



Year One: Are We Nearly There Yet?



Rationale

In discussion, the children of Year One expressed an interest in transport, particularly trains and buses. With this in mind we explored the different forms and roles of transport that have developed over time in the United Kingdom. We experienced a journey on a steam train and included the role of a pedestrian to learn about road safety*.

Creativity	Independence	Aspiration
Children designed, created and evaluated their own vehicles.	Design and material choices. Road safety. Independent research.	Children understand what job opportunities there are in the world of transport and the role of different forms of transport in our daily lives. They know how to be safe around modern transport.
Spark A paramedic visited to talk about the role of transport in his work gifting three toy emergency vehicles. This provided the stimulus for looking into the different types of transport used, their roles and for supporting the local air ambulance.		Learning Celebration Visits by a paramedic and local Fire Officer. Open afternoon for parents. Displays in school.
Role Playing/Life Skills/Real Learning Using public transport. Road safety. Correct use of the emergency services.		Community Cohesion Road and railway safety. The use of transport to benefit the community: fund-raising for the air ambulance.
Out of Classroom Opportunities Nene Valley Railway Traffic survey. Walking in the local area - safety. Crossing the road safely.		Home Learning Activity Designing different forms of transport, e.g. a bicycle to seat 10 people. Road safety poster.
Computing and E-safety Children learned to use their Purple Mash usernames and passwords independently, learning about the importance of keeping their passwords private and respecting the work of other people. Adults discussed the importance of using appropriate websites for research and provided hyperlinks for access to those sites suitable and relevant.		
Links to discrete subjects <u>Maths</u> The children identified the 2D shapes used to make a picture of a police car during the Emergency		





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Transport section of the topic and learned how to tally to conduct traffic surveys. Vehicles were used to measure in non-standard units and to find a difference in length.

Literacy

Non-fiction: children produced railway safety posters, fact files and lists.

Fiction: a transport themed story, produced in book form with a cover and illustrations; a list poem with adjectives and adverbs and a senses poem.

Art

We looked at the work of Jackson Pollack and then used vehicles to create patterns by dipping the wheels into paint and making repeated tyre tracks on the paper. A collaged air ambulance was produced to create a fund raising display.

PSHE/Citizenship

We learned how to be safe and behave responsibly near to the railway and trains, as well as the Green Cross Code for crossing roads safely. We looked at the role of the air ambulance service and began fund raising to support the service.

Design and Technology

Children designed, made and evaluated a car using mechanisms.

History

Through the history of the train and the car, children developed the skill of producing a time line to place events in chronological order and explored changes within living memory (history of the train and the car) and considered the historical role of the wheel. They learned about George Stephenson as a person of significance in British history.

ICT

Children used Purple Mash to draw and “paint” their own emergency vehicle and design their own steam train.

British Values

Children have begun fund-raising for the Air Ambulance, a task that will continue throughout other topics for the remainder of this academic year and debated fund-raising events.

We learned about the role of the United Kingdom in the world of transportation developments and the laws of the road for a pedestrian.

Steps to success

Following a visit by a paramedic who gifted the children three emergency vehicle toys with sound effects, the children investigated the role of transport in the emergency services. This introduced different vehicle types and they considered the advantages of each. Prompted by the visit and as a result of their investigations, the children focused on the helicopters used by the ambulance service and began a fund-raising effort in aid of the air ambulance service.

As a crucial element of many forms of transport, time was spent studying the wheel and children had the opportunity to design and make their own wheel and test it out across the hall floor. This led to the conclusion that not only is a smooth round shape required, but many children identified the need for “tread” on the tyre too to prevent “skidding”. Wheels were also used to recreate a





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piece of art based on the artist Jackson Pollack.

In literacy, we enjoyed stories in familiar settings with a transport theme and used these stories as a springboard to writing our own.

Narrowing our focus to specific vehicles, we looked at the train and enjoyed visiting the Nene Valley Railway and travelling on a steam train. We used this visit to discover the history of the train and to stimulate vocabulary and support the use of adjectives in our writing based on a real life experience. We learned about George Stephenson and his role in the development of the railway and took our first steps towards creating a historical timeline. We also considered safety near the railway and trains, generating our own safety posters.

Having placed the events marking the development of the train in chronological order, we then progressed this skill to produce a timeline showing the history of the car and looked at the features that had been added to car designs over time and the purpose of cars in modern life. The children then used this knowledge to design and make their own car through a design and technology project focusing on mechanisms.

To conclude the topic, the children used tallying to survey the traffic passing school and then walked from school to the main route through Stamford where they used their senses to contrast the traffic volume. They learned about the purpose and use of a pedestrian crossing and then on their return to school, they learned how to cross the road using the Green Cross Code.

How will the project be evaluated?

Children shared their knowledge of the role of emergency transport during a return visit of the paramedic that provided the spark for our topic and also a visiting Fire Officer. The children have produced displays and a topic book that exemplifies their learning about transport.

* Throughout the remainder of the academic year, there will be events linked to this topic to continue fund-raising for the Air Ambulance Service. These events will add to the real life learning experience of this topic.

