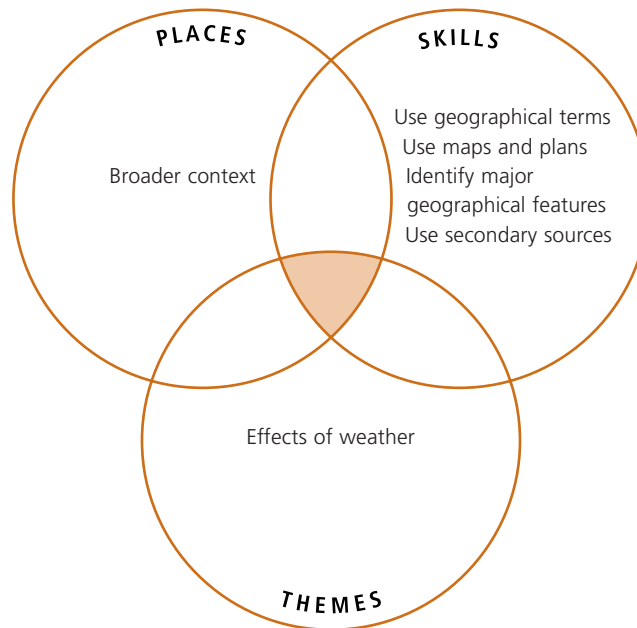


Unit 5 Where in the world is Barnaby Bear?

ABOUT THE UNIT

This is a 'continuous' unit, designed to be developed at various points throughout the key stage. It uses a first-hand object – Barnaby the teddy bear – to enable children to learn about other countries and places. Barnaby travels with different people connected to the school as well as on school visits, creating a sense of personal involvement for the children.

The unit offers links to mathematics, design and technology and history.



VOCABULARY

In this unit, children are likely to use:

- travel, passport, country, weather, sunshine, holiday, visit, transport, boat, aeroplane, train, coach, coins, clothes, sun-hat, sun cream, suitcase

They may also use:

- words linked to the areas that the bear visited
- words to describe the artefacts collected by the bear on his travels

RESOURCES

- Barnaby Bear artefacts *eg passport*
- postcards and pictures of places Barnaby visits
- wall maps
- materials for constructing a bear house
- a booking-out book

PRIOR LEARNING

It is helpful if the children have:

- an understanding of the concept of travel

EXPECTATIONS

at the end of this unit

most children will:

recognise a reasonable number of places on a map or big atlas and understand some of the human and physical features connected to these places;
realise that a variety of types of transport can be used to visit places and that some types are more suitable than others

some children will not have made so much progress and will:

develop a more limited understanding of the concept of travel to other places, but will pick up ideas about the bear visiting other places and returning to their school

some children will have progressed further and will also:

plan visits for the bear to make;
research in the library and find out about another place, possibly overseas

FUTURE LEARNING

The unit provides a base for children's studies of contrasting localities in key stage 2, eg 'India' in Unit 10.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Where has Barnaby Bear travelled to this week or month?			
<ul style="list-style-type: none"> to locate a variety of places at home and abroad 	<ul style="list-style-type: none"> Arrange for Barnaby Bear to be taken with parents, children, staff or governors when they visit places away from school, and for him to send postcards back to school or be photographed in these places. 	<ul style="list-style-type: none"> identify a variety of places around the world begin to understand the concept of visiting other places understand that other places may be different from their own locality 	
Can we find these places on a map?			
<ul style="list-style-type: none"> to find places on a map 	<ul style="list-style-type: none"> With the children's help, create a wall display of the postcards and photographs and a series of maps that identify Barnaby's destinations. Lower attaining children may be asked to sort the cards or photographs into labelled piles, <i>eg local/not local, like/don't like, sunny/cloudy.</i> Arrange for each class to take on the role of looking after Barnaby's corner or 'home' for a time. He needs a suitable home to be constructed in a prominent place. 		<p>Design and technology: if the children are involved in designing and building a home for Barnaby, there are links with design and technology.</p>
What will it be like when Barnaby is there?			
<ul style="list-style-type: none"> to recognise features of places identify types of weather experienced in places and seasonal change and their effects on people 	<ul style="list-style-type: none"> Ask the children to describe what the places Barnaby visits are like and what sort of weather he might have experienced, using the postcards and photographs received. With the children's help, set up a holiday table near the display. Ask children to choose, for example, the type of weather gear he may need for each place he visits and decide whether he needs his passport. Ask the traveller who took Barnaby to either write a short diary or provide a weather report. Ask the children to compare this with what they thought the weather would be like. Create a display of simple artefacts to show the life of the country visited, <i>eg a newspaper, coins, food packaging and other everyday things.</i> 	<ul style="list-style-type: none"> show an interest in the world around them develop a deeper understanding of the notion of travel to other places understand that weather conditions in other countries may be different from those they are experiencing at the same time are aware of similarities and differences between other countries and their own 	<p>History: using artefacts from different countries.</p>
How did Barnaby travel to these places?			
<ul style="list-style-type: none"> about the location of other places about the types of transport used to get to other places 	<ul style="list-style-type: none"> Ask the children to look at pictures of Barnaby using different types of transport and the places he visited and, for each, say whether it is a long way away, whether he would have to cross sea, mountains or rivers, or drive along a motorway, and then decide what would be the best way for him to travel to the place. Ask the children to draw a graph to show the number of times Barnaby used different types of transport in a given time and find out which type of transport he used most. Ask the children to think about how long the journeys took him. 	<ul style="list-style-type: none"> develop a sense of distance associated with travel know about different ways of travelling to places know that different types of transport will give different travel times 	<p>Mathematics: these activities could link with work on classifying, representing and interpreting data, and understanding and using measures.</p>