

Emergency! Emergency!

(People who help us)

Rationale

The topic began with the children looking at lifeguards as a person who can help us when we are swimming. They began to think about other people and jobs that are involved in emergencies such as Vets, Police officers, Paramedics and Fireman. Together we looked at the role of people and how they help us in different situations.

Creativity

Water safety leaflets; building their own fire engine.

Independence

To be able to apply their knowledge from their own research and learning into a range of writing genres.

Aspiration

Giving the children opportunities and insights to the different emergency services and how people can help us.

Spark

We went to Stamford Swimming Pool for a tour, a safety presentation and a swim.



Learning Celebration

The children shared their learning with their peers about the importance of water safety. During the schools open afternoon the children set up a teddy bear hospital where they were able to talk to the visitors about applying a bandage correctly.



Role Playing/Life Skills/Real Learning

Role play corner included; a teddy bear hospital, police station help desk and a swimming pool reception.

Life skills/Real learning: basic first aid, telling the time and swimming pool safety.

Community Cohesion

We explored the emergency services and engaged with the local police, ambulance and fire service.

We also engaged with the local leisure centre swimming pool and its lifeguards and swimming teacher.



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Out of Classroom Opportunities

Swimming
Visit from police service
Fire Station
Visit from Ambulance service



Home Learning Activity

The children have explored the great fire of London, researching different facts about the historical event which were shared with the class.

Computing and E-safety

The children have used the purple mash programme on the iPads to generate a swimming pool safety leaflet that they shared this with the class and their peers.

Links to discrete subjects: Literacy Maths RE Music MFL PHSE

Literacy:

We have covered a lot of non-fiction this term, covering the genres of recounts, diary entries and instructions. The children wrote a recount about each of their memorable experiences with the Paramedics, Police Officers, Fireman and the visit to the Leisure pool. They have also created their own swimming pool safety leaflets which inform people about the swimming pool rules and how to be safe in a swimming pool. The children became fire detectives to help write their diary entries and were asked to investigate a suspicious incident in the school grounds.



The children have also look at writing their own poems about 'fire'. The children generated some exciting words and sentences.

Maths: We have been looking at telling the time, multiplication, division, adding and subtraction. The children have also looked at the working out the fractions of different numbers, objects and shapes.

PSHE: We have looked at water safety and how to be safe when at a swimming pool. In addition the children have also been given a talk about fire safety. When the police visited the class, they spoke to the children about the importance of making good choices.

Design Tech: This term the children have planned, designed and made their own fire engines which have moving wheels. They have learned how to use some of the equipment such as a saw correctly and safely. Evaluating their model was an important part of this project so that the children could

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see what was successful and what they would do different next time.

History: This term there has been a heavy focus on history where we have looked at a significant event in history which was The Great Fire of London. They have also covered a significant figure in history such as Sir Robert Peel. The iPads have been used for the children to research The Great Fire of London and they have completed a booklet with a variety of activities which they have shared with their peers.

Geography: At the beginning of the Great Fire of London element to this topic the children focussed on the countries that make up the United Kingdom, their characteristics and the capital cities.

British Values

Children gained knowledge and understanding to enable and empower them to make informed choices. Our topic involved children's thoughts, ideas and questions throughout the direct learning. It gave them the opportunity to make informed choices about their own lifestyles. We learned about keeping safe and taking responsibility for our own behaviour, making links with the local authorities, such as the police and fire service.

Promoting Health and Wellbeing

The children were talking to the police officers about what sort of health and fitness they need to do to be a police officer.

The focus of this was to promote health and wellbeing through staying safe and discussions with the Paramedics, Police officers, Fireman and Lifeguards enforcing this to the children.

Steps to success

- 1) Looked at people who help us in our lives. These included the lifeguards at the pool and vets.
- 2) Started moving towards the emergency services such as the Ambulance service and the Police service and the role that they play in helping others.
- 3) The Great Fire of London. Looking at the event, fireman and their role, comparing modern day and historical fire engines.
- 4) We finished the topic with a design technology element, where the children planned, designed, made and evaluated their own fire engine with moving wheels.

How will the project be evaluated?

The project has been evaluated by discussions with the children to find out what motivated them about this topic.

"My favourite part was being a fire detective and looking for clues on the school field to help Mrs Dwyer with the mystery."

"I loved it when the Police came into school to talk to us. It was really cool when we spoke to the real Policeman over the radio."