



From Peru to Paddington

5 Weeks (+1 for carnival)



HOOK: Find suitcase with hat, travel map, marmalade etc in.

SHOWCASE: Carnival after half term – Peru theme

GEOGRAPHY:

CONTEXTS - • Continents and oceans • Countries and capitals of the UK • Comparing and contrasting a small area of the UK with that of a non-European country • Describing key physical and human features of locations

Skills: To ask & answer geographical questions e.g. What is this place like? What or who will I see in this place? What do people do in this place?. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the UK and its countries, continents and ocean. Use aerial images and plan perspectives to recognise landmarks and basic human & physical features. Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. Name and locate the world's continents and oceans. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a contrasting non-European country. Use basic geog vocab to refer to key physical & human features, inc: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office & shop.

Tasks: Find Peru and London on a map – discuss P's journey learning about the world map, continents, oceans etc. Investigate and compare small part of Peru and London. Id, describe and compare geographical features of Peru and London. Create a guide to London - <https://www.britishairways.com/en-gb/destinations/london/travel-guide/paddington-bear-guide-to-london>. Persuasive holiday leaflet – why you should visit London/Peru? Learn about countries and capital cities and seas of UK (round robin activities across phase)

LITERACY/WRITING opportunities/links:

Create a fact file about Paddington Bear
Letters to Aunt Lucy/diary entry – arrival in London - feelings
Pack a suitcase and write a list of items, explaining the significance of each
Postcard to Aunt Lucy to recount an adventure
Read stories by author Michael Bond. Look at characters, events and settings – compare.
Character descriptions – Paddington or the Browns or Mrs Bird
Commands /instructions – how to get around London safely - how to behave in public
<https://www.britishairways.com/en-gb/destinations/london/travel-guide/british-etiquette-by-paddington> – how to have a bath/brush teeth - How to make marmalade sandwiches/muffins
Film review – Film/book comparison
Alpaca visit – questions/recount/ fact file
Create new adventure for Paddington

With Science

Animals of the rainforest guide
Rainforest research/fact file
Variation in rainforest animals/ in bears
Create a fact file about spectacled bears/any bear.
Factfile about Alpacas (following visit)

With Geography

Initial focus - writing a postcard from Paddington to Aunt Lucy in Peru to say he'd arrived in London & describing the city
Postcard from P to Aunt Lucy from a London landmark
Letter to Aunt Lucy to persuade her to visit London
Non fiction – report writing – Things to see and do in London/Peru – Paddington's guide to London (see Geog link)
Guide to London/Peru – persuasive holiday leaflet

DT links:

Tasks: Making marmalade sandwiches/muffins (Eng/computing link). Making a suitcase – structures. Make panpipes - <http://www.wildmusic.org/aboutsound/soundactivities/panpipes>

MATHS links-

Time – train times/timetables
Statistics – favourite sandwich filling
Position/direction – maps (See Beebots/computing)

ART links

Skills: Weaving
Tasks: Weaving – Peruvian placemat - <https://laughingkidslearn.com/how-to-make-paper-weaving-placemats/>

RE:

Easter - Pentecost and Mission

COMPUTING:

Unit 2.5 Effective searching – researching Peru/London
Unit 1.7/2.1 Coding – Algorithms: making a marmalade sandwich - Beebots: (see maths links) London landmarks/ world map locations (oceans/continents)

SCIENCE: (plus see Literacy links)

Y1 - Ourselves and other animals
Y2 – Living things in their habitats and variation – animals
Seasonal Changes - Spring