

Unit 6 People who help us

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LCP

History

Resource File Foundation Stage

Barbara Atcheson & Kari Gordon

Commissioning Editor Halina Boniszewska

Design Philippa Dalley and Pam McHale

Editorial Aileen Lalor and David Jones

Illustrations Cathy Hughes, Russell Becker and Beehive Illustration

Photography Kari Gordon and Pam McHale

LCP • Hampton House • Longfield Road • Leamington Spa • Warwickshire • CV31 1XB
tel 01926 886914 **fax** 01926 887136
e-mail mail@LCP.co.uk **website** www.LCP.co.uk

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Introduction

The importance of history

As part of the Foundation Stage's **Knowledge and understanding of the world** area of learning, children must begin to develop a sense of time, becoming aware of past and present events in their own lives, and in the lives of other people they know. This knowledge of their personal histories leads children to develop a curiosity about the world around them. Before studying history, however, children must learn to differentiate between past and present. This can be taught in simple ways, for example, instilling awareness of the difference between 'now' and 'when I was a baby'. Children also need to be aware of chronology – to know that 'a long time ago' was before 'yesterday', for example. Another helpful way in which we can provide a good foundation for learning is to teach children about the seasons.

Teaching young children these very basic skills will prepare them for learning about history at Key Stage 1, as they develop a good sense of the passing of time and what it signifies.

How to use this file

This Foundation Stage file is based on the **Sense of time** early learning goal, as identified in the QCA's *Planning for learning in the Foundation Stage*. It is designed to facilitate the transition between the Foundation Stage and the Key Stage 1 history curriculum. While many of the activity sheets might be best suited for use with Reception children, the activities are suitable, or easily adaptable, for use with any Foundation Stage group.

The file upholds the philosophy of the Foundation Stage. It is underpinned by the principles of the *Curriculum guidance for the Foundation Stage (QCA 2000)* whilst at the same time covering many of the elements of the *QCA Foundation Stage profile*. It also provides links to the National Curriculum Key Stage 1 objectives in history and the QCA Key Stage 1 Scheme of Work for history. The activities in the units reflect how young children learn through active exploratory and practical experiences.

The units covered in this file link to themes often covered during Reception (The topic 'Toys' is covered in *LCP History Resource File KS1*). The activities can be integrated into other activities that the children may be doing on that theme. They are designed specifically to develop the children's sense of time, and they provide an excellent foundation for the Key Stage 1 history curriculum, particularly Key Stage 1, Level 1:

Pupils recognise the distinction between present and past in their own and other people's lives. They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.

This file combines planning, assessment, and a range of relevant activities for each unit. The group sizes for the activities will depend on your knowledge of the children. Some of the activities within the file are suitable for use with a smaller number of children and others can be carried out with the whole group.

Each unit contains the following sections:

- Foundation stage profile points;
- stepping stones;
- links to the KS1 history curriculum;
- other KS1 cross-curricular links;
- learning objectives;
- learning outcomes;
- resources;
- vocabulary;
- practical activities;
- plenary;
- role-play opportunities;
- suggestions for working outside;
- suggested additional resources, including ICT links, with a drag-and-drop activity;
- assessment opportunities;
- evaluation.

Each unit ends with a number of photocopiable activities, to be used throughout the unit. These are carefully differentiated for age and ability; 'a' sheets are for younger or less able children, 'b' sheets are for children working at the expected level, and 'c' sheets are for older or more able children.

In order for EAL children to access the materials, it may be necessary to arrange a mother-tongue discussion between them and a native speaker before beginning work on each unit.

Resources

In each unit, resources are listed before the practical activities at the beginning of each one, and additional, optional resources (such as music, books and ICT) are listed at the end.

The list of suggested books at the end of each unit is not exhaustive, and you will no doubt have your own favourites to add. All the recommended books can be found in high-street bookshops, libraries or via the Internet. Most of the rhymes suggested are traditional. You may choose to use your own relevant favourite rhymes.


The suggested works of art and music link with the themes covered; they can be integrated into the teaching in the unit or used to provide an enriched visual and auditory environment for the children. Once again, you may have your own favourite paintings or music. The music suggested could be used as a background to the physical activities, as an introduction to the theme, or could be played to encourage quiet reflection.

Many of the songs and musical rhymes can be found in the following publications:

- *Okki Tokki Unga; Action Songs for Children* (A&C Black)
- *Apusskidu: Songs for Children* (A&C Black)
- *The Tinder Box* (A&C Black)
- *Bobby Shaftoe, Clap your Hands* by Sue Nichols (A&C Black)

Throughout the file, there are suggested links to web-based visual resources, which are ideal for displaying on an interactive whiteboard. It is not unknown for unscrupulous individuals or organisations to place highly unsuitable material on websites to which children might have access. It is therefore essential that teachers check the contents of websites before allowing the children access to them. Although we have tried to suggest reliable sources, websites can sometimes be removed or have their addresses changed. LCP cannot be held responsible for websites that are removed, or change their addresses, nor for the content of websites.

On the CD-ROM, there is one simple sorting activity for each of the 12 units. These activities are designed to reinforce the differences between now and then, and would be best undertaken by children at the end of each unit as a consolidation of work undertaken. The activities are designed to be suitable for independent use, but some children will require further support.

It would be helpful, in many of the activities, for children to have access to a digital camera – this will reinforce their sense of chronology, and create useful mementos of the activities. Where you will need a digital camera, this icon is used: 


LCP History Resource File Foundation Stage CDs

A CD-ROM contains the 12 sorting activities, which are designed to consolidate children's learning. The units and medium-term plans, and the Foundation stage profile, are also available on the CD in Microsoft® Word format, as well as the Flipbook, perfect for projection on to an interactive whiteboard. Units and medium-term plans can be customised according to the way you use the *LCP History Resource File Foundation Stage* in your own setting. On a second CD, The Foundation Stage Audio CD, there are 24 simple songs and rhymes. Some are traditional, and others have been specially written for this resource.

Flipbook

A 20-page, full-colour flipbook accompanies the file, and is also available on the CD-ROM. This is an ideal resource for teaching your whole group.

Health and safety

Health and safety may sometimes be an issue – during food preparation, visits out and so on. In these instances, this icon is used as an indicator: 

Where visits out are suggested, it is essential that a full risk assessment is completed prior to each visit. A template for risk assessments has been provided among the Appendices. However, it is important that you follow the health and safety policy of your own setting, since it is the responsibility of all practitioners working with children to ensure their safety at all times.

It is obviously essential to gain permission every time you wish to take children on a visit out of your school setting. It is also important to ensure that you have some basic information about all of the children in your setting, particularly if you intend to take them on visits. When any child enters your setting, ensure that you have contact details for a parent or carer, and that you have an alternative emergency contact. Make sure that you know the name and address of the family doctor, and that you have obtained parental consent for medical treatment to be given in the case of an emergency. Be aware of any existing medical conditions or allergies, and ascertain whether children have received tetanus injections. Once you have this information, it should be acceptable to send out a simple request for permission for individual visits, such as the one provided in the Appendices.

Foundation stage profile

Throughout the *LCP History Resource File Foundation Stage*, we refer to the Foundation stage profile's key scale points by abbreviations. The abbreviations used are as follows:

DA – Dispositions and attitudes (*Personal, social and emotional development*)

SD – Social development (*Personal, social and emotional development*)

ED – Emotional development (*Personal, social and emotional development*)

LCT – Language for communication and thinking (*Communication, language and literacy*)

LSL – Linking sounds and letters (*Communication, language and literacy*)

R – Reading (*Communication, language and literacy*)

W – Writing (*Communication, language and literacy*)

NLC – Numbers as labels and for counting (*Mathematical development*)

C – Calculating (*Mathematical development*)

SSM – Shape, space and measures (*Mathematical development*)

KUW – Knowledge and understanding of the world

PD – Physical development

CD – Creative development

People who help us **Medium-term plan**

Expectations

At the end of the unit, most children will:	Some children will not have made so much progress and will:	Some children will have progressed further and will:
<ul style="list-style-type: none"> find out about past and present events in their own lives and in those of their families and other people they know. 	<ul style="list-style-type: none"> find out about past and present events in their own lives. 	<ul style="list-style-type: none"> place events, people and changes into correct periods of time; use dates and vocabulary relating to the passing of time; ask and answer questions and select and record information relevant to the focus of enquiry; recall, select and organise historical information.

Key questions What does a firefighter do? How did firefighting take place in the past?

Learning objectives	Foundation stage profile	KS1 PoS	Stepping stones	Teaching & learning suggestions	Learning outcomes	KS1 cross-curricular links	Assessment opportunities
Children learn to: <ul style="list-style-type: none"> use the vocabulary of time in discussions; name and talk about the equipment a firefighter uses; contribute to a class book on the visit from the firefighters; recognise the differences between fire fighting today and in the past. 	DA 6, 7, 8 ED 4, 5 LCT 4, 5, 6, 7, 8 W 4, 5, 6, 7, 8 NLC 4, 5, 6, 7 SSM 5, 6, KUW 4, 6, 7, 8 PD 4, 5, 6, 7 CD 6, 7, 8	1a 1b 4a 4b 5a	Step 1 Talks about what they know about fire engines and firefighters. Step 2 Shows interest in firefighters and the job that they do. Step 3 Shows some evidence of emerging sense of chronology relating to the job that firefighters do and understands that firefighting was different in the past. Step 4 (goal) Shows evidence of emerging sense of chronology. Can sequence events of a firefighter's job, and describe the differences between firefighters today and those in the past, using everyday terms for the passing of time.	Children: <ul style="list-style-type: none"> discuss their own experiences people who help us; are visited by a firefighter; sequence the events of the visit; make their own observations about the differences between fire engines today and those in the past. do a colour-and-label activity; make their own clay fire mark; make gingerbread firemen; create their own fire or water collage; play a flames and ladders number game; use songs, rhyme and movement to explore shopping in the past; use simple ICT activities to consolidate learning. 	Children: <ul style="list-style-type: none"> understand the job a firefighter does; understand the differences between firefighting today and in the past. 	Art and design Exploring and developing ideas, 1a Citizenship Preparing to play an active role as citizens English En1: Speaking and listening, 1, 2; Group discussion and interaction, 3 ICT Finding things out, 1a, b; Sharing information, 3 (digital photographs) Mathematics Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS: Use everyday words to describe position; Say and use the number names in order in familiar contexts Science Breadth of study, 2b; Health and safety	Can the children: <ul style="list-style-type: none"> use the vocabulary of time in discussions? ask questions about the job of a firefighter? take simple photographs using the digital cameras? make a simple record of the visit? recognise the differences between firefighters today and those in the past? use their knowledge in a role-play situation? understand the need for simple rules and codes of behaviour? use language to recreate their experience? listen with enjoyment to relevant stories, songs rhymes and poems? communicate through phrases and simple sentences? use number to assist in the understanding of time? consolidate their learning with a simple ICT activity?

People who help us

Unit overview

This unit teaches children about firefighters and the history of the fire service. It involves a classroom visit by a firefighter, and is a good opportunity to reinforce ideas about fire safety.

Foundation stage profile

DA 6, 7, 8 **ED** 4, 5, **LCT** 4, 5, 6, 7, 8 **W** 4, 5, 6, 7, 8 **NLC** 4, 5, 6, 7 **SSM** 5, 6, **KUW** 4, 6, 7, 8 **PD** 4, 5, 6, 7 **CD** 6, 7, 8

Stepping stones

Step 1

Remember and talk about significant things that have happened to them

Talks about what they know about fire engines and firefighters.

Step 2

Show interest in lives of people familiar to them

Shows interest in firefighters and the job that they do.

Step 3

Begin to differentiate between past and present

Shows some evidence of emerging sense of chronology relating to the job that firefighters do and understands that firefighting was different in the past.

Step 4 (goal)

Find out about the past and present events in their own lives and those of their families and other people they know

Shows evidence of emerging sense of chronology.

Can sequence events of a firefighter's job, and describe the differences between firefighters today and those in the past, using everyday terms for the passing of time.

Links to KS1 History

Children should be taught to:

1a place events, and objects in chronological order;

1b use common words and phrases relating to the passing of time (for example, before after, a long time ago, past);

4a find out about the past from a range of sources of information (for example, stories, eyewitness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources);

4b ask and answer questions about the past;

5 select from their knowledge of history and communicate it in a variety of ways (for example, talking, writing, using ICT).

KS1 cross-curricular links

Art and design: Exploring and developing ideas, 1a

Citizenship: Preparing to play an active role as citizens

English: En1: Speaking and listening, 1, 2; Group discussion and interaction, 3

ICT: Finding things out, 1a, b; Sharing information, 3 (digital photographs)

Mathematics: Ma1: Using and applying number, 1e, g; Breadth of study, 1b; NNS: Use everyday words to describe position; Say and use the number names in order in familiar contexts

Science: Breadth of study, 2b; Health and safety

Learning objectives

Children learn to:

- use the vocabulary of time in discussions;
- name and talk about the equipment a firefighter uses;
- contribute to a class book on the visit from the firefighters;
- recognise the differences between firefighting today and firefighting in the past.

Learning outcomes

Children:

- understand the job a firefighter does;
- understand the differences between firefighting today and in the past.

Resources

- **Activity sheet AS 6.1** *Fire engines*
- **Activity sheet AS 6.2** *Fire marks*
- **Activity sheet AS 6.3** *Firefighter's outfit*
- **Activity sheet AS 6.4** *Flames and ladders*
- air-drying clay
- CD player
- colour swatches
- crayons
- digital camera
- fabric scraps
- firefighters/ fire engine
- **Flipbook, page 9**

continued...

Resources (continued)

- glue
- **History Resource File Foundation Stage Audio CD**, tracks 10, 11, 12 and 13
- ingredients for gingerbread men
- large cardboard boxes to make fire engine
- paints
- pencils
- pictures from magazines
- rubbers
- vocabulary cards

Vocabulary

bucket; burning; fire; fire engine; firefighter; fire mark; first; flames; helmet; hose; last; next; rescue; tree; uniform; water

Practical activities

Introductory activity

Resources: Flipbook, page 9

Discuss with the children the different people who help us in the community. Make a list with the children of these people and the jobs that they do. Encourage the children to talk about their own experiences of meeting the people on the list.

Using **Flipbook, page 9** as a starting point for your discussion, talk about what a modern firefighter looks like. Encourage the children to talk about the uniform that the firefighter is wearing and the fire engine that they use.

A special visit

Resources: digital camera; firefighter and engine (most fire and rescue services have a schools liaison officer, who can arrange a visit to the school by the fire service).

When the firefighter arrives, ensure that there is time for them to show the children their uniform. It is important for the next activity that the sequence of the visit is recorded with the digital camera; wherever possible children should be involved with the taking of these photographs.

The day the firefighter came to our school

Resources: A4 paper, one sheet for each child; cards of appropriate vocabulary; crayons; digital photographs taken on the visit; paper; pencils

Discuss the visit with the children. Help the children to sequence the events of the visit, using the digital photographs to assist them. Place the digital photographs on a time line. Give each child a piece of paper and ask them to draw some pictures of the things that they can remember from the visit. If appropriate, the children can write about their visitor, using the vocabulary *first, next, last*.

 **Now and then**

Resources: Activity sheet AS 6.1 *Fire engines*; Flipbook, page 9

Show the children **Flipbook, page 9**. Draw the children's attention to the two fire engines. Discuss the differences between the two pictures.

Look at the difference between the old and new fire engine and the uniforms that the firefighters are wearing. Tell the children that long ago, before firefighters had big red engines, they used to have carts that were pulled by horses. If there was a fire, the firefighters would often put it out by throwing buckets of water on to it. Sometimes they would get the water from the river. This might be a long way from the fire. People would line up to form a chain, and pass the buckets of water from one person to the next until the person nearest to the fire could put the water on the fire.

Give out **Activity sheet AS 6.1 *Fire engines***, which shows the two fire engines from the Flipbook. Ask the children to complete the labels with the words from the word bank. They should also draw lines from the labels around the picture to the corresponding parts.

 **What is a fire mark?**

Resources: Activity sheet AS 6.2 *Fire marks*; crayons; pencils

Tell the children that long ago there were different groups of firefighters. Sometimes a group would go to a house that was on fire, and if it did not have a special badge – a fire mark that told the firefighters the house-owner had paid for help – the firefighters would not put out the fire. Give out **Activity sheet AS 6.2 *Fire marks***. Ask the children to identify the images of a sun, crown and bird (phoenix). Explain to the children that these were some of the marks that were put on the houses. Ask them to choose one and draw it on the house.

 **Making fire marks**

Resources: air-drying clay; paints

Get the children to roll out a rectangle of air-drying clay and then build up their choice of image using rolled and flattened thin clay sausages to create the image. Allow the clay to dry and then let the children paint their fire marks.

Action songs and rhymes

Resources: CD Player; **History Foundation Stage Audio CD**, tracks 10, 11, 12 and 13

Share the following songs and action rhymes with the children – sing/read them aloud, or listen to tracks 10, 11, 12 and 13 of the **History Resource File Foundation Stage Audio CD**.

Start this activity by gathering the children into a circle and then setting the scene:

Long ago in a place not far away, there was a fire. The flames were burning the straw roof of a little cottage, and the cottage itself was beginning to catch alight.

There Was a Firefighter Long Ago *(to the tune of 'There Was a Princess Long Ago')*

(Children around the circle stand and use their arms and fingers to be the flames of the fire.)

There was a firefighter long ago, long ago, long ago.

There was a firefighter long ago,

Long ago.

(Choose one child to stand in the middle of the circle.)

He/she had a horse to pull the engine, pull the engine, pull the engine.

He/she had a horse to pull the engine,

Long ago.

(Choose another child to be the horse.)

He/she had two friends to pump the water, pump the water, pump the water.

He/she had two friends to pump the water,

Long ago.

(Two more children stand in the circle and move their arms up and down as if they are pumping the water.)

He/she sprayed the water on the flames, on the flames, on the flames,

He/she sprayed the water on the flames on the flames,

Long ago.

(The first child mimes spraying the water. Other children can make a whooshing sound.)

The water put the fire out, fire out, fire out.

The water put the fire out,

Long ago.

(Children in the circle lower their arms.)

And all the people clapped their hands, clapped their hands, clapped their hands.

And all the people clapped their hands,

Long ago.

(All the children clap.)

Ladybird, ladybird

Ladybird, ladybird, fly away home!

Your house is on fire and your children all gone,

All except one and that's little Ann,

For she crept under the frying pan.

London's burning

London's burning, London's burning.

Fetch the engine! Fetch the engine!

Fire, fire! Fire, fire!

Pour on water! Pour on water!

continued...

One Firefighter

One firefighter sees a fire, what does he do?
Quickly calls another one, and then there are two.
Two little firefighters is not enough, you see.
Along comes a third, and then there are three.
Three little firefighters, walking to the door.
Another firefighter joins them, and then there are four.
Four firefighters ring the bell, and off they drive.
Pick one up along the way, and then there are five.
Five firefighters with their water hose.
Whoosh, whoosh, whoosh, whoosh!
Out the fire goes!

Gingerbread firefighters

Resources: Activity sheet **AS 6.3** *Firefighter's outfit*, one copy, photocopy-enlarged/reduced to roughly fit your pastry shape cutters; additional adult help; **Flipbook, page 9**; greased baking tray; ingredients as below; oven; people shape-cutters; rolling pin; small saucepan

Share with the children the images of modern firefighters from Flipbook page 9. Draw their attention to the clothes the firefighters are wearing, and explain to the children that you are going to make gingerbread firefighters. Allow the children to assist you, as appropriate, in making the dough. This recipe should make around 20 biscuits (depending on the size of your cutters) so adjust quantities for the number of children in your group.

- 500 g of self-raising flour
- a pinch of salt
- 5 tsp of ground ginger
- 5 tbsp of golden syrup
- 100 g of margarine
- 200 g of caster sugar
- 8 tbsp of milk
- enough currants to make eyes for all of the gingerbread firefighters
- liquorice
- ready-mix royal icing
- blue food-colouring
- yellow food-colouring

With the children, look at the ingredients before you mix them. Sieve the flour, salt and ginger together. Warm the syrup, margarine, and sugar together in a saucepan over a low heat. When the butter has melted and the ingredients are fully mixed, add the mixture to the flour and other dry ingredients. Make sure that the ingredients are mixed together well. Show the children how the ingredients change at every stage. Add milk and mix the dough to a firm consistency.

Allow children to roll the dough and cut out shapes and place on a greased baking tray. Suggest that they make eyes and nose from currants, and the mouth from liquorice.

Bake for 10/15 minutes at 160 °C/325 °F/Gas Mark 3. Ease the biscuits from baking trays when the mixture is cool. Divide the icing and colour with food colouring, mixing well to ensure an even colour.

Roll out the icing and cut it into the shape of a uniform, using **Activity sheet AS 6.3** *Firefighter's outfit* as a template.

Attach the icing uniform with a solution of sugar and water, or with warm apricot jam.

 **Fire and water**

Resources: colour swatches in red, orange, yellow, blue and green; fabric scraps; magazine pictures; paper; glue; paints in red, orange, yellow, blue and green

Talk to the children about hot and cold colours. Arrange the children in small groups, and give each group a selection of swatches, scraps and pictures. Ask them to sort their materials into hot and cold colours, starting with the swatches and then adding the scraps and pictures to the piles. Tell the children that they can choose to make a picture called 'Fire', or one called 'Water'. They can either draw a picture or make a collage, using the fabric scraps.

 **Flames and ladders**

Resources: Activity sheet **AS 6.4** *Flames and ladders*; dice; counters

This is a game for two children with adult support. It is based on 'Snakes and ladders'. Explain to the children that they have to take the fire engine along the board to meet the firefighter. If they land on a ladder, they can go up the board, but if they land on a flame, they have to go down.

Plenary

Gather the children together and discuss with them what they have learned about firefighting today. Then ask the children what firefighting was like long ago. This is a good opportunity to remind the children about fire safety.

Role-play opportunities

Set up firefighter role-play situations with small-world play equipment.

Working outside

Make a firefighter obstacle course, using the outdoor play equipment.

Provide children with pumps and sprays for water play.

Draw a picture of a fire on the playground, using brightly-coloured chalks, and set up a chain of children with buckets of water to 'put out the fire'.

Make a fire engine from large cardboard boxes and paint it.

Draw pictures of fire and water on the playground, using brightly-coloured chalks.

Additional resources

Books

Barn on Fire by Heather Amery (Usborne)

Fire! Fire! by Maureen Haselhurst (Collins)

Maisy's Fire Engine by Lucy Cousins (Walker Books)

Fireman Piggy Wiggy by Christyan Fox (Little Tiger Press)

Music

Firebird Suite by Igor Stravinsky

Works of art

The Great Fire of London 1666 by Lieve Verschuier can be viewed at www.allposters.com. Search for 'Great Fire of London'.

Cottage on Fire by Joseph Wright of Derby can be viewed at www.artsmia.org. Use the search terms 'Cottage on fire'.

ICT links

Visit www.firemansam.co.uk/home.php or www.bbc.co.uk/cbeebies/funandgames/firemansamfinal.shtml for Fireman Sam games and activities.

Visit www.bbc.co.uk/cbbc/yourlife/schoolsout/iwant/firefighter/index.shtml for information on what firefighters do, and how to become one.

Visit the Frances the Firefly site at www.firekills.gov.uk/juniors/index.htm

www.hantsfire.gov.uk/kids has lots of activities, including online colouring.

Read about the history of firefighting in London at www.angliacampus.com/education/fire/london/history/greatfir.htm

Carry out the Unit 6 sorting activity from the CD-ROM.

Assessment opportunities

Can the children:

- use the vocabulary of time in discussions?
- ask questions about the job of a firefighter?
- take simple photographs using the digital cameras?
- make a simple record of the visit?
- recognise the differences between firefighters today and those in the past?
- use their knowledge in a role-play situation?
- understand the need for simple rules and codes of behaviour?
- use language to recreate their experience?
- listen with enjoyment to relevant stories, songs, rhymes and poems?
- communicate through phrases and simple sentences?
- use number to assist in the understanding of time?
- consolidate their learning with a simple ICT activity?

Evaluation

- What evidence of children's learning have you collected?
- How did the activity go?
- Have the children achieved their learning objectives? If not, why not?
- Is consolidation needed?
- Was there enough challenge for each group?
- Did I get the timing right? What went well? What could have been better?
- How did the children rate it? (thumbs up, down, sideways)

Fire engines

name:

This fire engine is _____

new old**horse****helmet****firemen**

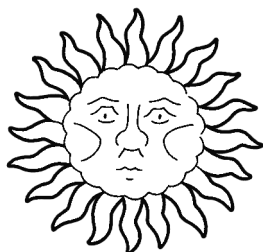
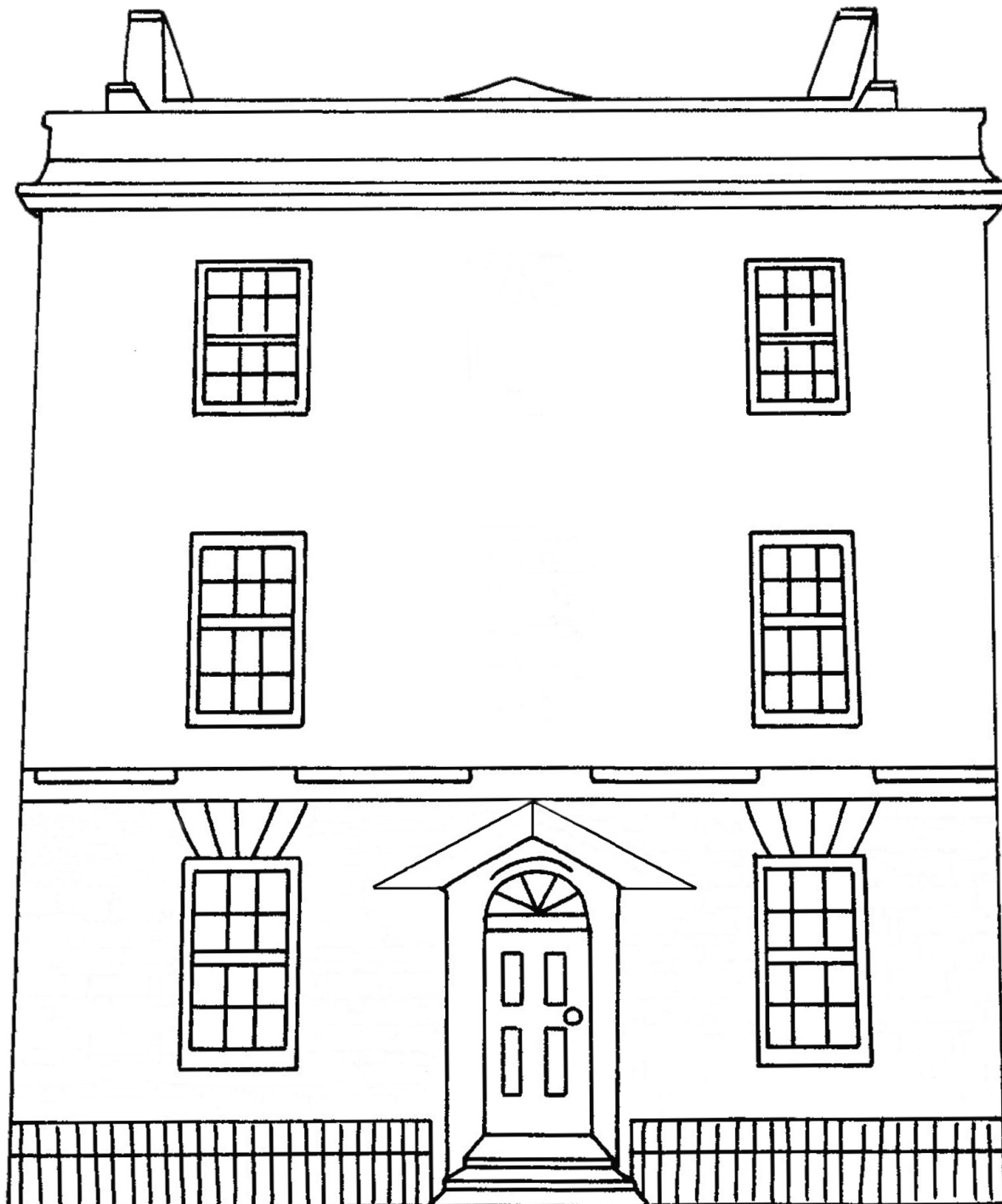
This fire engine is _____

new old**ladder****lights****wheels**

Fire marks



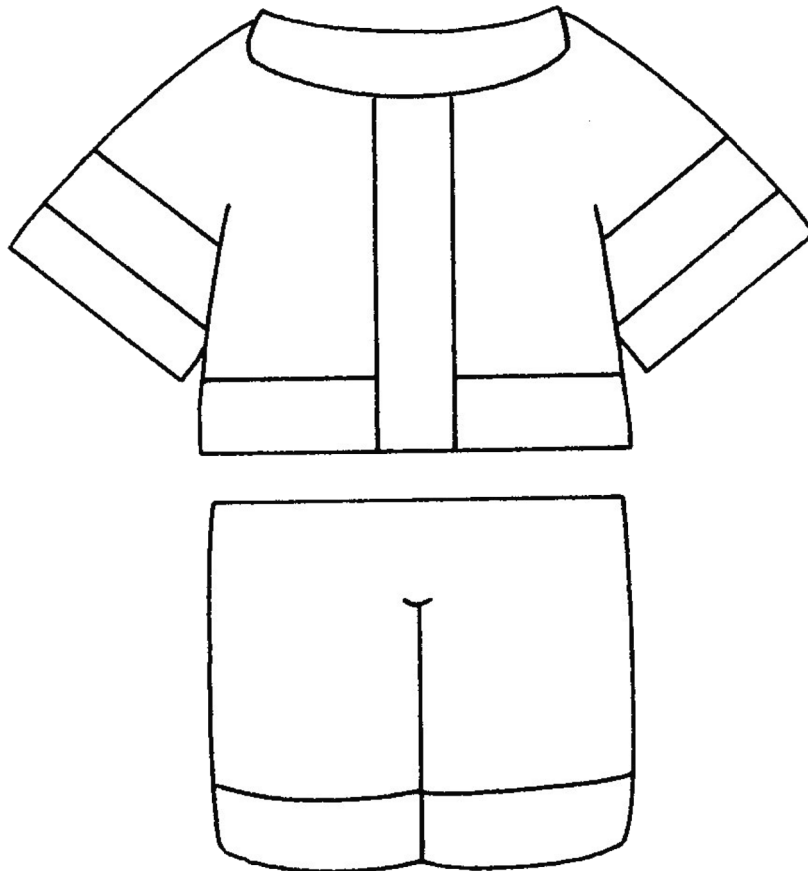
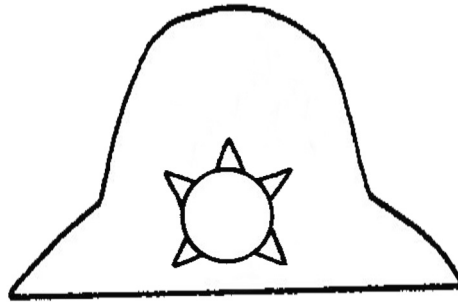
name:



Firefighter's outfit




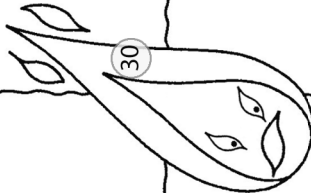
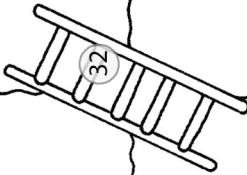
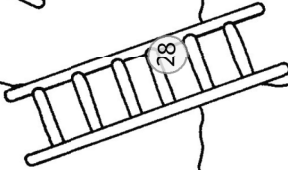
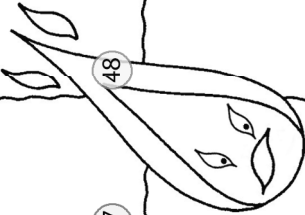
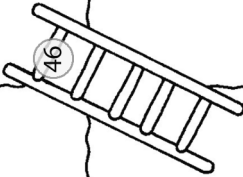
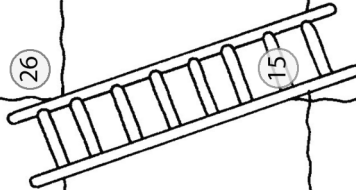

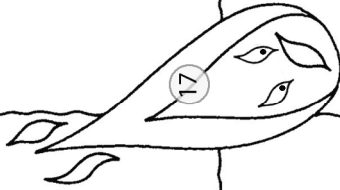
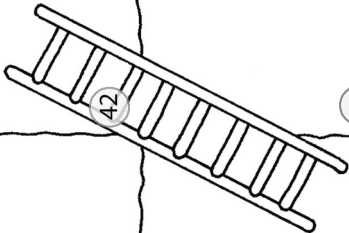

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Flames and ladders



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