



TRANSPORT

INFANTS YEAR 3

4 CONTENT AREAS

- MEANS OF TRANSPORT
- MODES OF TRANSPORT
- ROAD SAFETY
- LOLLIPOP PERSON



The background of the slide is a photograph of two hot air balloons floating over a lush green mountain range. The balloon in the foreground is large and features a blue body with a white horizontal band and a red, orange, and yellow striped base. The second balloon, further back, is primarily orange and red. The sky is a clear, vibrant blue, and the sun is low on the horizon, creating a warm, golden glow and casting long, soft shadows across the mountain peaks.

CALP

- CAR
- TRAIN
- PLANE
- BOAT
- BUS
- SKATES
- BIKE
- SCOOTER
- WATER
- AIR
- LAND
- SEAT BELT
- TRAFFIC SIGNS
- HELMET
- ELBOW PADS
- KNEE PADS

ADVANCE ORGANICER

- CHOO CHOO TRAIN SONG



- Who is that person?
- What clothes is she wearing?
- What tool has she in her hand?
- What are the children doing?
- Do you see the lollipop person in Burgos?



Lollipop person



I wonder what is going to happen to the child who is crossing the road without looking



DRIVING QUESTION

How will you get there?
Modes of transport: air, land,
water

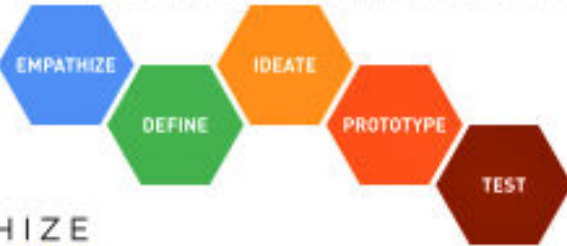
DESCRIPTIVE TASK

- **TASK 1:**
- Scaffold language and vocabulary to activate prior knowledge using visual support.
- **TASK 2:**
- Story retelling using props, toys and repetitive language structures. Shared reading and role play a real traffic situation.



DESIGN THINKING FRAMEWORK

NAME: Teachers fill this framework at the EY stage



#1: EMPATHIZE

Who is my user?



The classroom group

What matters to this person?

Which vehicles go on water?
Which vehicles go on land?
Which vehicles go on air?
Can a helicopter fly on the road?
Can a boat sail on the air?
Can a bike ride on the water?
How can I go to another country?
Classify means of transport according to the corresponding mode

#2: DEFINE

What's the problem?



Appropriate use of vehicles as regards modes of transports: water, air, land

What are the restrictions or limitations?



Students age



Students maturity level



Lack of experience



Manipulate toy transports



Discuss if the vehicles are water, land or air transports

#3: IDEATE

Brainstorm ideas



Choose an idea or solution!

#4: PROTOTYPE

Make a materials list

Plasticine

Jars

Toy vehicles of three

Kind: air, water, land

Sketch it out!

- Plasticine model / prototype
- Classify toy vehicles on the classroom floor
- Paper road map with basic traffic signs for follow up activity

#5: TEST



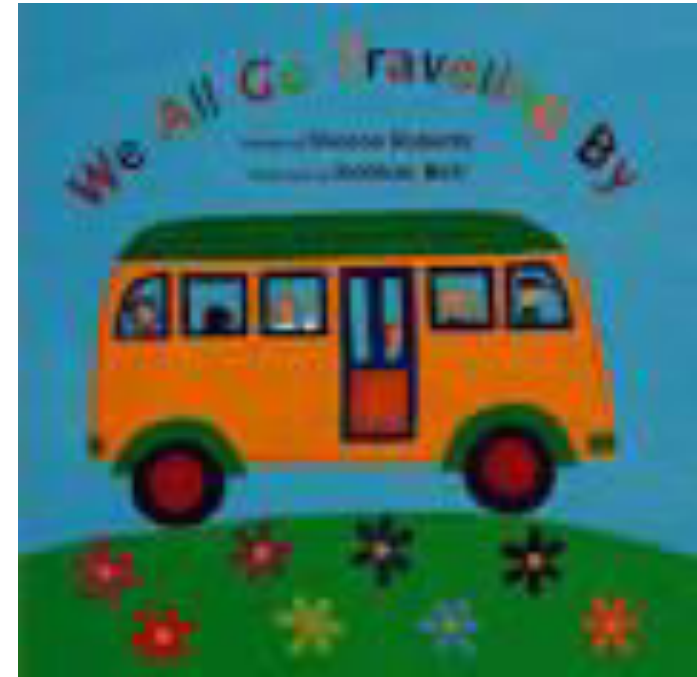
What worked?

What didn't work?

TASK 3

- Sing along using props and TPR around the classroom or outdoors if weather allows. Children reproduce vehicles onomatopeias.

- <https://youtu.be/Kpoze1QKOCY>



TASK 4

- ARTS AND CRAFT traffic light made up with cardboard and cellophane paper.
- Reciting and recording of The Traffic Light poem.
Display



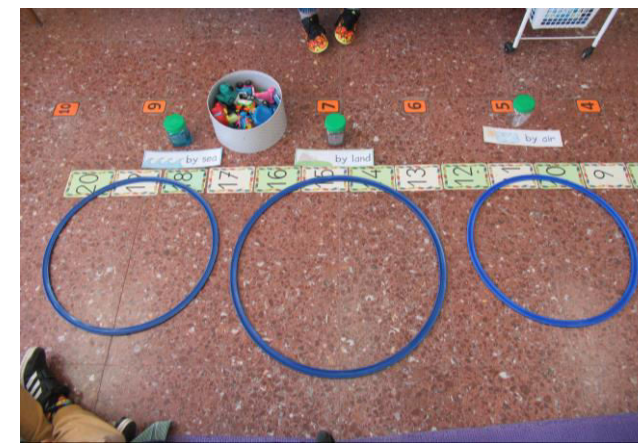
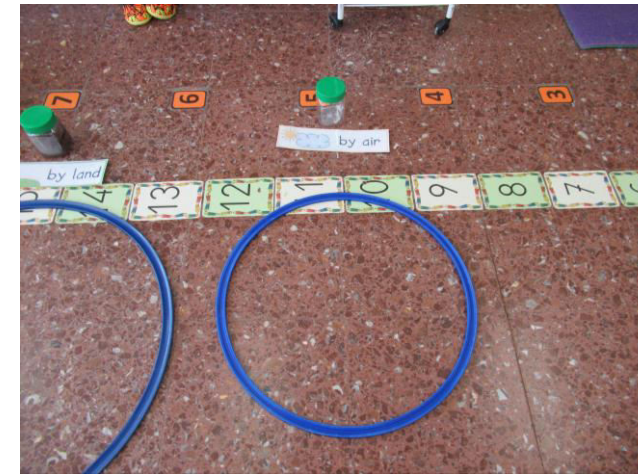


TASK 5

- **SCIENCE EXPERIMENT: PLANES AND HELICOPTERS**
- We build a paper plane and a helicopter prototype and experience the concepts : spinning and gliding
- Language Arts and use of Art lessons vocabulary

TASK 6

- CLASSIFICATION OF MEANS OF TRANSPORT INTO MODES OF TRANSPORT: children are given toy vehicles and there is a discussion about the appropriateness of using them on water, on land and in the air in order to scaffold the language. After that, the students classify the toys inside three rings and according to three different jars: one with water, one with soil and one with air.





TASK 7

- **ROAD MAP**
- Build a plasticine vehicle prototype, basic traffic signs and use them to go from a starting point to the school on a paper road map. We use real buildings names from Burgos.

TASK 8

TRADITIONAL GAMES

RED LIGHT/ GREEN LIGHT
Traditional playground game

THE BIG SHIP SAILS Traditional
nursery rhyme and circle game





Task 9

- Phonics

Blending,
segmenting, tricky words
and emergent writing
or dictionary mini book related
to the topic





SH



SHIP

