

Friday 3rd July

Theme - ' transition'

Step 1 - "...transition..."

Look at the picture of 'The Old Railroad'. What do you think has happened?



Step 2 - Read the extract together.

It had been many years since the shrill shriek of a steam train puffing along the track had been heard in these parts.

The Northern Railroad had been discontinued after the great disaster on June 11th, 1911. Ever since that day, the Railroad company has been nothing but a distant memory, a story to be told around the campfire late into the night.

As the group sat around their newly constructed camp, listening to the crackle of the flames as they licked up into the night, their minds wandered back to the stories they had heard from their fathers. So absorbed were they in the moment, and the mesmerizing glow of the fire, that it was hard to tell if the shrill shriek coming from the distance was part of their imaginations...

Discussion Points – Now that you have read the extract, let’s think about what we have seen. Here are some questions to really focus your thinking. Talk about them together.



Where in the world could the railroad be?	What might have happened on June 11th, 1911?	What do you think they heard?
Do you think the railroad could be used again?		Why hasn't the railroad been used in such a long time?

English task

Tasks -Early Years

Nursery: What do you think happened on June 11th 1911? What stopped the railroad from being used? Explain your ideas to an adult.

Reception: Write a prediction about what you think happened on Jun 11th 1911.

I think _____.

After that I think _____.

Tasks - Key Stage 1

Read the extract above. Discuss with a grown up any words you do not understand. Now re-read the extract so that it makes more sense.

Today you are going to do a think aloud:

What questions come into your head when you read the extract? What do you want to find out more about? Write your list of questions. Don't forget capital letters and question marks.

Now draw the picture that is in your head after reading the extract.

Tasks - Lower Key Stage 2

Read this poem.

Runaway Train

Where you gonna go?	And no longer do I fear
Where have you just come from?	The race I've yet to win
Do you even know?	I'll run with you to far away
Runaway Train	To places yet unknown
Can I come with you?	The freedom that I long for
I don't want to stay here	Is the path that I've been shown
Whilst I'm feeling blue.	

I want to see what you see;	So if you please will take me
Want to see mountains high;	I want to share your ride
To feel the wind brush through my hair	I'm ready for adventure
As if I was to fly.	I've nothing left to hide
I hear the whistle, as you near	
Excitement builds within	

Emma Parker

Discuss and answer the questions below.

- 1. How could this poem connect to the picture or passage?**
- 2. What is your favourite word in the poem? Why?**
- 3. Are there any words you do not understand?**
- 4. Where is the train going?**
- 5. Where has it been?**
- 6. Why does the person want to get on the train?**
- 7. Would you like to get on the runaway train? Why?**
- 8. If you could travel anywhere on a train where would you go and why?**
- 9. Do you like the poem? Why?**

Tasks - Upper Key Stage 2

Read the extract again.

Think about what could have happened in 1911 to force the railway to discontinue.

What stories could they have heard from the fathers?

A train crash? A storm? A mysterious event?

Use the extract as your **story starter**

It had been many years since the shrill shriek of a steam train puffing along the track had been heard in these parts.

The Northern Railroad had been discontinued after the great disaster on June 11th, 1911. Ever since that day, the Railroad company has been nothing but a distant memory, a story to be told around the campfire late into the night.

As the group sat around their newly constructed camp, listening to the crackle of the flames as they licked up into the night, their minds wandered back to the stories they had heard from their fathers. So absorbed were they in the moment, and the mesmerizing glow of the fire, that it was hard to tell if the shrill shriek coming from the distance was part of their imaginations...

What do you think will happen next?

Write 3 more paragraphs to finish the story. Write in third person and past tense.

Plan your ideas using a story map before you start writing.



Watch this video where Malorie Blackman (author of Hacker) gives tips for writing a mystery story!

Students ask Malorie Blackman about writing a mystery.

<https://www.bbc.co.uk/programmes/p011mxd6>

Maths task

I was on a train the other day and I was looking out of the window as we went through a station and I saw lots and lots of carriages waiting in another line. They were going to be linked together to make a new train going on a long journey - so I thought !!

It was then that my train went round a curve in the track and I looked out of the window and saw the front of my train and quickly turned my head and saw the back of the train.

After a few more miles I had seen that my train had ten carriages to make up the whole train.



I thought back about the carriages I had seen at the station and wondered about making them into several trains.



I thought my train was rather special having ten carriages so I want to put this challenge to you all.

1. Suppose there are **24** carriages.
2. They're going to be put together to make up some trains.
3. The smallest train you are allowed is one with two carriages.
4. You must include at least one "ten-carriage train".

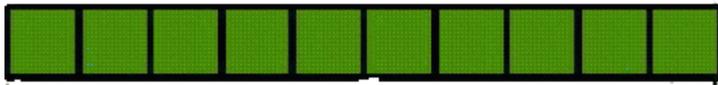
That's all really.

Here are some to start you off.



You could draw these.

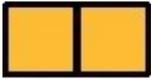
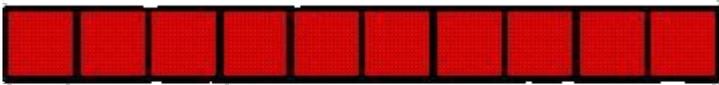
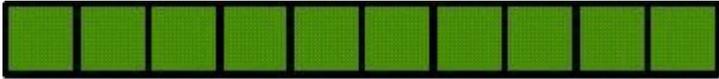
You could use cubes/ beads/ boxes or whatever to stand for the carriages. So it might also look like:-



Next:-



and if you used squares or cubes it might look like:-



So now it's your turn. See what different train arrangements you can make.

Remember the four "Rules" above.

It would be good to think if you have been using some kind of special way of getting new ones. Maybe you've found a pattern that helps you get lots of answers?

Please send you work to us on seesaw and tell us about your ways of doing this.

FINALLY

You simply have to ask "I WONDER WHAT WOULD HAPPEN IF ...?"

Here are some to start you off.

"I wonder what would happen if I had to only make three trains?"

"I wonder what would happen if I had to make only four trains?"

"I wonder what would happen if I had to have all the trains different lengths?"

and so on

and so on

Well-being task



It's Friday, let's work together to be a little more active. This Zumba workout will help you burn some energy and it will also support your wellbeing.

Here is a workout to a song we hear a lot at Greenfields:

<https://family.gonoodle.com/activities/happy>

If you'd enjoyed this, find more videos here:

<https://family.gonoodle.com/channels/zumba-kids>

Outdoor Learning

Today you can choose what to do for your outside learning session.

Think back to all the things that you have done in outdoor learning over the past few weeks and ask an adult if it is okay for you to do that.

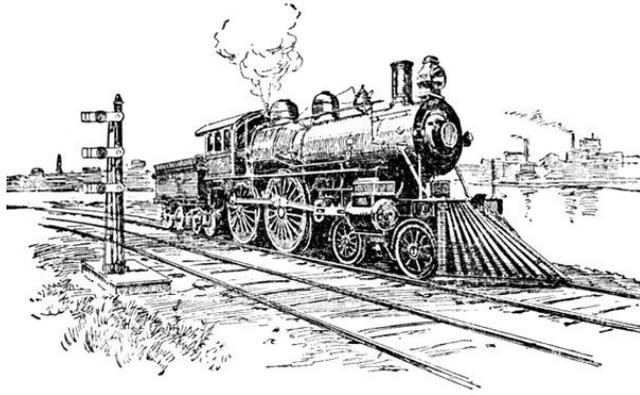
You may want a quiet time to meditate, do yoga, read, collect things, draw, make a paper aeroplane, go for a walk, P.E. challenge, look at the sky or a combination of these.

Enjoy the outdoors.

Creative Learning

Over the last 200 years, railway travel has changed immensely. Choose a type of train from history or the present day to sketch. Sketch the outline and shapes lightly first, then add detail and shading.

George Stephenson's steam locomotive



Steam train



The metro



East Coast trainline



Shinkansen bullet train in Japan



The tube in London

