

Heroes and Emergencies

Year 1&2 – Autumn 2

HOOK - find the
time capsule with
buried cheese,
feather pen, map,
letter, bread.

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?

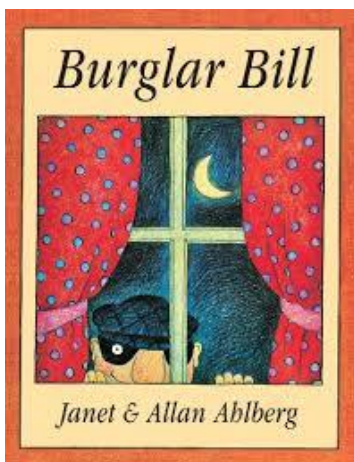
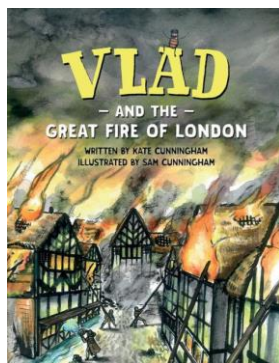
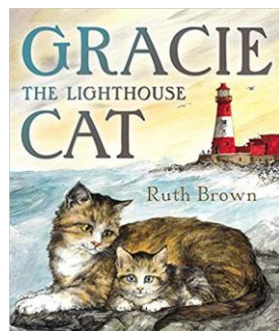
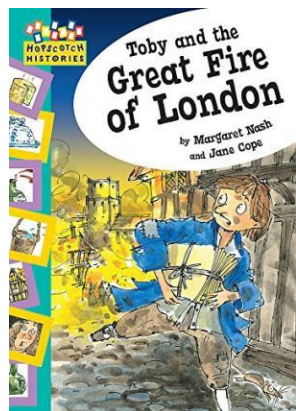


Can you justify why someone is a hero?

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

What makes a real life hero?

Fiction

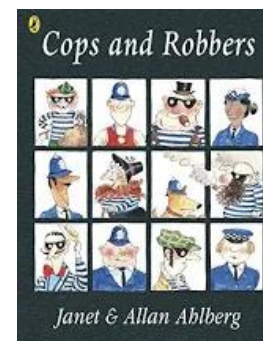
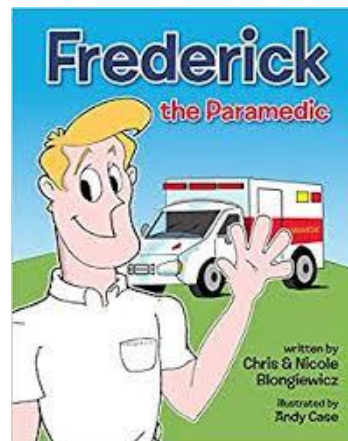
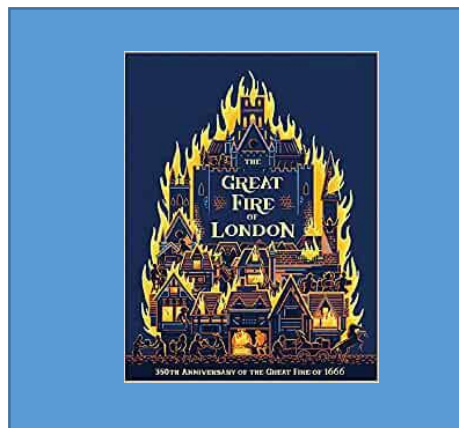


Use the padlet here:

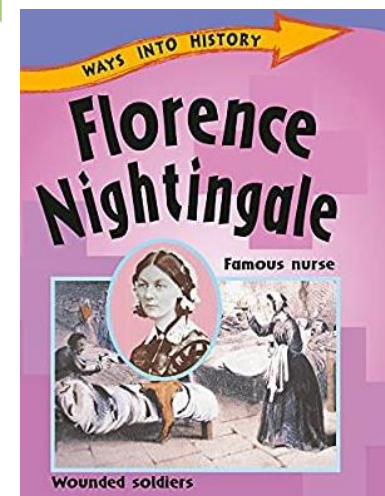


Resource Hub

Year 1&2 – Autumn 2



Non-Fiction



Padlet: <https://padlet.com/aharker4/80ls8vd19aoumpih>

I know the characteristics of a hero.

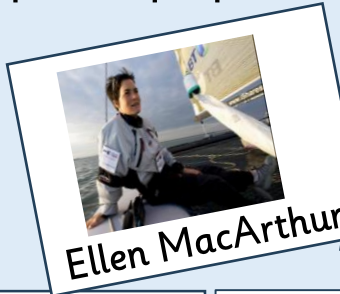
I know what the difference is between a **superhero** and a **real-life** hero.

I know how heroes help us when there's an **emergency**.

What makes a hero?

Year 1&2 – Autumn 2

Important people



Ellen MacArthur



Sir Captain Tom Moore



Florence Nightingale



Mary Seacole



modern nurse

Vocabulary

roles and responsibilities	A responsibility is what you have to do as part of a job role.
hazard	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 do 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 do 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 clothes to keep them safe.
emergency	A serious situation or sudden disaster that calls for fast action.

Important knowledge: vehicles

police



motorbike car



bicycle



horse

paramedic



ambulance

firefighter



fire engine

coastguard



boat

helicopter

What makes a hero? The Great Fire of London

I know the key events, place and people.

I know why the fire spread so quickly.

I know how key information was recorded for us to learn from.

Year 1&2 – Autumn 2

Important people



Samuel Pepys



Thomas Farriner



King Charles II

Vocabulary

ablaze	A fire that is burning fiercely.
catastrophe	An event which causes devastating and sudden damage or suffering. A huge disaster. People say that the GFOL was a big catastrophe because it injured lots of people.
ember	A small piece of burning or glowing coal or wood in a dying fire.
flammable	A material that sets on fire easily.
monument	A statue, building or structure that is built to remember an important person or event.
bakery	A place where bread is baked.
diary	A book that people write about their lives in.



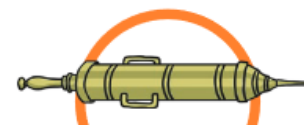
Tower of London



St Paul's Cathedral



leather water bucket



water squirt



fire hook



axe

Important knowledge:

Monday 3rd September 1666

The fire gets very close to the Tower of London.

Tuesday 4th September 1666

St Paul's Cathedral is destroyed by the fire.

Timeline of Events

Sunday 2nd September 1666

The fire starts at 1 a.m.

Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Wednesday 5th September 1666

The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666

The fire is finally put out.

Thousands of people are left homeless.



Week 1

Research Guy Fawkes.
Fire Safety poster.
Order facts of the
Gunpowder plot

**In English, we will
be writing to inform.**



Week 5

Features of newspaper report.
Sentence starters for
newspaper report.

Week 2

Time capsule - hook.
Facts about the Great Fire
of London.
Inference- speech bubbles of
characters thoughts.
Vocabulary building –
synonyms (eg big,
humongous).
Learn songs about the
GFOL.

Week 6&7.

Newspaper Report.

Week 3

Sequencing – GFOL - what
happened?

Week 4

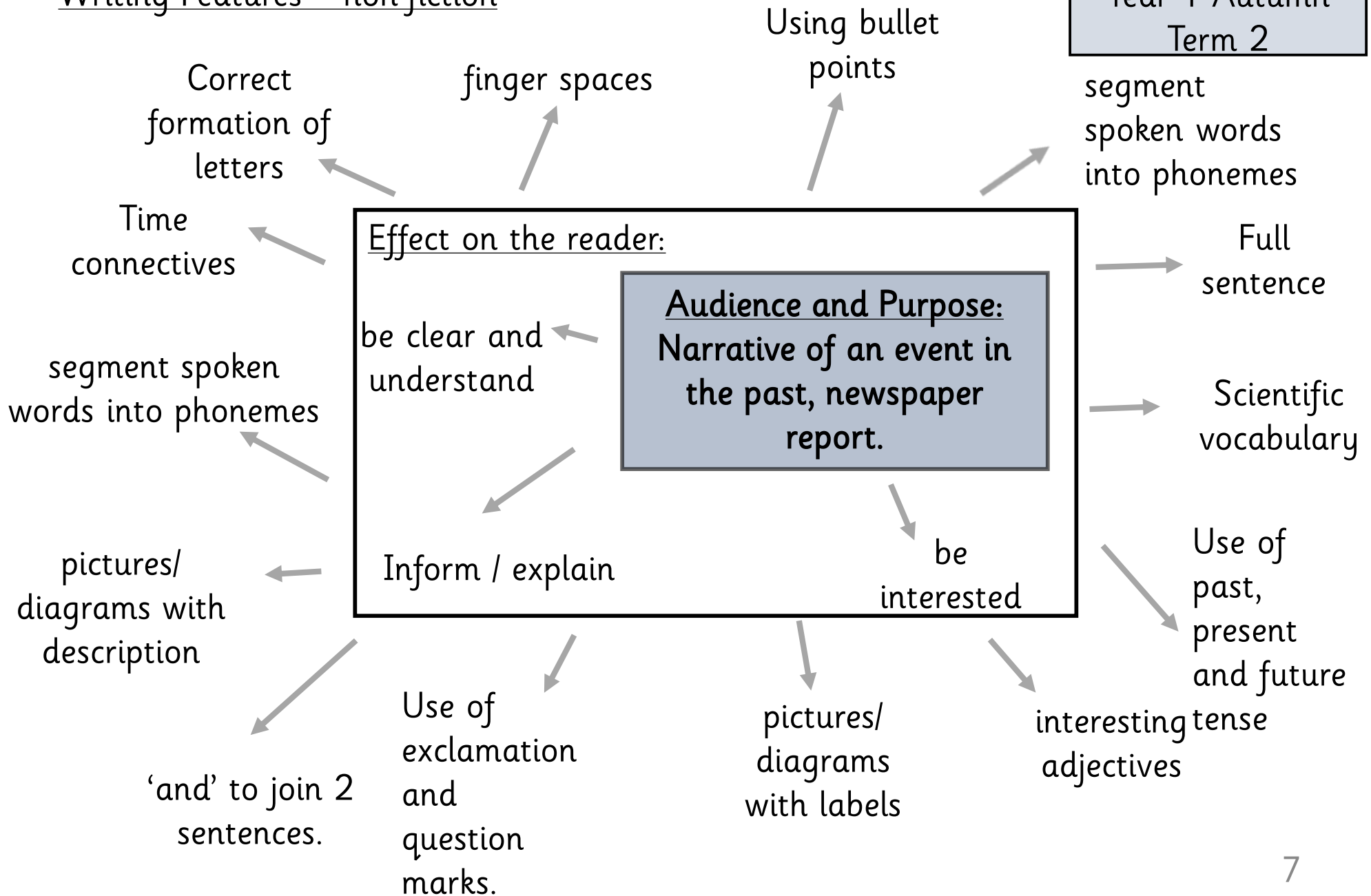
Recount of the Great Fire of
London - narrative.
vocab building

Week 8.

Christmas activities

Writing Features – non-fiction

Year 1 Autumn
Term 2



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 2

Form lowercase letters of the correct size

finger spaces

use subheadings

develop stamina for writing by writing for different purposes.

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*

Make simple additions and changes after proof reading

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

Full stops
Capital Letters

tell what happened clearly

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

Let's quiz



Remember when...



Our 'Let's quiz' session was held at the end of last half term and was a huge success. The children really enjoyed being quizzed and having the opportunity to show off their new knowledge from across the topic. Please support your child to practise answering these questions, from our new topic 'The Great Fire of London', to help them be successful in the quiz. The children are always bursting with enthusiasm to get the most right they possibly can. This is part of our whole school tool kit to help children to '**Know and Remember More**'. When we have learnt something, research says, we should regularly revisit it so that it stays in in our mind and doesn't get forgotten.

Bring it forward

Year 1&2 – Autumn 2

1. How do you think Thomas Farriner might have been feeling? Why do you think this?
2. Name 3 reasons the fire spread so quickly.
3. How did the people of London try and put the fire out?
4. London is the capital city of which country? Can you name all of the capital cities for the UK?
5. What did Samuel Pepys bury and why?
6. Name some important places and buildings in London. For example the River_____
7. What changes were made to London after the fire?
8. How do we know what happened in The Great Fire of London?
9. Why do we celebrate Remembrance Day?
10. What do people do on St. Andrews' Day?