

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.	Viking Deity Find out about Viking Gods and Goddesses. Choose your favourite one and write a fact file about them. Include at least 5 interesting facts about your chosen god/goddess and a picture or drawing.	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 research Viking deities. I can choose one and present information about them in an interesting way. I can present my work neatly.	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?	Spring Festivals Find out about festivals from different cultures that are celebrated in the Spring. Create a poster or PowerPoint presentation that includes pictures and a brief description of the beliefs and traditions for each festival.	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 can use books and the Internet to research information. I can select at least 4 different festivals to write about. I can choose pictures and select relevant information about each festival.	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.	Shady Shields Design and create a Viking Shield. Think carefully about the materials you will use so that they closely match the original versions. Include a short paragraph on how you created your piece, your inspirations and your thought process.	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 shields that were used by Vikings. I can choose appropriate materials to create my shield. I can explain how I created my shield and reasons for the design.	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.	British Museum Visit Visit the British Museum in London. This museum contains a vast collection of Viking artefacts. Look at a Viking longboat. If you cannot make it there in person, watch the film about the exhibition instead. It is over an hour; watch for a minimum of 30 minutes. https://www.britishmuseum.org/vikings-live	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 identify key features of a Viking exhibition. I can engage in a tour/watch a film to gain understanding of the Viking period. I can present 3 facts that I have learnt to my teacher.	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.	Viking Vocals! Write a rap or song about the Vikings. Try and include rhyme, alliteration and a catchy chorus! Watch this one for some ideas: https://www.youtube.com/watch?v=8qSkaAwKMD4	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 draw on my knowledge of the Vikings to write a song/rap. I can include poetic devices to make my song/rap memorable. I can perform my song/rap to the class. (You could record yourself and send it in via email if you like).	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				