

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?



Can you justify why someone is a hero?

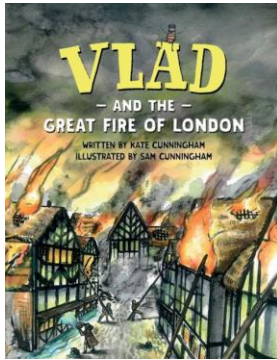
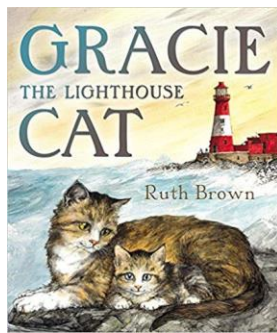
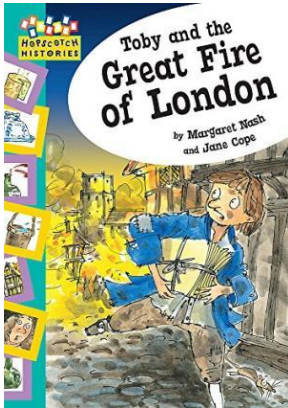
How do heroes help us when there's an emergency?



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

What makes a real life hero?

Fiction



Burglar Bill



Janet & Allan Ahlberg

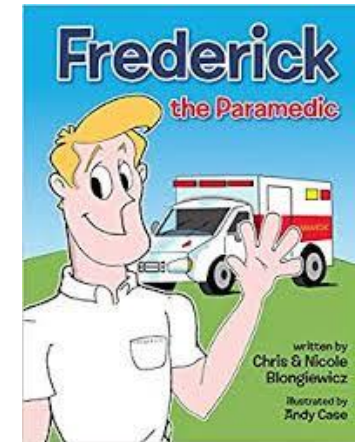
High Quality Texts

Core Texts

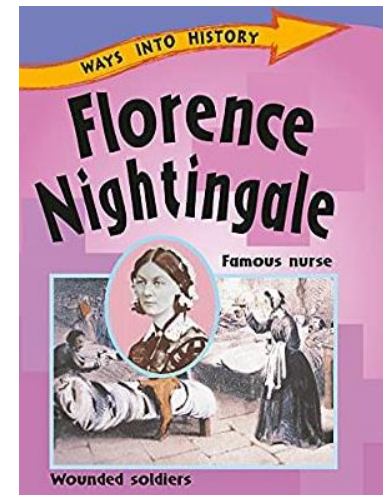
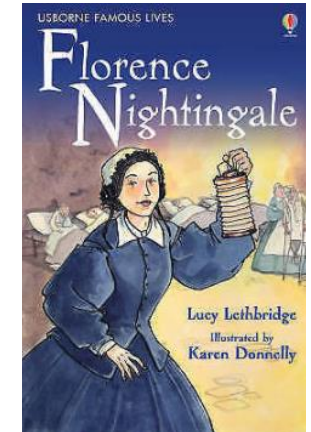
Cops and Robbers



Janet & Allan Ahlberg



Non-Fiction



Multi-media

The life of Mary Seacole

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

Film

Magic Grandad GFOL

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

Magic Grandad- Florence Nightingale

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

1. Write about what I did in the holidays

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.

In English, we will be writing to inform.

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

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

Make simple additions and changes after proof reading

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

*Full stops
Capital Letters*

Inform / explain

Compare now and then

Use thoughtful and sometimes ambitious vocabulary.

finger spaces

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

Use exclamation and question marks to demarcate sentences

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

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

Real life heroes and emergencies



Creative Homework Autumn 2022

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?

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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 know that some phonemes may be represented by different graphemes.
I know that familiar words do not need to be sounded out and blended.
I can make choices about the books that I read.
I can check that the text I read makes sense.

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 attempts 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.
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Sharing our learning



Heroes and Emergencies

As a Computer expert:

I understand what algorithms are.
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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.
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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 count coins and notes.
I can compare different amounts of money.
I can make equal groups and form multiplication sentences.
I can divide by 2, 5 and 10.
I know the difference between odd and even numbers.
I can use tally charts, pictograms and block diagrams.
Unit 4: Money
Unit 5: Multiplication and Division
Unit 6: Multiplication and Division(2)
Unit 7: Statistics

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 (Samuel Pepys).
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 can name, locate and identify characteristics of the four countries-England, Ireland, Scotland, Wales.

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.
I can listen with concentration and understanding to a range of high-quality recorded music.

As PE superstars (Social Cog):

I can work sensibly with others sharing and taking turns.
I can help, praise and encourage others in their learning.
I show patience and support others.
I am happy to show and tell others about my ideas.

As Citizens:

I know why it is important to spend time with my family.
I know that every family is different.
I know that marriage is important.
I know who to ask for help if I am unhappy.
I know that friends should make me feel happy.
I know how to be a good friend.
I know that I should never make others feel unhappy.
I know that everyone is different.
I know what good manners are.

As R.E experts:

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

Writing Features 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

finger spaces

use subheadings

develop stamina for writing by writing for different purposes.

Make simple additions and changes after proof reading

be clear and understand

write effectively and coherently for different purposes

Make the reader interested

*super sentence starters
verbs, adverbs, suffixes
punctuation for effect
!
Adjectives- descriptive vocabulary*

Full stops
Capital Letters

tell what happened clearly

Audience and Purpose:
Narrative of an event in the past, newspaper report.

Make the reader feel empathetic for those in the fire

Use thoughtful and sometimes ambitious vocabulary.

*Time adverbials
past tense
correct order of events*

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

*Feeling
adjectives/synonyms*

*setting
adjectives and expanded noun phrases*

Use exclamation and question marks to demarcate sentences

Yellow = WTS