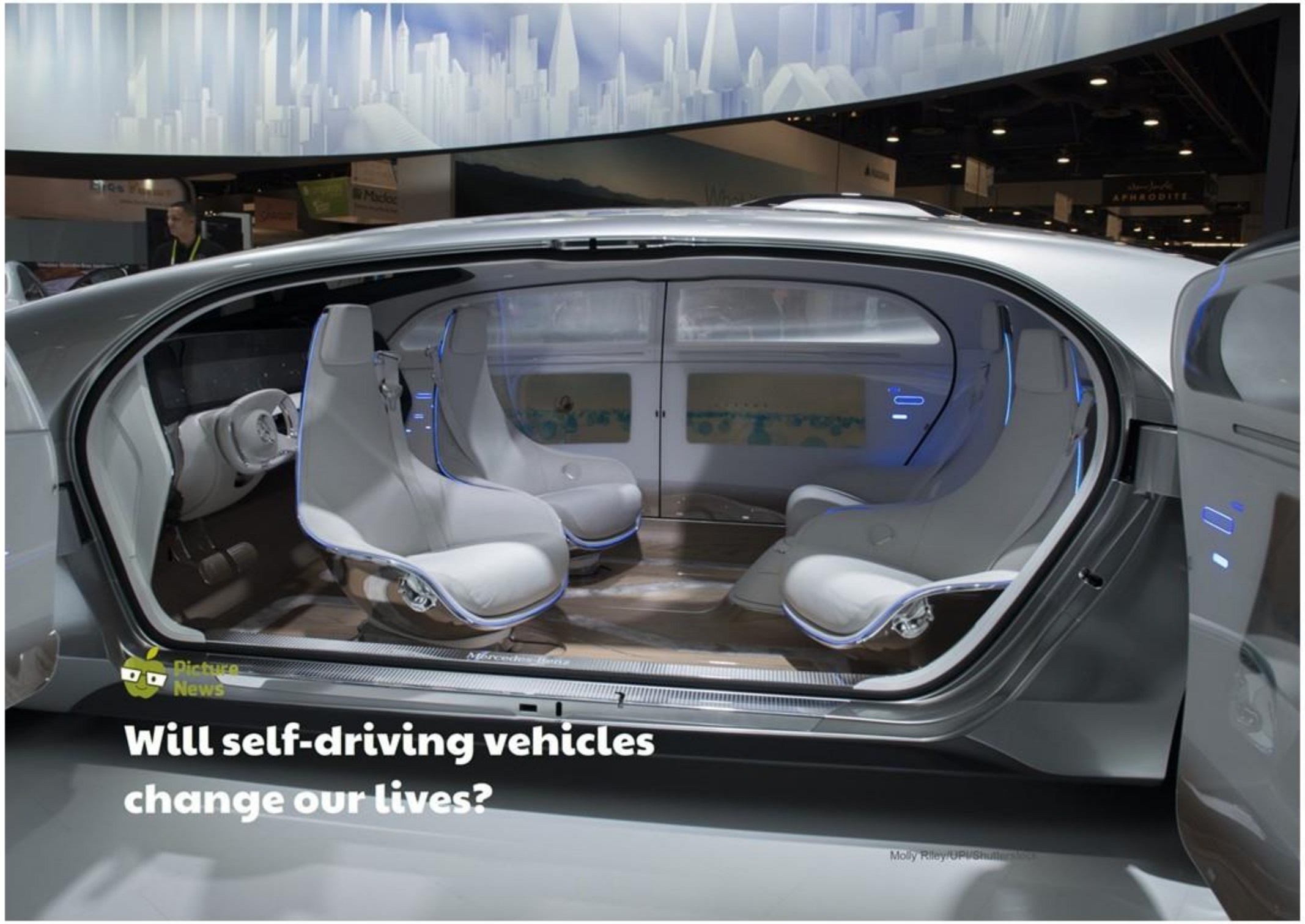


What's happening in the news this week?



Let's have a look at this week's poster!

22nd - 28th January 2024



**Will self-driving vehicles
change our lives?**



Let's look at this week's story

Motorists in Britain could be completing journeys using driverless cars by 2026 the transport secretary, Mark Harper, has predicted. He believes that fully autonomous vehicles, in which people become passengers in their own cars, will arrive in the UK that year and follow a gradual rollout. The government introduced a bill in a speech by King Charles III that paved the way for autonomous cars, without a safety driver, after pressure from industry, MPs, and Sir Patrick Vallance in his recent review of technology regulation.



Learn more about this week's story [here](#).
Watch this week's useful video [here](#).
This week's Virtual Picture News [here](#).



How does it make me feel?



sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic miserable woeful wretched	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended outraged resentful vexed	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed troubled uneasy	astonished astounded disconcerted distressed dumbfounded horrified staggered startled stunned surprised	alarmed apprehensive daunted fearful frantic horrified petrified terrified

This week's story looks at events related to ...





Read the information below about driverless vehicles.

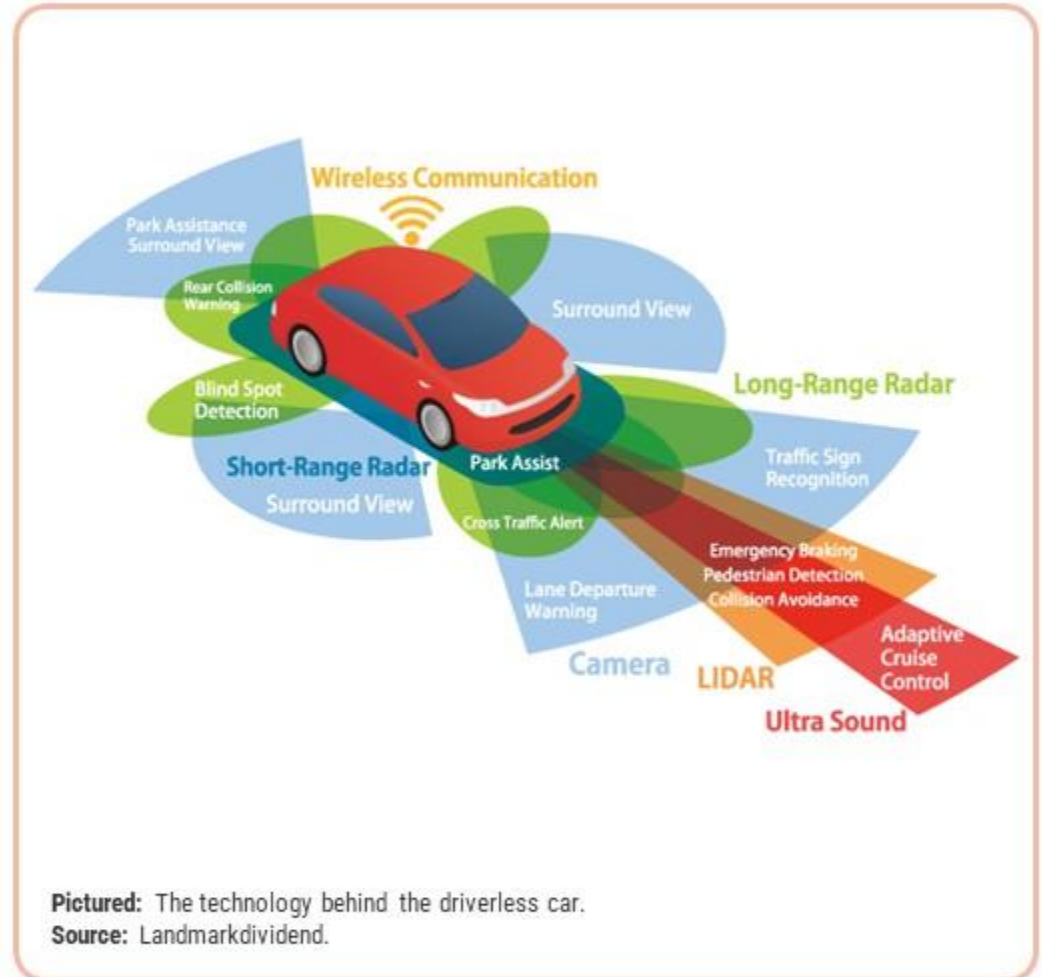
What is a driverless vehicle?

A self-driving vehicle, also known as an autonomous or driverless vehicle, is a mode of transport that can travel without human input. Self-driving cars use sensors to identify their surroundings, such as optical and heat cameras, radar, GPS, and other technologies.

Using this information, the car then identifies an appropriate navigation path and strategies for managing traffic controls e.g., traffic lights or stop signs.

Are driverless vehicles ready to be used in the UK?

At the moment, only Ford's Mustang Mach-E can allow drivers to take their hands off the wheel on certain sections of motorway in England, Wales, and Scotland. The carmaker says drivers must keep their eyes on the road.



Do you think you would feel comfortable travelling without a driver?



Look at the resource below, which shares some examples of different vehicles.



Boat



Digger



Motorbike



Tractor



Car



Van



Train



Aeroplane



Bicycle



Bus



Lorry



Scooter

Which of these vehicles have you used to travel with before? Which do you prefer? Why?



Look at the resource below, which shares some information about the six levels of driving automation.



Level 0 no automation

The driver of these vehicles is always in control and fully responsible. Some of these vehicles may contain driver assistance features, such as automatic emergency braking, but these are not considered as autonomous functions. The driver must always remain engaged in driving.

Level 1 hands on/shared control

The automation in these vehicles provides the driver with continuous assistance with acceleration, braking or steering e.g., adaptive cruise control. The driver must remain fully attentive and engaged.

Level 2 hands off

These vehicles are similar to level 1 automation as they continuously drive with acceleration, braking, and steering but they are also often equipped with advanced driver assistance systems (ADAS) that can take control. Some level 2 vehicles allow drivers to take their hands off the steering wheel (if the road permits them to). The driver must remain fully attentive and engaged.

Level 3 eyes off

Vehicles with level 3 automation handle all driving tasks. Drivers still need to be there, ready to take the wheel in case ADAS needs assistance but this level of automation should allow drivers to send emails, scroll social media or read a book!

Level 4 mind off

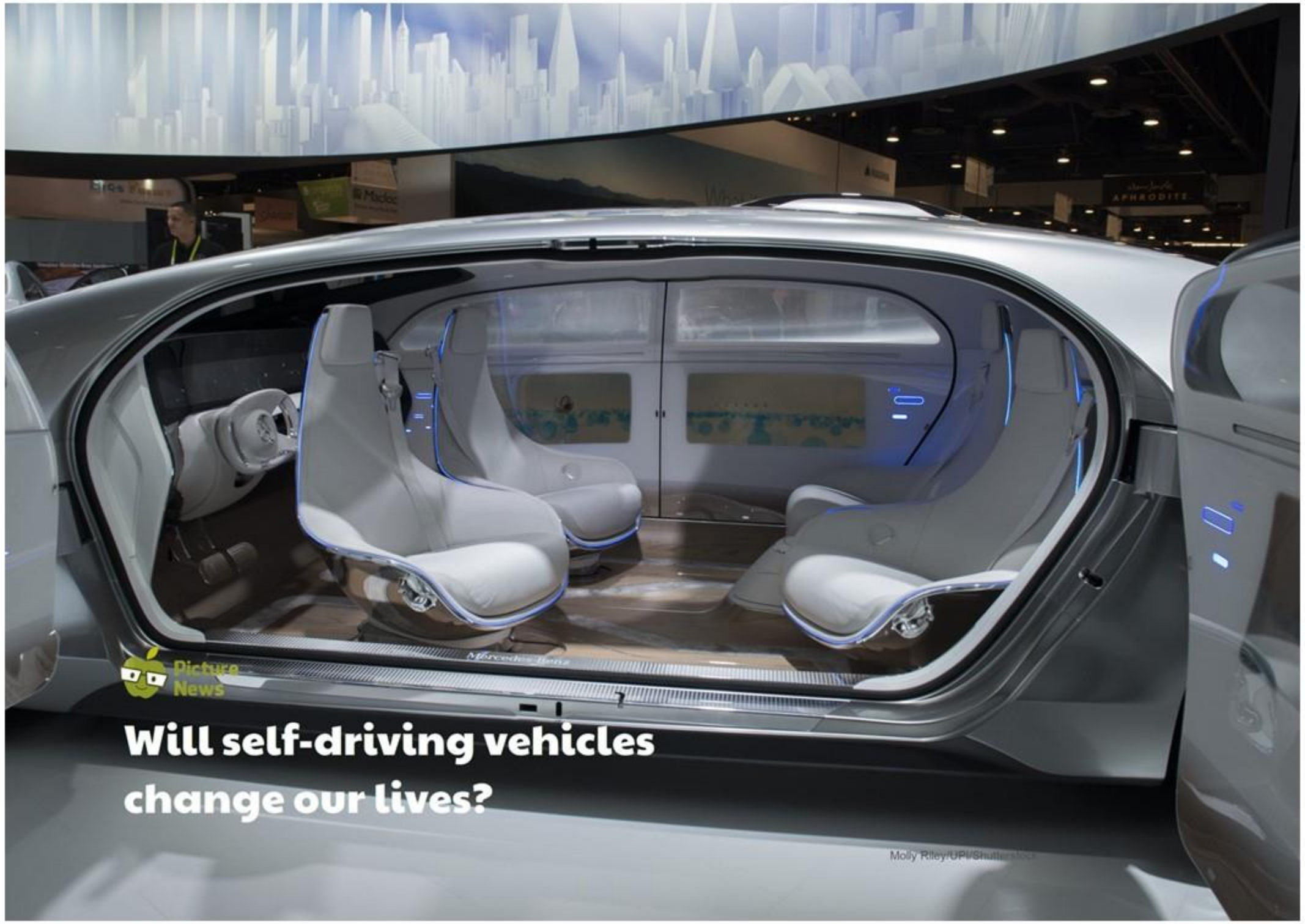
The autonomous systems in these vehicles are completely responsible for all driving and navigation. Passengers can be transported in these self-driving vehicles and do not need to be ready to take control.

Level 5 full driving automation

These vehicles take full control of all driving and navigational tasks. Passengers set the destination and then relax, work, play, sleep, chat – whatever they would like to do!



What level of automation has there been in any of the vehicles you have travelled in?



**Will self-driving vehicles
change our lives?**

Reflection



Self-driving transport has the power to revolutionise how we travel and could allow people to hand the control over to technology.





Rule of Law

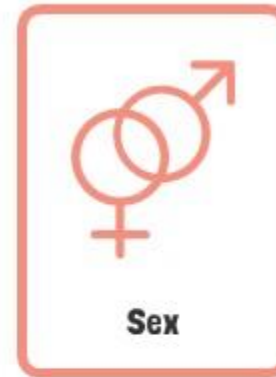
There are rules and laws that people must follow when driving vehicles. These help keep everyone safe.

As we move into the future, the rules and laws will change. Who is responsible for vehicles in the future may change too!

Protected Characteristics



Driverless vehicles may make travel more accessible and inclusive. Having a disability should never mean we are treated unfairly.





UN Rights of a Child



When adults make decisions, they should think about how their decisions will affect children. All adults should do what is best for children, which may affect how and when we use driverless vehicles in the future.



Useful vocabulary



Autonomous

Able to operate without being controlled directly by humans.

The government introduced a bill in a speech by King Charles III that paved the way for **autonomous** cars.

Bill

A formal statement of a planned new law that is discussed before being voted on.

The government introduced a **bill** in a speech by King Charles III.

Navigation

The act of knowing your position and planning and following a route.

Using this information, the car then identifies an appropriate **navigation** path and strategies for managing traffic controls.

Optical

Relating to vision or light.

Self-driving cars use sensors to identify their surroundings, such as **optical** and heat cameras, radar, GPS, and other technologies.

Revolutionise

To drastically change something for the better.

Self-driving transport has the power to **revolutionise** how we travel.

Rollout

Make something available for the first time.

He believes that fully autonomous vehicles, in which people become passengers in their own cars, will arrive in the UK that year and follow a gradual **rollout**.

Can you use them in your writing this week?



Will self-driving vehicles change our lives?

Motorists in Britain could be completing journeys using driverless cars by 2026 the transport secretary, Mark Harper, has predicted. He believes that fully autonomous vehicles, in which people become passengers in their own cars, will arrive in the UK that year and follow a gradual rollout. The government introduced a bill in a speech by King Charles III that paved the way for autonomous cars, without a safety driver, after pressure from industry, MPs, and Sir Patrick Vallance in his recent review of technology regulation.



- Look at this week's poster image and talk about what you see. The poster shows a Mercedes car design for a possible future self-driving car. Is it a vehicle you would like to take a journey in?
- This week's story is about driverless or self-driving vehicles. Do you know what they are or how they might work?
- What are some of the different types of transport you use regularly and who is in control?
- Read the information found on the assembly resource about driverless vehicles. Do you think you would feel comfortable travelling without a driver in full control?
- Watch this week's useful video, which features a self-driving bus in Milton Keynes. Can you list some of the positives and negatives of driverless public transport?
- Do you believe driverless vehicles are a positive step for transport overall? Do you think, over time, they will replace human-driven vehicles?

Reflection

Self-driving transport has the power to revolutionise how we travel and could allow people to hand the control over to technology.



KS1 focus

What different types of self-driving vehicle might we see in the future?



- Write 'vehicle' on the board. What is a vehicle? Can you name any? Can you use the word 'vehicle' in a sentence?
- A vehicle is a machine that is used to transport (take from one place to another) people or other things. Have you ever been transported by a vehicle? What was it? Where did you go? Did you enjoy it?
- Look at resource 1, which shows some examples of different vehicles. Which of these vehicles have you used to travel with before? Which do you prefer? Why?
- For each of the vehicles, discuss what it might be used for, what it might transport and who might drive it.
- In the future, it is possible that some or all of these vehicles may become self-driving so they wouldn't need a person to control them. How useful do you think this would be?
- Thinking about vehicles in the future, can you predict any other ways they may change e.g., their shape, size, design? Do you think a new vehicle may be invented?
- Have you ever controlled a vehicle such as a bike or scooter? Did you enjoy it? Imagine your bike or scooter became driverless and you just needed to get on it and go. Would you still enjoy it? Are there times you would still like to control it?

Reflection

As we move into the future, the vehicles we use to travel will change. We are all different so how we choose to travel will be different too.



KS2 focus

What are the different levels of self-driving vehicle and when might they be used?



- Discuss what you know about self-driving vehicles. Can you define autonomous?
- In 2014, SAE International created six levels of driving automation. SAE International was formally known as the Society of Automotive Engineers.
- Look at resource 2, which shares some information about the six levels of automation. What level of automation has there been in any of the vehicles you have travelled in?
- Most of the vehicles we see have Level 0 automation. Any Level 0, Level 1 or Level 2 vehicles must have an active driver, who is responsible at all times. Can you think of a time when you would prefer to be responsible for a vehicle you were travelling in?
- Focus on Level 3, Level 4 and Level 5. There are some Level 3 autonomous cars already being used. Level 4 cars are being tested in the real world. How does this make you feel?
- Think about some of the recent journeys you have made. Can you describe how it may have been different had you travelled in a Level 5 vehicle? Do you think you would have preferred your journey? Why?
- Discuss how driverless vehicles may affect when and where you travel in the future. How do you think it will affect the transportation of goods? How do you think it will affect the skill of driving?

Reflection

There are different levels of automation in vehicles, some of which are still been tested and explored. How, when and where we travel is likely to change in the future.



KS2 follow-up ideas

Option 1

Write a letter or email to find out more about driverless cars and share your views. You could write to a car manufacturer such as Mercedes or Ford, your local MP or even the transport secretary! Think about:

- Who will you write to?
- What do you think about driverless vehicles?
- What do you want to find out about driverless cars?
- How do you predict driverless cars will impact your future?

Use the questions above to help you structure your letter/email.

Option 2

Read and research to find out about vehicles of the past. Use the following to help:

- How did people travel before vehicles?
- When was the first bicycle invented?
- How have roads changed over time and why?
- When was the first motorised vehicle invented?
- Can you describe how rail travel has changed?
- Find out how vehicles are powered has changed over time.

If you have a current history topic, research how people during this time travelled and compare it with now.



KS1 follow-up ideas

Option 1

Imagine you are taking a journey in a driverless car. Think about the following:

- What vehicle are you travelling in?
- What are the seats like?
- Where are you going?
- Who are you travelling with?
- What can you see out of the window?
- What can you hear?
- How do you feel?
- What are you doing as you travel?

Use pictures, words and/or sentences to describe your journey in a driverless car.

Option 2

Use junk modelling resources to design and make a futuristic vehicle. Think about:

- Will your vehicle be a car, scooter, truck or something else?
- What size, shape, colour do you want your vehicle to be?
- Will it have wheels?
- Will it have a windscreen, doors and windows?
- What junk materials could you use e.g., cereal packets, egg boxes, crisp cylinders?



This week's useful websites

This week's news story

www.bbc.com/news/technology-67825617

This week's useful video

Self-driving bus in Milton Keynes
www.bbc.com/news/av/uk-england-beds-bucks-herts-67445112

This week's Virtual Picture News

www.picture-news.co.uk/discuss

This week's vocabulary

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Teenager 'beats' Tetris



Pictured (top): Willis Gibson aka Blue Scuti. **Source:** Blue Scuti - Willis Gibson @bluescuti1771 X page.

Pictured (bottom): Image of Willis playing Tetris from his YouTube video 'The First Time Somebody Has Ever "Beat" Tetris'. **Source:** YouTube.

13-year-old Willis Gibson, aka Blue Scuti, has made gaming history by becoming the first person to complete the original version of the popular computer puzzle game, Tetris. The Tetris player prodigy from Oklahoma, USA uploaded a video, which documented his victory, titled 'The First Time Somebody Has Ever "Beat" Tetris' to YouTube. Willis stated, 'When I started playing this game, I never expected to ever crash the game, or beat it. This run was also the Overall Score, Level, Lines, and 19 Score world record.' The gaming superstar advanced so far in the original Nintendo version of the game that, after reaching level 157, it froze, and his score read 999999. The classic video game's website describes itself saying, 'The goal of Tetris is to score as many points as possible by clearing horizontal lines of

Blocks. The player must rotate, move, and drop the falling Tetriminos inside the Matrix (playing field). Lines are cleared when they are filled with Blocks and have no empty spaces. As lines are cleared, the level increases and Tetriminos fall faster, making the game progressively more challenging. If the Blocks land above the top of the playing field, the game is over.' The game was first released 34 years ago and has been described until now as 'unbeatable'.

Have you ever played Tetris? How do you think it felt to complete a game that people have been playing without finishing for so many years?

Happy Birthday Gruffalo!

Julia Donaldson's much-loved book, *The Gruffalo*, is 25 years old this year, and the celebrations have begun! The famous children's author has started the special year by returning to a very significant location – the primary school in Scotland where she first read her unpublished book. Julia visited Auchterhouse Primary School in 1997. She asked for the pupils' opinions on the story and encouraged them to draw pictures of what they thought the Gruffalo would look like, promising that if the book was ever published, she would dedicate it to the school. She was true to her word and the Angus primary school has been celebrated at the front of every version of the story that has been printed since it was first published in 1999! The Gruffalo became incredibly successful, has been translated into 107 different languages and dialects, and has sold millions of copies around the world! Ms Donaldson said, 'The Gruffalo's origins go back to when I first tried the story out in primary schools in Scotland, with a memorable visit to Auchterhouse, under the wing of Scottish Book Trust. Scottish Book Trust has been doing great work for 25 years supporting children with literacy and improving access to books.'



Pictured: The 25th anniversary edition of *The Gruffalo*. **Source:** Scottish Book Trust @scottishbktrust X page.



Pictured: *The Gruffalo* with Julia Donaldson and pupils at Auchterhouse Primary School. **Source:** Scottish Book Trust @scottishbktrust X page.

Have you ever thought about writing a book? Do you think any of your story ideas could be turned into a book to be published for everyone to read?

Welsh Tidy Mouse



Pictured: A mouse in a shed. **Source:** Canva.

A mouse caught on camera tidying up in a shed in Builth Wells, Powys, Wales, has been nicknamed Welsh Tidy Mouse. The tidy rodent has been 'mousekeeping' since October in a workshed belonging to Rodney Holbrook, a retired postman and keen wildlife photographer. Rodney said, 'One morning I went in early October and there were no nuts in there and I thought I put nuts in yesterday. I had lots of bits of stuff I had on my bench all put in there and I thought I'm going to set up a night camera. So, I set that up and that's where I get these incredible videos of the mouse doing what it does.' He went on to say, 'I'm just leaving it as it is. People have said to me about putting things in to get some

sort of funny videos. But I just leave it naturally. Just naturally let whatever's going to happen, happen.' The video camera has captured the mouse picking up clothes pegs, corks, nuts and bolts. Megan Jackson from the University of Bristol, who studied the mouse's behaviour commented that, 'It might be that the mouse is actually finding this rewarding. It does look like maybe the mouse is scouting out its environment to find things that it thinks might be useful for a nest and bringing it back to a place that seems to be safe.'

Do you know of any animals that like to tidy up or move things around? Why do you think they like to move things?

Last week's topic:

Are emojis an important part of communication?



Yes because: 1. They help us to express our feelings. 2. They help us to communicate better. 3. They also serve as a short and precise way of communication and expression.

Kimberly


Yes, especially if the symbols are in different colours.

Lynnfield Primary School

I think that is it important that we continue to use words as our main form of communication. Emojis are good because they can be understood by everyone!

Aleks

Let us know what you think about this week's news?

 www.picture-news.co.uk/discuss

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Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss



TAKEHOME



In the news this week

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Things to talk about at home ...

- > Do you think you would like to travel in a self-driving vehicle?
- > Make a list of the positives and negatives of self-driving vehicles.
- > Do you believe we will see more self-driving vehicles on the roads over the next few years?

Will self-driving vehicles change our lives?



Please note any interesting thoughts or comments

Share your thoughts and read the opinions of others

www.picture-news.co.uk/discuss

