



Learning Project WEEK 2 - Transport

Age Range: Y3/4

| Weekly Maths Tasks (Aim to do 1 per day) | Weekly Reading Tasks (Aim to do 1 per day) |
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| <p>One – Practise reading scales by measuring the mass and capacity of ingredients in a home baking recipe! Use maths to calculate measurement totals or convert between units of measure.</p> <p>Two - Write out measurements of different items on pieces of paper or card, mix them up and convert the units of measure to match them into pairs.</p> <p>Three - Using dough or plasticine, roll it into the longest worm you can in 30seconds. Repeat several times and order the worms from shortest to longest. Estimate the size of each worm in cm and mm e.g 54 mm, 5.4cm. Measure, then work out the difference between the estimate and the actual measurement</p> <p>Four - Play Hit the Button (https://www.topmarks.co.uk/maths-games/hit-the-button). Focus on number bonds, halves, doubles and times tables.</p> <p>Five - Survey the transport which goes past your home. Tally the different vehicles/vehicle colours and then create a bar chart or pictogram. Write statements about the data e.g. Silver was the most popular colour car</p> | <p>One - Listen to a free audiobook during their daily walk (https://stories.audible.com/start-listen). Talk about how it made you feel listening to a book in nature.</p> <p>Two – - Read ‘Downhill Racers’ using Oxford Owl (https://www.oxfordowl.co.uk/?login=true). Answer the questions at the back of the book in full sentences</p> <p>Three - Find a car advert in a magazine/newspaper and find the meaning of any new vocabulary, especially technical words!</p> <p>Four – read the poem Look at the Train!). (https://clpe.org.uk/poetryline/poems/look-train Write your own poem about a mode of transport using onomatopoeia (when a word describes a sound and mimics the sound of the object/action) to evoke sounds and rhythm</p> <p>Five – Complete an author study of one of your favourite authors. Can you create a list of their famous books and tick the ones they have read? Can you learn enough about the author to write a biography of their life?</p> |
| Weekly Spelling Tasks (Aim to do 1 per day) | Weekly Writing Tasks (Aim to do 1 per day) |
| <p>One - Create an A-Z list of transport related words. How quickly can they complete this?</p> <p>Two - Choose 5 Common Exception words (http://www.crosslee.manchester.sch.uk/serve_file/253974) and write them in a series of dots. Apply them into sentences about travelling.</p> <p>Three - Learn about word families (https://www.bbc.co.uk/teach/supermovers/ks2-english-word-families-with-the-dumping-grounds-tyler-sasha/z7r6kmm). Show their learning by designing a word family reminder poster</p> <p>Four - Practise spelling these words: invention, injection, action, hesitation, completion. Can you think of other suffixes to add to the root words to alter the meanings e.g. invent+ing= inventing, invent+ed= invented.</p> <p>Five – Mind map all of the verbs (action words) they associate with transport and travelling e.g steers, paddles, control. Which suitable verbs can they include in their writing tasks?</p> | <p>One - - Visit https://www.literacysshedplus.com/en-gb/resource/broken--rock--paper--scissors-ks2-activity-pack on Broken: Rock, Paper, Scissors. Or you can write a response to this: If I met an alien, I would... You could record your responses in a list to form a list poem and then perform it.</p> <p>Two - Write a diary entry about what it would be like on a Space Station. What do they miss about life on Earth? Visit https://safeyoutube.net/w/GA6K for inspiration).</p> <p>Three - Create a travel brochure for a planet of their choice or to promote space tourism in general. Make sure they include information about travel times, accommodation, food and things to do and see.</p> <p>Four – Write a story about a character who went into space for the day. Think about which time openers (eg. Later that day) you could use and how you would build the suspense to engage the reader.</p> <p>Five - Create an information poster about Neill Armstrong(https://www.bbc.co.uk/bitesize/topics/zjwvb82/articles/zhx4k2p). Remember to use labels and captions. What diagrams could they include?</p> |

Learning Project - to be done throughout the week.

The project this week aims to provide opportunities for you to learn more about transport. Learning

may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

Transport Inventors - Find out about famous transport inventors such as Henry Ford and The Wright Brothers. Create fact files about these inventors. Can you draw sketches of different modes of transport then and now? Can you place different modes of transport on a timeline using their invention date?

Colourful Collage - Create your own transport collage. Encourage them to draw, colour or paint a variety of vehicles or make a large collage of one vehicle. Use bold colours to really make your vehicles stand out! The collage could be made using cut up squares from magazines and leaflets.

Obstacle Course – Find any transport (cars, trains, etc) you may have at home, then design an obstacle course for your vehicle to travel around. This could be on a track or floor involving ramps inside or in the garden. Another idea - get each family member to make a paper aeroplane and throw each one in turn and see whose travels the furthest. Measure the lengths of the distance travelled and record these on a bar chart. Recommendation at least 2 hours of exercise a week.

Let's Talk Transport -Talk as a family about transport in your life. Talk about how you get to school and work. Do you get your food delivered? Does anyone in the family operate a mode of transport? Is it their job? Discuss the first family car owned. Mind map all of the ways your family relies on transport and then to imagine a life without it.

Transport Around the World - Look at how people travel around in India. Buses, cycle-rickshaws, autorickshaws, e-rickshaws, tempos (big, brutal-looking autorickshaws), taxis, boats, tongas (horse-drawn carts), metros and urban trains provide transport around India's cities. Compare this to Venice and how the people there travel around (gondola and sandolo tours all around the city). Design a new vehicle suitable for each of these places thinking carefully about suitable and local materials.

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[White Rose Maths](#) – to access these resources click on the link

[Times Tables Rockstars](#) – lots of times table practise. Your child has a username and password.

[Mathletics](#) – Lots of lovely maths practice followed by a game. Your child has a username and password.

[Spelling Shed](#) – Weekly spellings. Your child has a username and password.

[Oxford Owl](#) - to access these resources click on the link.

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