

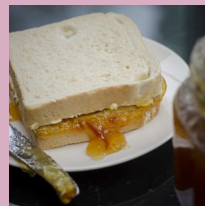
Year 4: Paddington Bear

1. Key Vocabulary

Coastline: A country's coastline is the outline of its coast.
Environment: Consists of the particular natural surroundings in which you live or exist, considered in relation to their physical characteristics or weather conditions.
Human Features: Things that are built by humans such as bridges and roads.
Landscape: Everything you can see when you look across an area of land, including hills, rivers, buildings, trees, and plants.
Physical Features: Show natural objects such as mountains and rivers
Public Transport: A system of buses, trains, etc, running on fixed routes, on which the public may travel.
Valley: A low stretch of land between hills, especially one that has a river flowing through it.
Invention: A machine, device, or system that has been invented by someone.
Development: The gradual growth or formation of something.
Continuity: The fact that something continues to happen or exist, with no great changes or interruptions.
Economics: The study of the way in which money, industry, and trade are organized in a society. / The economics of a society or industry is the system of organizing money and trade in it.
Diagram: A simple drawing which consists mainly of lines and is used, for example, to explain how a machine works.
Initiative: An important act or statement that is intended to solve a problem.
Underground: Below the surface of the ground. The underground in a city is the railway system in that city.

3. Art/DT

Children will be finding out about the artist David Hockney, looking at a selection of his works and making observations and responses to his style of painting. Children to work towards creating their own version inspired by his famous Landscapes collection.



Children will focus on understanding and applying the principles of a healthy and varied diet. Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques. Understanding seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

4. English

(A Bear Called Paddington by Michael Bond)
Children will read and write anthropomorphic stories and play scripts about a curious bear that arrives in the city of London.



They will research and create non-chronological reports on the geography of Peru, and biographies of notable figures from the Industrial Revolution.

They will read and write shape and imagery poems inspired by Poems on the Underground.



2. Curriculum Knowledge

- To investigate electricity, including common insulators and conductors.
- To understand the purpose of key electronic components.
- To build and evaluate series and parallel circuits.
- To develop a range of cooking techniques, including chopping and mixing.
- To understand the impact of the coming of the London Underground.
- To write and perform poetry inspired by Poems on the Underground.
- To read and write stories and play scripts inspired by A Bear Called Paddington.
- To locate countries on a map using longitude and latitude.
- To compare countries in Europe (UK) and in South America (Peru).
- To research a key British artist (David Hockney).
- To experiment with different painting techniques.
- To use a range of painting techniques to produce landscapes.
- To solve real-life problems using our mathematical knowledge and skills.



| | Enterprise | Communication | Well-Being | Possibilities | Environment |
|----------|--|---|------------------------------------|---------------------------------|---|
| Drivers: | Maths: Using money in a real life context. | English: Performance skills for poetry reading. | PSHE: Understanding discrimination | Cooking: Becoming self-reliant. | History: The Underground and the impact on the environment. |

5. Maths

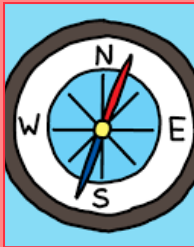
Children will be learning:

Measure: How many km did Paddington travel from Peru to London? Where did he stop? How many km to those places? What is this distance in m? Compare Peru and the UK: Which has the highest mountain? How much higher is it? Which has the longest river? How much longer is it?

Position and direction: Paddington travelled North-East to the UK? What is the opposite direction on a compass?

Time: If it takes 25 minutes to travel on the Underground from Paddington to Waterloo, how long is a return journey?

Money: If I make a return journey every day that costs £5.50, is a weekly ticket that costs £30 better value for money?



6. Science

Through research and investigations children learn to:

- identify common appliances that run on electricity.
- construct a simple series electrical circuit.
- identify and name basic parts, including cells, wires, bulbs, switches and buzzers.
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.



7. History/Geography

Children will be learning about the social impact of the invention and development of the London Underground system, the impact of the industrial revolution on life in London, and a significant turning point in British history, the coming of the railways.

Children will look in depth at:
The role of the underground during World War II.

Why was the Underground built, and its impact on Victorian Britain.

Comparing a schematic London Underground, with geographical maps of London

The future of London's suburban train systems, including the Overground and Cross rail.

Children will also:

Locate and name countries of the world using maps and atlases, focusing on Europe (UK) and South America (Peru).

Compare the human and physical features of the UK and Peru.

Identify the position and importance of latitude, longitude, equator, Northern hemisphere, and Southern hemisphere.

Describe and understand key aspects of physical geography, such as climate zone, biomes, rivers and vegetation belts.

