

Y6 Summer 2 half-term learning grid		Learning Activity Subject Areas		
		French	Humanities	Science
Categories of Learning	Talk, think, read, write	<u>Les Vacances...:</u> Keep a diary of where you might like to visit if you went on holiday to France. Using the vocabulary and phrases that we have been learning, write a holiday diary in French, giving examples of where you might like to visit.	<u>BRITISH VALUES</u> Find a newspaper article which promotes one of the British values of tolerance, respect, liberty and democracy. Be prepared to talk to the class about how it supports one of the British values.	<u>DEVELOPMENT DILEMMA:</u> Discuss this question with your family: why do you think mental development continues while physical development does not in humans? Write down 5 of the major themes from your discussion. Record this information in an interesting way. Be ready to talk about it in class.
	Success Criteria	I can read and understand key words and phrases. I can use a reference to help with spellings and accuracy. I can use a reference or dictionary to enhance and extend my vocabulary. I can write some words and phrases from memory.	I can find an article in a newspaper relating to one of the British values. I can talk to the class about the British value it promotes.	I can think about this question. I can discuss this question with my family. I can give an opinion and justify it with facts to back it up. I can record the major themes from the discussion in an exciting way.
	The world around us	<u>Les Vêtements:</u> Research a French speaking fashion designer. Think about what they are famous for. Did they create a new look; did they do something beyond fashion? Make a poster or a video to show to the class to show your findings.	<u>MARVELLOUS MAPS</u> Research the physical geography in your local area. Think about woods, orchards, parks, quarries and dunes. Make your own local OS map, including grid references and symbols such as 'bus station' or 'church.'	<u>TERRIFIC TIMELINE</u> Choose an organism and research the different stages of its life. Create a timeline demonstrating these different stages. Use pictures and captions to explain the different stages.
	Success Criteria	I can present information on an aspect of another culture and/or language. I can research information using the Internet and/or books. I can present my findings in a fun and interesting way.	I can research the physical geography in my local area. I can present my map clearly. I can add a key, symbols and grid references. I can make my map colourful and clear to interpret.	I can research animals and their life cycles. I can choose one animal and research it in depth. I can identify and record with notes its life cycle. I can display a detailed diagram, with captions explaining the different stages. I can record my work in an exciting way.
	Design and create	<u>QU'EST-CE QUE C'EST?</u> Design and create a model of a suitcase filled with all the clothes for your summer holidays and clearly label each of the items in French.	<u>ROARING RIVERS</u> Create a river from materials of your choosing that illustrate one of the ways that rivers are formed. Evaluate your work when completed.	<u>BEAUTIFUL BABIES:</u> Compare and contrast yourself as a baby with another organism. Compare and contrast the different stages in your development – how are they different? How are they the same? What about weight? Size? Parenting? Nurturing?
	Success Criteria	I can design and create a model of a suitcase filled with clothes items. I can select a range of relevant vocabulary and phrases for my design. I can use a reference to ensure and support accuracy of spellings. I can select and use a variety of materials for my design.	I can use my knowledge of how rivers are formed. I can choose appropriate materials to build my model. I can make a 3D model to show others how a river is formed. I can evaluate my model and explanation.	I can decide on an organism to compare myself to. I can compare and contrast the differences and similarities in both species' development. I can decide on an interesting way to record this information.
	Out and about	<u>Prêt à Porter?</u> Take photos, find pictures and/or draw different types of clothes and label these in French. Present your work as a poster, collage or a PowerPoint presentation.	<u>MARVELLOUS MUSEUM</u> Visit a museum of your choice that interests you. Create your own guide to it explaining what it exhibits and how to get there. Create it in such a way as to persuade others to visit in the summer holidays.	<u>LONG LIVES:</u> Find 3 reptiles that live the longest. Record 5 facts about each. Decide on how to record this information in a creative way.
	Success Criteria	I can take photos, find and/or draw pictures of items of clothes. I can use a reference to label my work with accuracy. I can present my work in a fun and interesting way.	I can visit a museum of my choice that I might find interesting. I can create my own guide to it explaining what it exhibits. I can explain how to get there. I can persuade others to visit it in their summer holidays.	I can research 3 reptiles that live the longest. I can record 5 facts about each. I can create a creative and exciting fact file about them.
	Let's perform	<u>Défilé de mode</u> Using the vocabulary and phrases that we have been learning in our topic about clothes, imagine that you are commentating a fashion show and perform your commentary. How many different items can you describe in French?	<u>PERFECT PERFORMANCE</u> Create a design for an invention that you think will be needed 20 years from now. Prepare an advert for it to show to the class. Include a jingle, strap line and the benefit to the purchaser.	<u>EVERYTHING IN MODERATION:</u> Over one week, keep an exercise and food diary. Record every exercise you do and everything you eat in an exciting way that is easy to understand. At the end of the week, look at your diary and decide if there are any areas that you need to work on.
	Success Criteria	I can describe clothes in French. I can perform with confidence and make eye contact with my audience. I can use appropriate pronunciation.	I can create a design for an invention that will be needed in 20 years time. I can prepare an advert for it including a jingle and strap line. I can highlight the benefits to the consumer of my product. I can be prepared to justify why it will be needed in the future.	I can record in my diary the exercise I do and the food that I eat. I can record this information in a creative way. I can evaluate and reflect on my diary and think of ways I could improve.
When giving in homework tasks please check that you have included a heading, e.g. Humanities – The World Around Us				