

Teacher resources:

Transport



Trinity Stars

YOUNG PERFORMERS AWARDS

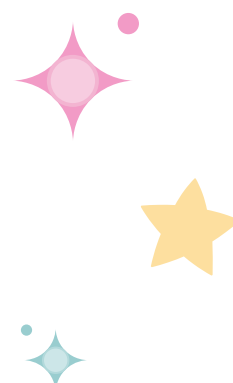


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Introduction

Topic: Transport

Suitable for: Early years

Primary school

Language used:

Car, bus, train, bike, plane, boat, left, right, straight on, turn around, helmet, bell, sail on the sea.

Useful materials: Flashcards, colouring pens, coloured card, glue, scissors, paper plates, cardboard boxes, cardboard tubes, paints, empty cartons, egg boxes, bin bags, stickers and foil.

Here are some flexible and engaging activities for all Trinity Stars levels. They are designed to encourage five key skill areas that match with early years and primary education curriculums:



Communication



Teamwork



Understanding



Creativity



Movement

Teachers can choose and adapt activities based on the needs and learning goals of the children they are working with.





Activity 1:

Transport flashcard fun

Aim: To encourage children to learn and use words about transport.

Skills developed:



Communication: Learning and using words about transport.



Understanding: Showing understanding of types of transport and what they look like.



Movement: Using the space to show understanding by moving to the correct flashcards.



Creativity: Using imagination to create pictures of types of transport.

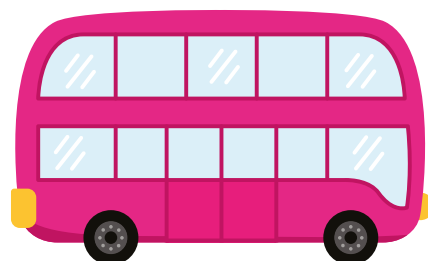
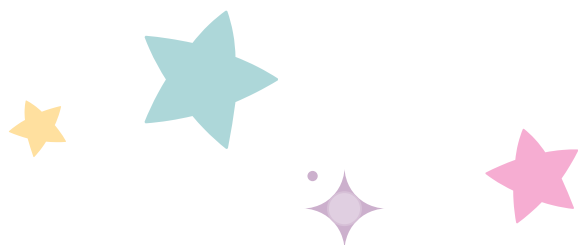
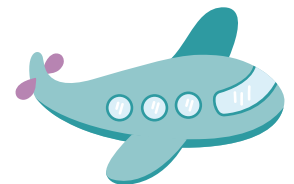


Teamwork: Supporting each other by listening, repeating and recognising words together.

Materials needed: Flashcards.

How to play:

- 1 Show flashcards of different images of transport and say each word: car, bus, train, bike, plane, boat. Ask the children to repeat after you.
- 2 Repeat this activity without saying the words. Encourage the children to call out the words instead.
- 3 Place the flashcards on different walls in the room.
- 4 Choose an image and say the word. Children go to the correct flashcard. Repeat with all flashcards.
- 5 Ask the children to draw a picture of their favourite type of transport.
- 6 Display these pictures on the wall.





Activity 2: ✨

The 'This is how we travel' song

Aim: To encourage children to explore types of transport using song and movement.

Skills developed:



Communication: Expressing ideas about travel through song and movement.



Understanding: Showing understanding of ways to travel.



Movement: Using body language to act how types of transport move.



Creativity: Personalising the movements of types of transport.



Teamwork: Working together to perform the song.

Materials needed: Flashcards.

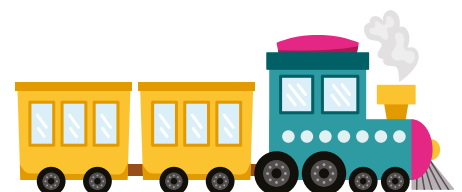
How to play:

- 1 Sing the following song to the class to the tune of 'I can sing a rainbow'. Hold up the flashcards as you sing the song.
- 2 Repeat the song and ask the children to join in with you.
- 3 Sing the song again, adding actions to demonstrate different types of transport.



This is how we travel:

Trains and boats and cars and bikes,
Planes and buses too.
This is how we travel,
How we travel,
Let's travel,
Me and you!





Activity 3:

Sounds of transport

Aim: To encourage children to explore types of transport using sound.

Skills developed:



Communication: Expressing how types of transport sound through voice.



Understanding: Showing understanding of how types of transport sound.



Movement: Using the body to act out how types of transport move.



Creativity: Personalising the sounds of types of transport.

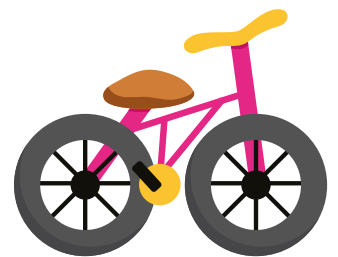


Teamwork: Working together to make the sounds of types of transport.

Materials needed: Flashcards.

How to play:

-  1 Hold up a flashcard showing a type of transport.
-  2 Ask the children what sounds the transport might make.
-  3 Make these sounds together with actions.
-  4 Repeat with different flashcards.





Activity 4:

Guess the mime

Aim: To encourage children to explore the movement of transport through mime.

Skills developed:



Communication: Expressing ideas about how types of transport move through mime.



Understanding: Showing understanding of how types of transport move.



Movement: Using body language to act out how types of transport move.



Creativity: Personalising the movements of types of transport.



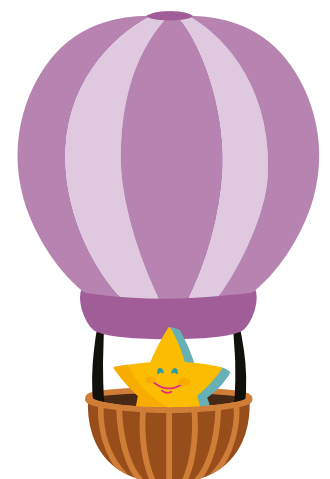
Teamwork: Taking turns and working together to guess types of transport.

How to play:

- 1 Start by miming a type of transport.
- 2 Say the following rhyme to the children:

Look at me,
What transport can you see?

- 3 When the children guess correctly, ask who would like to choose a type of transport and mime it.
- 4 This child then comes to the front of the class and mimes a type of transport.
- 5 The other children guess.
- 6 The child at the front selects a child to take the next turn.





Activity 5:

Transport costume design

Aim: To encourage children to explore types of transport through creative costume work.

Skills developed:



Communication: Expressing ideas about how types of transport look and move through costume work.



Understanding: Showing understanding of how types of transport look.



Movement: Using fine motor skills to make costumes and gross motor skills to move like types of transport.



Creativity: Creating a costume to show a type of transport.



Teamwork: Working together in small groups to plan, create and perform types of transport.

Materials needed: Colouring pens, coloured card, glue, scissors, paper plates, cardboard boxes, cardboard tubes, paints, empty cartons, egg boxes, bin bags, stickers and foil.

How to play:

-  1 Divide the class into small groups. Give each group a flashcard of a different type of transport.
-  2 Ask the groups to create their own costume based on the flashcard using cardboard boxes, paper plates, etc.
-  3 When they have completed making their costumes, point out an imaginary road in the classroom.
-  4 Ask one group at a time to travel along the road in their costumes, making sounds of their vehicle.
-  5 These costumes can be used in further activities.





Activity 6:

The transport song

Aim: To encourage children to role-play different types of transport through song and movement.

Skills developed:



Communication: Expressing ideas about how types of transport move and sound through song and movement.



Understanding: Showing understanding of how types of transport sound and move.



Movement: Using body language to act out how types of transport move.



Creativity: Personalising verses and actions to the song.



Teamwork: Working together to perform the song.

How to play:

- 1 Introduce the first verse of the song to the children, singing it to the tune of 'Baby Shark'. Use expressive voice, facial expressions and gestures to convey the mode of transport.
- 2 Ask the children to join in with you.
- 3 Ask the class what other types of transport they can think of, and what they might sound like.
- 4 Add these to a verse of the song, for example:
I'm a bike: *Ting ting, ting ting...*
I'm a car: *Broom broom, broom broom...*
I'm a plane: *Zoom zoom, zoom zoom...*
I'm a bus: *Ding ding, ding ding...*
I'm a boat: *Splash splash, splash splash...*
- 5 Sing it together, making the sounds and moving around the room as each vehicle.

Song:

(Sung to the tune of 'Baby Shark')

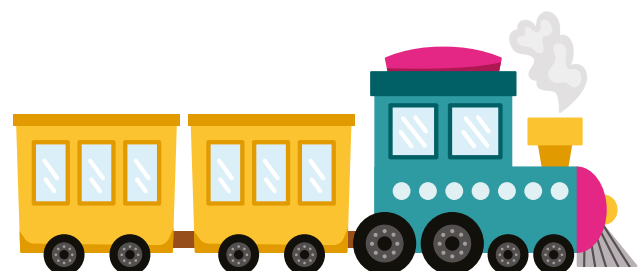
I'm a train
Choo Choo, Choo Choo!



I'm a train,
Choo Choo, Choo Choo!

I'm a train,
Choo Choo, Choo Choo!

I'm a train!





Activity 7:

Make the transport sound!

Aim: To encourage children to use and have fun with words about transport through song and movement.

Skills developed:



Communication: Expressing ideas about how transport moves through song and movement and discussion.



Understanding: Showing understanding of how types of transport move and sound.



Movement: Using body language to act out how types of transport move.



Creativity: Personalising the sounds and movement of types of transport.



Teamwork: Working together as a class and in small groups to perform the song.

How to play:

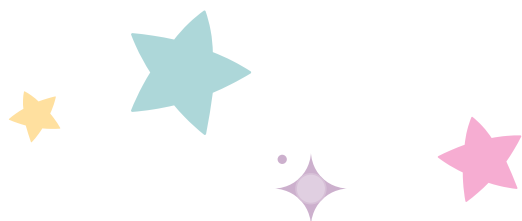
- 1 Teach the children the following chorus, along with the actions.
- 2 Sing the full song (see [page 9](#)) aloud and ask the children to join in each time with the chorus that they have just learnt.
- 3 Repeat the song and encourage the children to join in with you. Act this out including the sounds and movement of each type of transport.
- 4 Divide the children into groups. Assign each group a verse of the song.
- 5 Sing the whole song together with each group performing their own verse.

Song:

(Sung to the tune of 'Agadoo')



To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!





Make the transport sound song:

On the plane, plane, plane,
We're in the sky.

On the plane, plane, plane,
We're very, very high!

*(Children move around as planes,
when they sing the chorus)*

To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!

*(Children move around as planes,
making the sound)*

In the car, car, car,
We sit and we look
In the car, car, car,
We can read our book.

*(Children move around as cars when they
sing the chorus)*

To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!

*(Children move around as cars making
the sound)*

In the bus, bus, bus,
We go to school.
In the bus, bus, bus,
Our driver looks cool!

*(Children move around as buses when they
sing the chorus)*

To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!



*(Children move around in buses,
making the sound)*



On the bike, bike, bike,
A helmet on my head.
On my bike, bike, bike,
My bell is shiny red!

*(Children move around as bikes
when they sing the chorus)*

To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!

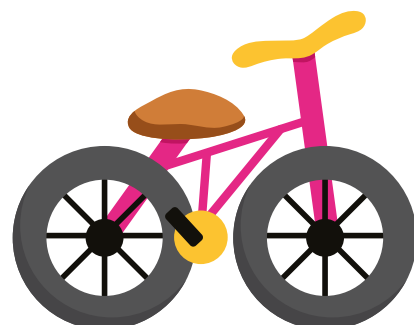
*(Children move around on bikes,
making the sound)*

On the boat, boat, boat,
I sail on the sea.
On the boat, boat, boat,
You never see a tree!

*(Children move around as boats
when they sing the chorus)*

To the left,
To the right,
Go straight on,
Now turn around.
We're having fun!
Make the transport sound!

*(Children move around on boats,
making the sound)*





Activity 8:

Transport role play

Aim: To encourage children to explore transport through storytelling, movement and imaginative role play.

Skills developed:



Communication: Expressing ideas about transport through storytelling and role play.



Understanding: Showing understanding of the story.



Movement: Using space and body to act out the story.



Creativity: Personalising responses to the story, including making props.



Teamwork: Working together to act out the story.

How to play:

- 1 Narrate a simple story (either a published one or one you have made up) about a type or different types of transport. Background music can be added to enhance the experience.
- 2 Act this out together with the children.
- 3 You can offer children an opportunity to create their own props to enhance their performance.





Suggested resources with the theme of transport:

References



- ★ *Things That Go* – Campbell Books
- ★ *Cars, Trains, Ships and Planes* – Contributions by Smithsonian Institution
- ★ *Look Inside Things That Go* – Rob Lloyd Jones
- ★ *My First Things That Go: Let's Get Moving* – DK
- ★ *The Ultimate Book of Vehicles: From Around the World* – Anne-Sophie Baumann

Nursery rhymes



- ★ 'Row, Row, Row Your Boat' – Traditional
- ★ 'A Sailor Went to Sea' – Traditional
- ★ 'Down at the Station' – Traditional
- ★ 'Early in the Morning' – Traditional
- ★ 'Stop! Says the Red Light' – Traditional

Songs



- ★ 'The Wheels on the Bus Go Round and Round' – Traditional
- ★ 'The Big Ship Sails on the Ally-ally-oh'
- ★ 'Transport Song' – Traditional
- ★ 'This Is the Way We Cross the Road' – Traditional
- ★ 'The Whales on the Bus' – Katrina Charman

Stories



- ★ *You Can't Take an Elephant on the Bus* – Patricia Cleveland-Peck
- ★ *Roo the Little Red Tuk Tuk* – Nadishka Aloysius
- ★ *The Runaway Tractor* – Heather Amery
- ★ *Steam Train, Dream Train* – Sherri Duskey Rinker





Poems



- ★ On the Train – Dave Ward
- ★ How Did You Come to School? – John Foster
- ★ All Aboard – Patricia Leighton
- ★ Sail Your Silver Boat – Trevor Millum
- ★ Biking – Judith Nicholls
- ★ Rickety Train Ride – Tony Mitton
- ★ My Grannies – June Crebbin
- ★ We're Racing, Racing Down the Walk – Phyllis McGinley



