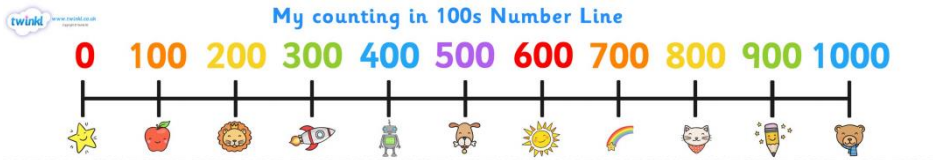




## WC 13.7.20 Learning Project - Transport

Age Range: Y3/4  
Week 15

Weekly Reading Tasks	Weekly Spelling Tasks																						
<p><b>Monday-</b> Your child can listen to a free audiobook during their daily walk <a href="#">here</a>. Talk to your child about how it made them feel listening to a book in nature.</p>	<p><b>Monday-</b> Your child can create an A-Z list of transport related words. How quickly can they complete this? A – Automobile B - Boat</p>																						
<p><b>Tuesday-</b> Read '<a href="#">Downhill Racers</a>' using Oxford Owl. Encourage your child to answer the questions at the back of the book in full sentences.</p>	<p><b>Tuesday-</b></p> <table border="1"> <tr> <td>Y3</td><td>Y4</td></tr> <tr> <td>lecture</td><td>lecture</td></tr> <tr> <td>literature</td><td>literature</td></tr> <tr> <td>mature</td><td>mature</td></tr> <tr> <td>miniature</td><td>miniature</td></tr> <tr> <td>mixture</td><td>mixture</td></tr> <tr> <td>moisture</td><td>moisture</td></tr> <tr> <td>sculpture</td><td>sculpture</td></tr> <tr> <td>signature</td><td>signature</td></tr> <tr> <td>temperature</td><td>temperature</td></tr> <tr> <td>texture</td><td>texture</td></tr> </table>	Y3	Y4	lecture	lecture	literature	literature	mature	mature	miniature	miniature	mixture	mixture	moisture	moisture	sculpture	sculpture	signature	signature	temperature	temperature	texture	texture
Y3	Y4																						
lecture	lecture																						
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signature	signature																						
temperature	temperature																						
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<p><b>Wednesday-</b> (end of the document) <b>Read 'Life Aboard a Canal Barge' – answer the questions.</b></p>	<p><b>Wednesday-</b> Learn about word families <a href="#">here</a>. Your child can show their learning by designing a word family reminder poster.</p>																						
<p><b>Thursday-</b> Ask your child to read the poem <a href="#">Look at the Train</a>! They can write their 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><b>Thursday-</b> Practise spelling these words: <b>invention, injection, action, hesitation, completion</b>. Can your child think of other suffixes to add to the root words to alter the meanings e.g. <b>invent+ing</b>= inventing, <b>invent+ed</b>= invented.</p>																						
<p><b>Friday-</b> (end of the document) The Great Cutty Sark – answer the questions.</p>	<p><b>Friday-</b> Ask your child to 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><b>Monday- Wednesday</b> Look through a newspaper or magazine and list the different types of transport found. Record these in a table.</p> <p>Read and complete the comprehension activity about the <a href="#">Wright Brothers</a></p>	<p><b>Monday- Wednesday</b> Ask your child to spell the Common Exception words in a fun way using this online game, '<a href="#">Spooky Spelling</a>'</p> <p>Use the <b>common exception</b> <b>Above</b> word list to undertake a 'spelling bee'- how many can you get right in a minute- overall.</p>
<p><b>Weekly Writing Tasks</b></p>	<p><b>Weekly Maths Tasks- Measures</b> <b>Choose a task or tasks from each day. These are to be used flexibly</b></p>
<p><b>Monday-</b> Use the images from Ruckus (end of the document) Day 1 – discuss the storyboard.</p> <p>Write a sentence or two for each image. Add dialogue.</p> <p>(Give the 2 characters a name, where is the train heading to? What is the ruby worth? Where has it come from?)</p>	<p><b>Monday-</b> Help your child to practise reading scales by measuring the mass and capacity of ingredients in a home baking recipe! Encourage them to use maths to calculate measurement totals or convert between units of measure.</p> <p><a href="#">Bitesize Maths</a> online daily maths lesson <a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 1 Week 10</p>
<p><b>Tuesday-</b></p> <p><b>Day 2 – Look at the last image... What happened next? (They must survive)</b></p> <p><b>Write a couple of paragraphs to explore this.</b></p> <p><b>Some ideas...</b></p> <p><b>(How did they survive? How did they feel? Did any of them get the ruby in the end? Did someone else get it? Did they lose it? Did they have to give it to someone to help them?)</b></p> <p><b>Action – falling, grabbing on to something, falling into a raging river below?</b></p>	<p><b>Tuesday-</b> With an adult, select 10 objects write down their mass from the pack. Then order the objects by lightest to heaviest. Remember 1000 g = kg.</p> <p>You may want to predict where they would go first before looking at the measures!. To make this easier you may want to convert the weights into grams ( if you have some kilograms in your selection) As an extra challenge practise your rounding skills by drawing a large scale number line from 0 up to 1000g ( 1kg) counting in multiples of 100g.like this one from Twinkl</p>  <p>Pick up an object and place on the number line the nearest 100g which it would round to i.e. a cake weighing 454g would round to 500g. Some crisps weighing 35g would round to 0.</p> <p><a href="#">Bitesize Maths</a> online daily maths lesson <a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 2 Week 10</p>
<p><b>Wednesday-</b> Your child can plan and write a journey story. Where is the main character going and why? What happens on his/her journey? How does the main</p>	<p><b>Wednesday</b> Go on a measures hunt around your home select 10 objects decide if their</p>

character overcome this? If you have access to a PC, your child can type up the final version of their story after they have proofread it.

Hand it in on Google Classroom

measurement would be recorded in millimetres, centimetres or metres. Sort them into sets under the 3 headings. Then on a piece of paper estimate how long you think each object will be. Then check with a ruler to see if you were correct.

If you would like to do some extra work on measures, [investigative activities can be found on this website.](#)

**[Bitesize Maths](#) online daily maths lesson**  
**[CODE Maths Hub Daily Fluency Activities](#)** - Day 3 Week 10

**Thursday-** Watch [this video](#) about The Orient Express. Your child can imagine that they have travelled on this beautiful train and write a recount about their journey.

#### Thursday

Practise reading thermometers by playing this [game](#).  
As an extra challenge look at the weather report for your local area and draw your own thermometers to represent the temperatures.  
You may want to create your own thermometers where the scales go in steps of 1s , 2s,5s or 10s

**[Bitesize Maths](#) online daily maths lesson**  
**[CODE Maths Hub Daily Fluency Activities](#)** - Day 4 Week 10

**Friday-**  
**Families should only be allowed to use their car if they are travelling over 1 mile.**

If you can, walk a mile with your family.

Can your child write a for/against argument about this, with adult support? They should consider the impact it would have on the family/environment. What can families do rather than use the car?  
How about people who would find this difficult? – Who would find this difficult? In a rush? The weather? The fact that it is your car so you can use it how you like?.

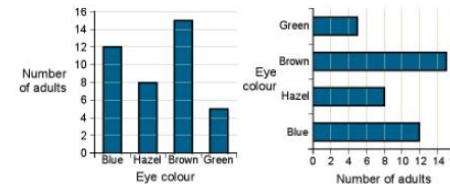
#### Friday

Create your own table like the one below and then a bar chart linked to the colours of the different cars in your local area.

Car Colour	Number of cars
Red	
Blue	
White	
Black	
Silver	

Below are examples of bar charts which you may wish to create but *using your own data*.

These bar charts show the eye colours of 40 adults.



Taken from <https://www.ncetm.org.uk>

**Bitesize Maths** online daily maths lesson  
[CODE Maths Hub Daily Fluency Activities](#) - Day 2 Week 10

### Monday – Wednesday

Ask your child to write a letter or postcard to their new teacher in September. Tell the teacher all about themselves including their likes/dislikes, friends and favourites.

If you can get access, send it to the school via email/post or post it on Google Classrooms.

Using the poem styles learned during your home learning write a poem, about Summer. What is the weather like? What things can you do? What foods do you eat? What you see, hear and smell?

### Monday – Wednesday

[Practise your problem solving and calculation skills by playing these number card activities by Babcock.](#)

Click on the link above which will take you through to the resources

[CODE Maths Hub Daily Fluency Activities](#) Week 11

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child 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** - Ask your child to find out about famous transport inventors such as [Henry Ford](#) and [The Wright Brothers](#). Create fact files about these inventors. Can your child draw sketches of different modes of transport **then** and **now**? Can they place different modes of transport on a timeline using their invention date?
- **Colourful Collage** - Ask your child to create their own transport collage. Encourage them to draw, colour or paint a variety of vehicles or make a large collage of one vehicle. Ask them to use bold colours to really make their vehicles stand out! The collage could be made using cut up squares from magazines and leaflets. Share the collages at [#TheLearningProjects](#).
- **Obstacle Course** - Ask your child to find any toy transport (cars, trains, etc) they may have at home, then they can design an obstacle course for their 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. Ask your child to 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. Ask your child to mind map all of the ways your family relies on transport and then to imagine a life without it.
- **Transport Around the World** - Ask your child to look at how people travel around in India. Research online for - 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. Encourage them to compare this to Venice and how the people there travel around (gondola and sandolo tours all around the city). Can your child design a new vehicle suitable for each of these places thinking carefully about suitable and local materials?

### STEM Learning Opportunities #sciencefromhome

#### **Brilliant Boats**

- Using just 1 sheet of paper and some paperclips design a raft that will hold as many coins or marbles as possible. You can download the activity card [here](#) to help you.

Additional STEM activities for Monday to Wednesday and the summer- <https://primarylibrary.crestawards.org/all-superstar-challenges/61747644/62>

### Mindfulness

Sometimes when we think about new situations or when we know things are going to change, it can make us feel worried. Feeling anxious or worried is normal; it's a step your body takes to make sure you are safe.

There are techniques we can use to help us feel calm, even when things are changing or when times are difficult. Today we will learn one of these techniques. It's all about using your superpowers! Stand in a quiet space with your legs slightly apart, your back straight and your head tall, with your arms bent and your hands on your hips. Make sure your position is tall and strong. Just like Superman or Wonder Woman might stand!

Keep still in this position and start to take long, slow breaths. You can even think about which power you would like to have to help you through the difficult time by saying things like 'I am brave' or 'I am strong'.

Notice how you feel after spending a few moments in this big, strong position.

Try it anytime you are feeling worried or nervous... it will really help you to feel brave!

For addition materials on coping the social and emotional aspects of returning to school visit <https://www.traumainformedschools.co.uk/resources>

### Additional learning resources parents may wish to engage with

- <https://classroom.thenational.academy/activity-clubs> this has many subjects and lessons to dip into.
- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects
- [White Rose Maths](#) online maths lessons. .
- [Classroom Secrets Learning Packs](#) - Reading, writing and maths activities for different ages.
- [Twinkl](#)
- [White Rose Maths](#) online maths lessons.
- [Topmarks](#) mental maths activities

- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 3](#) or here for [Year 4](#). There are interactive games to play and guides for parents.
- [Y3 Talk for Writing Home-school Booklets](#) and [Y4](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

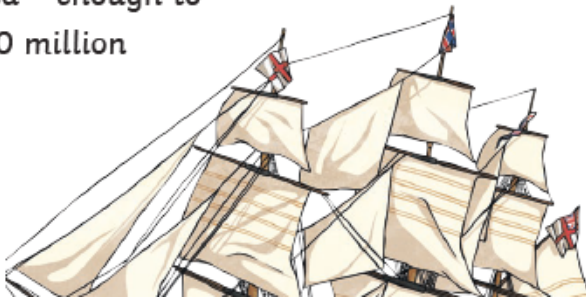
## #TheLearningProjects

in collaboration with



# The Great Cutty Sark

- 11 The Cutty Sark was a clipper ship. This means that it  
21 was a very fast sailing ship used for transporting cargo  
30 during the 1800s. The reason that clipper ships sailed  
40 so quickly was that they used three masts. The ships  
49 were mainly built for transporting tea from China to  
54 the rest of the world.
- 64 The building of the Cutty Sark was ordered by Captain  
76 John Willis in 1869. He wanted it to be part of his  
84 shipping company fleet. Work was completed the same  
93 year and it was launched from Dumbarton, in Scotland,  
104 on the 22nd November, 1869. At the time, it was the  
112 fastest ship in the world and could carry  
118 963 tons of tea – enough to  
122 make over 200 million  
125 cups of tea!



## Quick Questions



1. What type of ship was the Cutty Sark?

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2. Why do you think that John Willis wanted the Cutty Sark as part of his fleet?

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3. Find and copy a phrase which states what clipper ships were used for.

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4. Do you think the Cutty Sark would still be the fastest ship in the world today? Explain your answer.



# Life Aboard a Canal Barge

13 My name is James and I live on a canal barge with my  
24 dog, Milly. Not many people choose to live aboard a canal  
33 barge full-time – it isn't a particularly easy lifestyle. In  
42 a normal house, you would think nothing of turning  
53 on the tap and using as much water as you needed  
65 to. However, on a canal barge, all of the water I have  
75 on-board comes from containers, which I fill up every so  
86 often on my journey along the rivers and canals of the  
97 UK from special places run by the Canal and River Trust.  
108 My containers don't hold much; I have to be careful that  
120 I'm not wasteful so that I don't run out of water before  
124 the next filling station.



## Quick Questions



1. Who runs the water refilling stations?

\_\_\_\_\_



2. Why do you think that not many people choose this lifestyle?

\_\_\_\_\_

\_\_\_\_\_



3. Summarise the key point that James is making in the text.

\_\_\_\_\_

\_\_\_\_\_



4. Would you like to live aboard a canal barge? Explain your answer.



Ruckus 2013









