Success Criteria	I can recognise similarities and differences of another culture, language or country. I can research using the Internet or books. I can present my findings in a fun and interesting way.	I can research facts using the Internet or books. I can present findings in a clear and neat format. I can show evidence of subject knowledge.	I can identify what a solid, liquid and gas is. I can group them into the right groups. I can collect examples of them. I can display this information in an exciting way.
	Design and create	ON PARLE FRANÇAIS ICI Design and create a colourful and informative poster about the months in French highlighting different festivals which take place.	Tudor Houses Explore the features of an everyday Tudor house. Design and make a model of your own version. Plan your design carefully. Create a model. Annotate each feature (optional).	THE WATER CYCLE: Make a poster to explain the three states of water and the processes that change the states.
	Success Criteria	I can present information about an aspect of culture (in the context of French festivals). I can research facts using the Internet or books. I can plan and design a poster to display a variety of information about a French festival. I can create and produce a colourful and informative poster based on my design.	I can show evidence of research and subject knowledge. I can plan my design carefully. I can create a model. I can annotate each feature (optional).	I can identify the 3 different states of water. I can think of an exciting way to display my information. I have made sure that I have included all 3 different states of water.
	Out and about	QUEL MOIS EST-IL? Take photos, find pictures, or draw examples of the different months and label these in French. Present your work as a collage, poster or PowerPoint presentation to share.	My Local Environment Go out and find examples of Tudor architecture around Sussex and the rest of the UK. Take a picture and write a fact about its relevance to the Tudor period.	EVAPORATION ENQUIRY: After rain, take a photo of a puddle every hour. Take pictures until the puddle evaporates. (This is best done on a sunny day!) Print out the photos and use them to create a time line of the evaporation process.
	Success Criteria	I can take photographs or draw/find pictures of different types of weather conditions in different months. I can select a range of phrases to describe the month in my drawings, pictures or photos on my collage, poster or PowerPoint. I can use a reference to help me label my work to present in a clear, interesting and informative way.	I can show evidence of research and subject knowledge. I can take clear, interesting photos of relevant features. I can write appropriate captions for each one.	I can find a big puddle. I can take pictures of it every hour. I can identify what is happening to it. I can use the correct scientific word to describe the process.
	Let's perform	SEASONS RAP Practise, learn and perform a season's rap in French to your classmates. Be as creative as you wish!	COMPARING CITIES Choose a city on a different continent that you have visited or know a lot about and compare it to Brighton and Hove. Give a presentation to your class using pictures and words to display the things that are similar and different. Alternatively, you could present by showing your own PowerPoint.	PARTICLE THEORY: Demonstrate the difference between the particles in solids, liquids and gases using drama and movement. Be ready to show the class.
	Success Criteria	I can practise, learn and perform a rap about the seasons in French. I can use expression and suit my tone of voice to the meaning of words. I can speak with confidence. I have good pronunciation.	I can make comparisons between 2 cities on different continents. I can present my work to the class in a clear way. I can share my research confidently with the class.	I know how the particles in a solid, liquid and gas behave. I can decide on a way to show this information through dance or movement. I will be ready to show the class.