



## ESSENTIALS OVERVIEW

THEME: Ooh La, La!

AUTUMN TERM

<p><b>CURRICULUM DRIVERS:</b></p> <p><b>DIVERSITY:</b> Respect for traditions and customs  <b>DREAMS:</b> Visit to France  <b>SPIRITUAL &amp; MORAL:</b> Manners/Secrets of Success</p>	<p><b>LAUNCH DAY:</b></p> <p><b>BASTILLE DAY!</b>          Hold a Bastille Day celebration in the classroom!          Ask the children to grab their passports and take them on a Google Expedition of France, taste French food, see some famous landmarks and listen to the National Anthem</p>	<p><b>PROJECT:</b>          Can the children complete their own research-based project about a famous French man or woman from the past or today?</p> <p><b>SHOWCASE/CELEBRATION:</b>          Set up a gallery in the hall and invite parents to 'The Louvre'!</p>	<p><b>ENGLISH LINKS:</b>          Recount (David Guetta – Titanium)          Classic Fiction (The Hunchback of Notre Dame/The Three Musketeers/Beauty and the Beast)</p> <p><b>MATHEMATICS LINKS:</b>          Ratio</p>
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
<p><b>SCIENCE:</b>          To work scientifically.          To understand electrical circuits (Y6).          To investigate light and seeing (Y6).          To investigate materials (Y5).          To understand movement forces and magnets (Y5).</p>		<p>Investigate properties of materials in order to evaluate the suitability for French landmarks (e.g. Eiffel Tower).</p> <p>Find out about the life and works of Louis Pasteur. Complete an investigation.</p> <p>Investigating electrical circuits to enhance a structure (e.g. Eiffel Tower/Arc de Trimoph).</p>	
<p><b>ART &amp; DESIGN:</b>          To develop ideas.          To master techniques (painting/collage).          To take inspiration from the greats (classic and modern).</p>		<p>Using the works of Claude Monet (painting) and Henri Matisse (collage), ask the children to create their own Louvre to showcase and sell their artwork to visitors.</p> <p>Les Miserables – paint a picture of a scene from the story after listening to a track from the film.</p>	
<p><b>COMPUTING:</b>          To connect.          To code (sound).          To connect.          To collect.</p>		<p>Create a blog or virtual diary during the children's visit France&gt; Include reports on Twitter and the school website.</p>	
<p><b>DESIGN &amp; TECHNOLOGY:</b>          To master practical skills (electricals and circuits) – link to circuits and science.          To master practical skills (construction).          To master practical skills (food).          To design, make, evaluate and improve.          To take inspiration from design throughout history.</p>		<p>Design and make a structure to celebrate 250<sup>th</sup> anniversary of Bastille Day.</p> <p>Follow recipes for Coq Au Vin and design and bake own bread.</p>	
<p><b>GEOGRAPHY:</b>          To investigate places.          To communicate geographically.</p>		<p>Become a Ski Resort Designer! Explore the geographical features of France (e.g. weather, transport links, coastlines/seaside localities, mountains, rivers, vineyards) to find the ideal location for a new ski resort!</p> <p>Create a link with a French school to ask pupils questions about life in France.</p>	

UPPER KEY STAGE 2 (YEAR 5/6)

	Invite a French visitor into school to talk to the children about life in France (e.g. Sonia Saint-Bomer)
<p><b>HISTORY:</b>            To investigate and interpret the past.            To build an overview of world history.            To understand chronology.            To communicate historically.</p>	Rich & Poor – Half the class are rich, half are poor. What events led up to July 14 <sup>th</sup> 1790? Compare and contrast differences in the rich and poor throughout history. Why did the French revolt against the monarchy?
<p><b>LANGUAGES:</b>            To read fluently.            To speak confidently.            To understand the culture of the countries in which the language is spoken.            To write imaginatively.</p>	<p>Open up a French Café! Learn to read a French menu and role-play ordering food.</p> <p>Writing a postcard from France in French.</p>
<p><b>MUSIC:</b>            To describe music.            To compose.</p>	Les Carnival des Animaux by Camille Saints-Sean – listen, describe, compose and add own animal composition (e.g. through use of Purple Mash/Apps).
<p><b>RELIGIOUS EDUCATION:</b>            To understand how beliefs are conveyed.            To understand beliefs and teachings.</p>	Joan of Arc - What is a saint? Compare ideas to own beliefs. Reflect on the story of Joan of Arc and discuss heroic and courageous actions.