



# The Adventures of Paddington™

Application of knowledge outcomes: to investigate which material would be best to make Paddington a new umbrella.

## Science

### *What we should already know:*

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- **Self regulation:** Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- **Listening, attention and understanding:** - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding;

### *As scientists we will:*

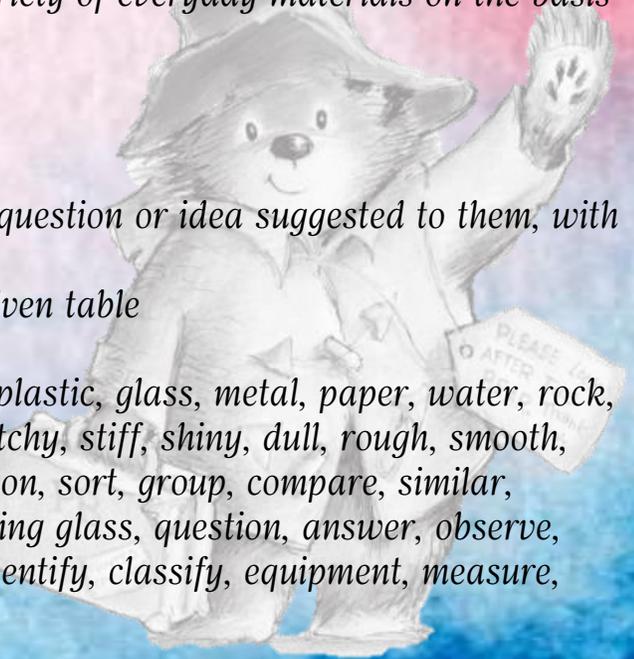
#### *Everyday Materials*

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties

#### *Working Scientifically*

- Ask simple questions.
- Observe closely.
- Perform simple tests to explore a question or idea suggested to them, with support.
- Gather and record data using a given table

Vocabulary: material, object, wood, plastic, glass, metal, paper, water, rock, cardboard, property, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, classify, waterproof, absorption, sort, group, compare, similar, different, matter properties, magnifying glass, question, answer, observe, test, explore, gather, record, data, identify, classify, equipment, measure, table, diagram



## Design Technology

### **What we should already know:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used

### **As design technologists we will:**

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

Vocabulary: idea, shape, make, construct, purpose, customer, aim, develop, template, use, appearance, transparent, opaque, plastic, wool, decoration, pattern, style, survey equipment, tools, saw, cut, join, finish, construct, material, sew, glue, attach, glue gun, scissors, ruler, review, improve

Application of knowledge outcomes:  
to make our own Paddington Bear sock puppet.



## History

### **What we should already know:**

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
- Use physical sources from the past in relation to topics covered. E.g. toys in the past / ICT through the years – old cameras tape players etc.

### **As historians we will:**

- Understand common words and phrases relating to the passing of time.
- Sequence people, events or objects taught so far.
- Use a given source (e.g. diary entry, artefacts) to find facts about the past.

Vocabulary: year, decade, century, ancient, modern, long ago, timeline, date order, past, present, events, lives, living memory source, artefacts, why? where? when? opinion, detective, historians, this source tells me..

Application of knowledge outcomes:  
to create a timeline of teddies through the years.

## Geography

### **What we should already know:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- To construct houses, tracks, and representation of buildings in construction areas.
- To use aerial photographs of school grounds
- Use mark making to devise simple maps

### **As geographers we will:**

- Identify seasonal and daily weather patterns in the United Kingdom.
- Use basic geographical vocabulary.
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use simple compass points and directional language to describe the location of features and routes on a map.
- Name and locate the world's 7 continents and 5 oceans.
- Use an Infant Atlas to locate places.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Vocabulary: birds eye view, a view from above, map, Earth, far, near, left, next to, above, below, right, symbol, key, location, direction, label, aerial view, landscape, atlas, beyond, distance, route, perspective, plan, position, sea, country, island, capital cities, London, England, Belfast, Northern Ireland, Edinburgh, Scotland, Cardiff, Wales, continent, ocean, equator, sea, country, island, capital cities, North Pole, South Pole.

Application of knowledge outcomes: to create and present a weather forecast for Paddington. To plan a journey for Paddington.

## Art

### **What we should already know:**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Know how to explain what they are doing
- Know that art is made by artists exhibiting care and skill and is valued for its qualities.

### **As artists we will:**

- Use sketch books to gather ideas for art work.
- Experiment with different techniques
- Investigate a range of materials and media and recognise that they have different qualities.
- Describe what they think about the work of others
- Know the names of the tools, techniques and the formal elements (line, colours, shapes, tones texture, pattern, form.) that they use.
- Mix paint to the appropriate consistency.
- Mix and match colours and accurately apply them to observational work.
- Name the primary colours and mix a range of secondary colours.

Vocabulary: tone – light/dark, shade, transparent/opaque, landscape, portrait, primary colours, secondary colours

Application of knowledge outcomes: to create a silhouette painting of London using water colour paints

## Computing

### **What we should already know:**

- Understanding the World - Technology (Early Learning Goal)
- Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
  - Uses ICT hardware to interact with age-appropriate computer software.

### **As programmers we will:**

#### Multimedia

- Use ICT to generate ideas for their work.
- Use various tools such as brushes, pens, rubber, stamps and shapes.
- Use software to take a photograph and capture a video.
- Use software to record sound at and away from a computer.

Vocabulary: tools, brush, pen, rubber, stamp, shape, software, photograph, capture, video, record, sound.

Application of knowledge outcomes: to work in a group and create a Paddington puppet show about his adventures in London!



# The Adventures of **Paddington**<sup>TM</sup>

We have the  
courage to  
**Be creative**

We will be creative by creating our own paintings and weather forecast. We will design and create puppets and create our own puppet shows!

We have the strength  
to  
**Be Resilient**

We will be resilient when we evaluate and discuss our own and others artwork. We will investigate suitable materials and keep going until we find the best one for Paddington's umbrella!

We have the  
knowledge to  
**Be  
World-Wise**

We will be world wise when locate and learn about countries and seas. In RE we will explore Harvest, Diwali and Christmas.

