

Heroes and Emergencies



HOOK - police investigation
robbery scene – Cops & Robbers
book.

WOW - Bring your hero into
school?

PCSO Officer Crump

Ex police officer – Mr Howett

Paramedic – (Katie M Mum)

What makes a hero?

What is a hero?



Can you name some significant heroes from the past including a local hero?

What's the difference between a real life hero and a superhero?



How could you be a hero?

If you were a superhero what would your special powers be?



How do heroes help us when there's an emergency?

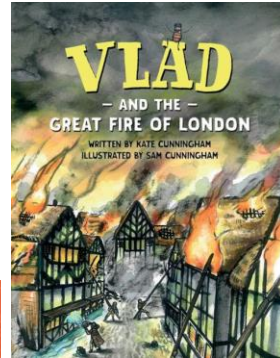
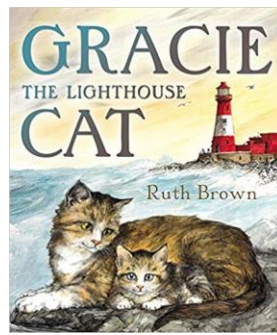
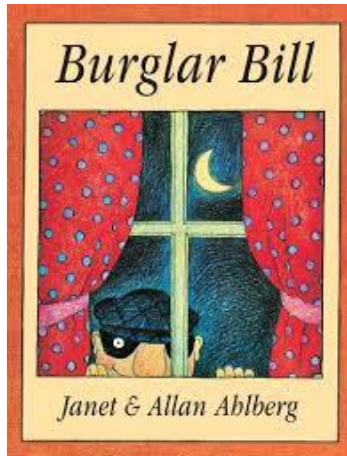
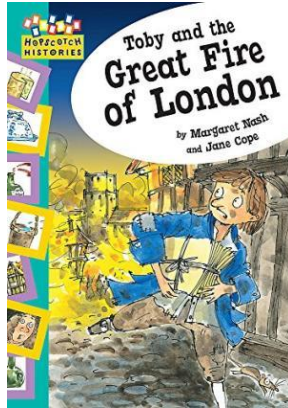


Can you justify why someone is a hero?

Who is your hero? What do they do to make them a hero?

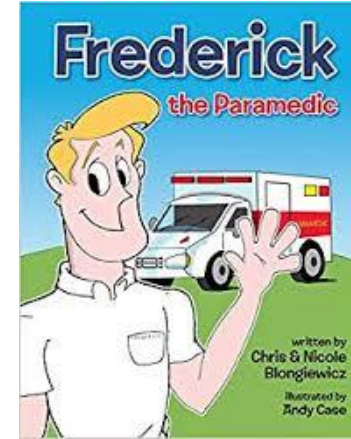
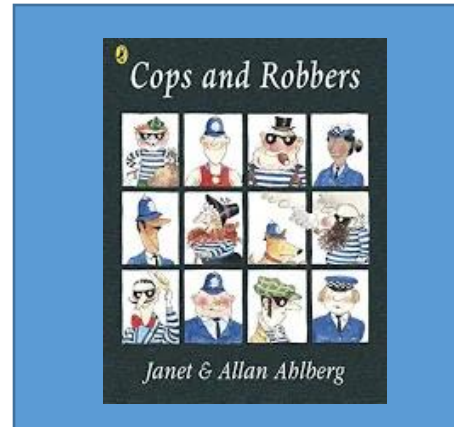
What makes a real life hero?

Fiction

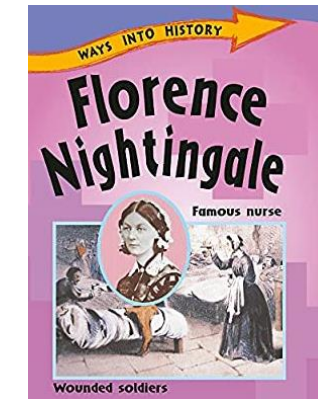
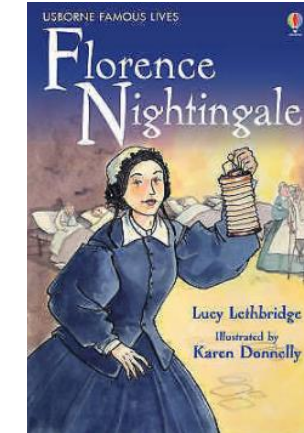


High Quality Texts

Core Texts



Non-Fiction



Multi-media

Film

The life of Mary Seacole


Magic Grandad GFOL

<https://www.youtube.com/watch?v=VarSSAwiimU>

<https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc>

Magic Grandad- Florence Nightingale

<https://www.youtube.com/watch?v=XkoaMawiZ-o>



1. Write about what I did in the holidays

In English, we will be writing to inform.

2. Write about who your hero is?

3. Describe and label cops/robbers. Write a description of the character in the book. Wanted Poster

4. Discuss what you already know about the emergency services. Investigate job roles and write facts.

5. Write sentences about the police using specific vocabulary.

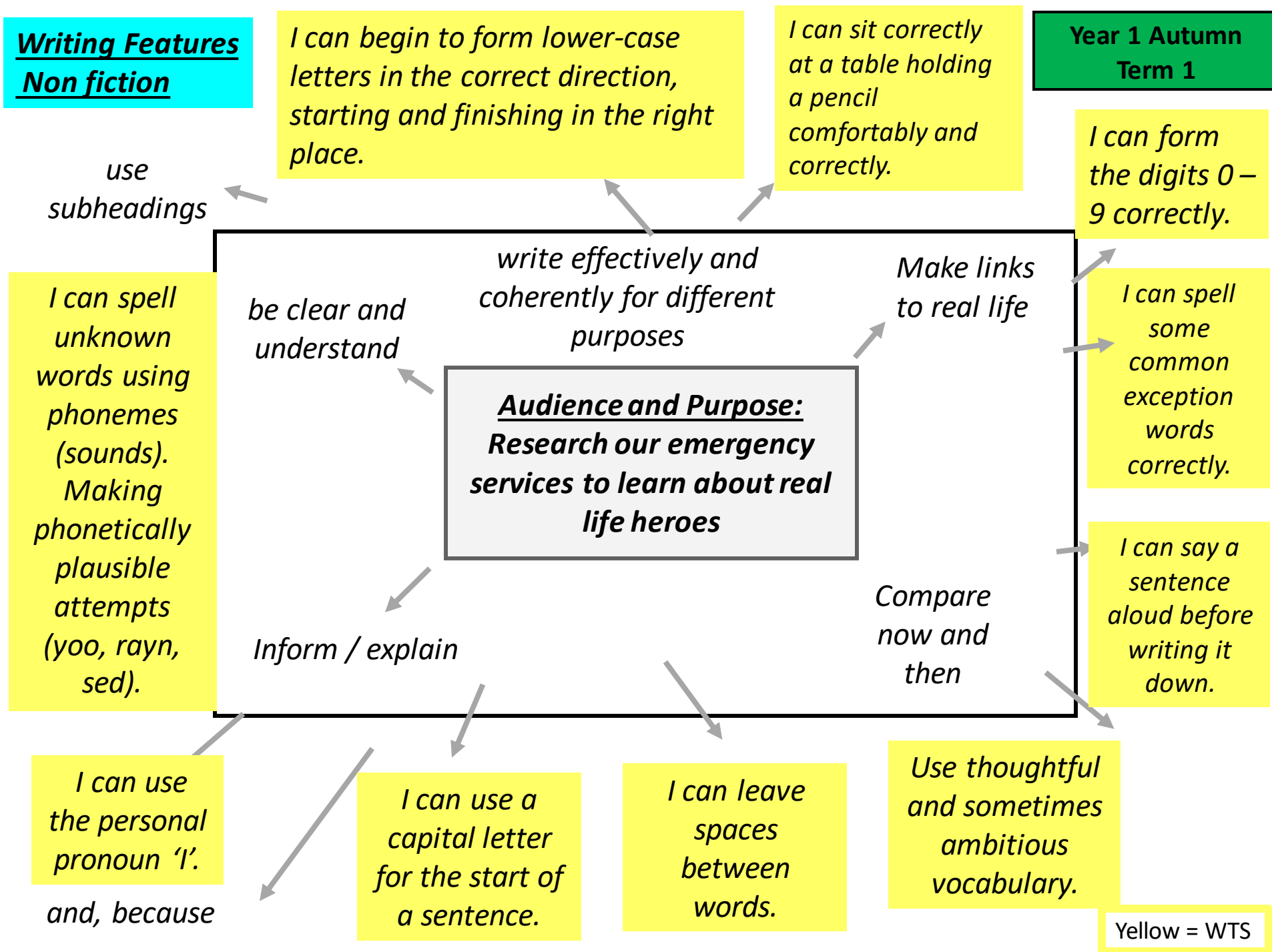
6. Write questions to ask a paramedic. Write a poem. If I was a paramedic...

7. Write facts about Florence Nightingale. Compare nurses then and now.

8 & 9. Find out about Mary Seacole and compare to Florence Nightingale.

Writing Features
Non fiction

Year 1 Autumn
Term 1



Writing
Features
Non fiction

Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.

Write CL of the correct size/orientation to one another.

Year 2 Autumn
Term 1

Form lowercase letters of the correct size

use subheadings

develop stamina for writing by writing for different purposes.

be clear and understand

write effectively and coherently for different purposes

Make links to real life

Audience and Purpose:
Research our emergency services to learn about real life heroes

Make simple additions and changes after proof reading

Full stops
Capital Letters

Inform / explain

Compare now and then

finger spaces

or, and, but,
when, if, that, because

Use exclamation and question marks to demarcate sentences

Use thoughtful and sometimes ambitious vocabulary.

Yellow = WTS

Dear Parents and carers,
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

Wow Event/Hook

Police investigation robbery scene

Topic Outcome

To find out about different emergencies and what makes a hero.

As Readers:

I can use my phonic knowledge to decode words.
I can apply my phonic knowledge to attempt to read some common regular words.
I can find the title, author, and the illustrator of a book.

As Authors:

I can sit correctly at a table holding a pencil comfortably and correctly.
I can form the digits 0 – 9 correctly.
I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.
I can spell unknown words using phonemes (sounds). Making phonetically plausible attempts (yoo, rayn, sed).
I can spell some common exception words correctly.
I can leave spaces between words.
I can use a capital letter for the start of a sentence.
I can say a sentence aloud before writing it down.
I can use the personal pronoun 'I'.

As Scientists:

I can distinguish between an object and the material from which it is made.
I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
I can describe the simple physical properties of a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
I can compare and group together a variety of everyday materials on the basis of their simple physical properties.
I can observe closely, using simple equipment.
I can observe changes across the four seasons.
I can observe and describe weather associated with the seasons and how day length varies.

Sharing our learning



Heroes and Emergencies

As a Computer expert:

I understand what algorithms are.
I know algorithms are implemented as programmes on digital devices.
I know the programs execute by following precise and unambiguous instructions.
I can create and debug simple programs.
I can use logical reasoning to predict the behaviour of simple programs.
I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.

As Artists/Designers we will:

I know about the work of a range of artists describing the differences and similarities between different practices and disciplines and can make links to my own work.
I can use a range of materials creatively to design and make products. E.g collage.
I can use a wide range of art & design techniques using colour, pattern, line, shape and space.
I can use drawing, painting and sculpture to develop and share my ideas, experiences and imagination. I can use a wide range of media, different size paper and explore a range of starting points such as from observation or memory, and different genres. I can record, develop, reflect, and annotate my sketchbook.

As Mathematicians we will:

I can read and write numbers in numerals and words.
I can recognise numbers and place value within 10.
I can add and subtract objects, pictorial representations within 10.
I can recognise properties of 2D and 3D shapes.
I can recognise numbers and place value within 20.
Unit 1: Numbers to 10
Unit 2: Part Whole within 10
Unit 3: Addition and subtraction (1)
Unit 4: Addition and subtraction (2)
Unit 5: 2D and 3D Shapes
Unit 6 Numbers to 20

Year 1 Autumn Term 1

As Historians:

I can talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and compare aspects of their lives to the current day (Mary Seacole, Florence Nightingale).
I can use books and the internet to answer questions about the past.
I can use key vocabulary such as before, after, past, present, then and now.

As Geography experts:

I will name and locate the world's seven continents and five oceans.

As Musicians:

I can use my voice expressively and creatively by singing songs.
I can use my voice expressively and creatively by speaking chants and rhymes.
I can listen with concentration and understanding to a range of high-quality live music.
I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.

As PE superstars (Personal Cog):

I enjoy working on simple tasks with help.
I can follow instructions and practise safely.
I can work on simple tasks by myself.
I try several times if at first I don't succeed and I ask for help when appropriate.

As Citizens:

I know that my family should make me feel happy and safe.
I know that my family should help me.
I know who to talk to if I feel unsafe.
I know who to talk to if others are unsafe.
I know how and when to make a 999-emergency call for help.
I know how to tell a grown up if someone has an accident.
I know not to touch medicines.
I know medicines can make me better, but some may be dangerous.
I know that medicines should be kept away from children.

Dear Parents and carers,
Here is our topic for this half term. Please also see the Creative Homework sheet for ideas about supporting your child's Learning Journey. Have Fun!

Wow Event/Hook

Police investigation robbery scene

Topic Outcome

To find out about different emergencies and what makes a hero.

As Readers:

- I can read many Common Exception Words.
- I can use the graphemes taught to blend sounds.
- I can read familiar words automatically and accurately without sounding and blending.
- I know that books or texts have a purpose.
- I can reread the text when I have lost meaning.

As Authors:

- I can write capital letters (and digits) of the correct size/orientation to one another.
- I can form lowercase letters of the correct size relative to one another in some of my writing
- I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempt at others.
- I can develop stamina for writing by writing for different purposes.
- I can use thoughtful and sometimes ambitious vocabulary.
- I can sometimes use full stops and capital letters.
- I can use exclamation and question marks to demarcate sentences.

As Scientists:

- I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- I can observe closely, using simple equipment.

Sharing our learning



Heroes and Emergencies

As a Computer expert:

- I understand what algorithms are.
- I know algorithms are implemented as programmes on digital devices.
- I know the programs execute by following precise and unambiguous instructions.
- I can create and debug simple programs.
- I can use logical reasoning to predict the behaviour of simple programs.
- I can use technology purposefully to create, organise, store, manipulate and

As Artists/Designers we will:

- I know about the work of a range of artists describing the differences and similarities between different practises and disciplines, and making links to their own work.
- I can use a range of materials creatively to design and make products. E.g printing and collage
- I can use a wide range of art & design techniques using colour, pattern, line and space.
- I can use drawing and painting to develop and share my ideas, experiences and imagination. I can use a wide range of media, different size paper and explore a range of starting points such as from observation or memory, and different genres. I can record, develop, reflect, and annotate my sketchbook.

As Mathematics we will –

- I can read and write numbers in numerals and words.
- I can recognise the place value of each digit in a two-digit number, tens and ones and represent these in different ways.
- I can add and subtract objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers
- Unit 1: Numbers to 100
- Unit 2: Addition and subtraction (1)
- Unit 3: Addition and subtraction (2)

Year 2 Autumn Term 1

As Historians:

- I can talk about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- I can discuss the lives of significant individuals in the past who have contributed to national and international achievements and compare aspects of their lives to the current day (Mary Seacole, Florence Nightingale).
- I can use books and the internet to answer questions about the past.
- I can use key vocabulary such as before, after, past, present, then and now.

As Geography experts:

- I will name and locate the world's seven continents and five oceans.

As Musicians:

- I can use my voice expressively and creatively by singing songs.
- I can use my voice expressively and creatively by speaking chants and rhymes.
- I can listen with concentration and understanding to a range of high-quality live music.
- I can play untuned instruments musically using the inter-related dimension of pulse/beat, rhythm and pitch.

As PE superstars (Personal Cog):

- I can follow instructions, practise safely and work on simple tasks by myself.
- I will try several times, if at first I don't succeed I will ask for help.
- I know where I am with my learning.
- I have begun to challenge myself.

As Citizens:

- I know that my family should make me feel happy and safe.
- I know that my family should help me.
- I know who to talk to if I feel unsafe.
- I know who to talk to if others are unsafe.
- I know how and when to make a 999-emergency call for help.
- I know how to tell a grown up if someone has an accident.
- I know not to touch medicines.
- I know medicines can make me better, but some may be dangerous.
- I know that medicines should be kept away from children.

Topic Specific Vocabulary	
Roles and responsibilities	A responsibility is what you have to do as part of a job (role).
Hazards	A hazard is a danger or a risk. The emergency services have to make sure that they understand the hazards before they help somebody.
Strenuous Demanding	Strenuous or demanding means that something is really hard work. The emergency services have to put in a lot of effort, and have regular exercise to keep fit. A firefighter may have to lift someone from a building.
Equipment	Equipment is something that you have with you to help you complete something. For example a paramedic needs lots of medical equipment in their ambulance.
Protect	Protect means that it keeps somebody safe from harm or injury. Emergency services wear protective gear to keep them safe from the different conditions that they are used to.
Vehicle	A vehicle is a mode of transport to get people to different places. For example a paramedic may use an ambulance, motorbike, a car or a helicopter.

Emergency service vehicles



Emergencies



The emergency services.

What is an emergency?

An emergency is something serious, unexpected and often dangerous which needs immediate action. There are many different types of emergency services in the UK including firefighters, paramedics, policemen, coastguards and the mountain rescue service. The emergency services have a very strenuous and demanding job, they have to be available to work 24 hours a day on every single day of the year to keep us safe. They have to have lots of skills and training so that they can be fearless in an emergency and use the correct equipment to protect them from getting injured themselves.

Uniforms



Coastguard



Firefighter



Police officer



paramedic

Sticky Knowledge

- ☐ Firefighters have two different uniforms, one for when they are at the station and completing extra training and exercise. When they are sent to emergency they have an extra protective uniform to wear over the top.
- ☐ Police dogs are used to support police officers in fighting crimes. Their nose is 50 times more sensitive than ours so the dogs are perfect for finding dangerous things. Only specially trained officers are allowed to have dogs- they are called K-9 officers.
- ☐ All emergency service workers have to wear a reflective jacket so that they can be easily seen in the dark and a logo on their uniform so that people know and trust who they are.
- ☐ The RNLI is a charity that offers a search and rescue service for people who are in danger at sea. All the boats are safe to use in different weather conditions and they are able to locate where people are stuck in the sea or along rocks or caves.

Dear Parents and carers,

Please support your child in choosing *at least one* project to complete. If you would like to do more, that would be great!

Please hand in the homework the week after half term. Then the children will have a celebration day when they share the projects they have completed at home with your help.

If you have any questions, please email your child's teacher on
Year1@cavclosei.derby.sch.uk

Year2@cavclosei.derby.sch.uk
Thank you.

Real life heroes and emergencies



Creative Homework Autumn 2022

Project 1

Can you design a costume for a superhero?

Project 2

Can you build a vehicle or a building for an emergency service team?

Project 3

Design and make a uniform for a hero.
What features does the uniform have?
Which materials will work best in an emergency?

Project 4

Can you create a poster about local sporting heroes?

E.G

- Ellen MacArther
- David Brailsford

Project 5

Make a lamp for Florence Nightingale.

Project 6

Can you find out some interesting facts about Florence Nightingale? Why is she important to Derby? Why is she a hero?

Project 7

Can you sketch a picture of an important hero from the past?

Project 8

Can you use laptop or computer to showcase your learning about heroes or emergencies. E.g. make a presentation or digital picture to present to the class using copy and paste?

