## Teacher’s Notes

This pack has been produced by education advisors from the Community Fire Safety departments from each of the three Welsh Fire and Rescue Services. It is intended to support local Fire and Rescue Service personnel in their visit to your class. It will also aid you to continue the fire safety message through follow -up work contained herein. This pack will identify for you where it meets the demands of the PSE framework for Wales 2008. The relevant PSE aspects are shown in the footer of each activity page of the core content.

This material is designed for delivery to KS2 pupils to raise their awareness of personal fire safety and fire safety within their homes. While it fits neatly into the PSE

Framework it also stands as a preview, or a revision, of the experience that your pupils will enjoy if they attend Crucial Crew / Science Fayres.

In addition to the PSE Framework for Wales, the accompanying educational resources provided by the Community Safety Department will also cover a number of aspects of the 2013 Literacy and Numeracy Framework.

Each of these aspects will be highlighted in this document.

You may also find the following links useful:

* [www.nwales-fireservice.org.uk](http://www.nwales-fireservice.org.uk)
* [www.mawwfire.gov.uk](http://www.mawwfire.gov.uk)
* www.southwales-fire.gov.uk
* [**www.staywise.co.uk**](http://www.staywise.co.uk)

**PSE Framework 2008**

**Health and Emotional Well-being**

**Learners should be given opportunities to:**

* Take increasing responsibility for keeping the mind and body safe and healthy
* Feel positive about themselves and be sensitive towards the feelings of others

**and to understand:**

* the harmful effects, both to themselves and others, of tobacco, alcohol and other legal and illegal substances
* the importance of personal safety
* what to do or to whom to go when feeling unsafe

**Moral and spiritual development**

**Learners should be given opportunities to:**

* explore their personal values
* be honest and fair and have respect for rules, the law and authority

**and to understand:**

* that people differ in what they believe is right and wrong
* that personal actions have consequences.

**Preparing for lifelong learning**

**Learners should be given opportunities to:**

* enjoy and value learning and achievements
* take increasing responsibility for their learning

**and to understand:**

* the range of jobs carried out by people in their community

**Sustainable development and global citizenship**

**Learners should be given opportunities to:**

* appreciate the natural world as a source of inspiration
* take an active interest in varied aspects of life in school and the wider environment

**and to understand:**

* how the environment can be affected by the decisions we make individually and collectively
* that local actions have global effects because of connections between places and people

**KS2 Workbook – Teacher’s Notes**

While the emphasis of each unit is not prescribed, the lessons provided in this booklet offer the opportunity to address many of the attitudes & values and skills.

However, there is no requirement to stress ALL of the suggested components in the lesson.

**Electrical Safety**

**Numeracy**

* transfer mathematical skills to a variety of contexts and everyday situations
* identify the appropriate steps and information needed to complete the task or reach a solution
* select appropriate mathematics and techniques to use
* select and use suitable instruments and units of measurement
* choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
* refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready
* use appropriate notation, symbols and units of measurement
* compare numbers with 1 and 2 decimal places
* use understanding of simple fraction and decimal equivalences when measuring and calculating, *e.g. ½ = 0.5,* 1*/*10 *= 0.1*
* find differences between numbers with 1 decimal place
* add and subtract 3-digit numbers using an appropriate mental or written method use measuring instruments with 10 equal divisions between each major unit, and record using decimal notation, *e.g. 4.2cm, 1.3kg*

**Smoke Alarms**

**Numeracy**

* select and construct appropriate charts, diagrams and graphs with suitable scales
* draw conclusions from data and recognise that some conclusions may be misleading or uncertain
* transfer mathematical skills to a variety of contexts and everyday situations
* identify the appropriate steps and information needed to complete the task or reach a solution
* select appropriate mathematics and techniques to use
* choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
* refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready
* use appropriate notation, symbols and units of measurement

**Esacpe Plan**

**Reading**

* use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
* read extended texts independently for sustained periods
* use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes*
* scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams*

**Oracy**

* explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids*
* speak clearly, using formal language and projecting voice effectively to a large audience, *e.g. event for parents/carers, presentation to visitors*
* Welsh-medium statement: mutate correctly after most prepositions and pronouns, *e.g. am funud, dy fam*
* contribute to group discussion, taking some responsibility for completing the task well, *e.g. introducing relevant ideas, summing up*
* build on and develop the ideas of others in group discussions, *e.g. by asking questions to explore further, offering more ideas*.

**Escape From Fire**

**Writing**

* write with a clear purpose, showing consideration for the reader, *e.g. by choosing appropriate vocabulary and presentational devices*
* expand upon main idea(s) with supporting reasons, information and examples
* use features which show the structure of the writing, *e.g. sub‑headings, captions*
* use paragraphs, which have a main idea and related details
* use images, graphs and illustrations which are clear, relevant and appropriate
* use language appropriate to writing, including standard forms of English
* use appropriate vocabulary, including subject-specific words and phrases
* use different sentence structures, including complex sentences showing relationships of time, or cause, *e.g. before you start … , if you do this then …*
* use conditionals to show hypotheses or possibilities, *e.g. if, might, could*
* use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession*
* use a variety of strategies to spell words with complex regular patterns, *e.g. exercise, competition*
* produce legible, cursive handwriting with increasing fluency
* Welsh-medium statement: use the standard forms of a variety of verbs, *e.g. present, past and negative forms*
* Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, *e.g. am funud, dy fam*
* Welsh-medium statement: spell an increasing number of plural forms, *e.g. -oedd, -od, -ydd,* and words with double consonants, *e.g. cynnwys,* correctly in context.

**Fire Safety**

**Reading**

* use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
* use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes*
* scan to find specific details using graphic and textual organisers, *e.g. sub-headings, diagrams*
* use information from trusted sources, on-screen and on paper, selecting and downloading as necessary

**Oracy**

* explain information and ideas, exploring and using ways to be convincing, *e.g. use of vocabulary, gesture, visual aids*
* listen carefully to presentations using techniques to remember the main points, *e.g. making notes, summarising*
* listen to others, asking questions and responding to both the content and the speakers’ viewpoints

**Spot the Dangers**

**Reading**

* use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
* use a range of strategies for skimming, *e.g. finding key words, phrases, gist, main ideas, themes*

**Writing**

* write with a clear purpose, showing consideration for the reader, *e.g. by choosing appropriate vocabulary and presentational devices*
* use features which show the structure of the writing, *e.g. sub‑headings, captions*
* use images, graphs and illustrations which are clear, relevant and appropriate
* use appropriate vocabulary, including subject-specific words and phrases
* use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession*

**Design a Poster**

**Writing**

* write with a clear purpose, showing consideration for the reader, *e.g. by choosing appropriate vocabulary and presentational devices*
* use features which show the structure of the writing, *e.g. sub‑headings, captions*
* use images, graphs and illustrations which are clear, relevant and appropriate
* use appropriate vocabulary, including subject-specific words and phrases
* use the full range of punctuation to guide the reader in complex sentences, *e.g. commas, bullet points, speech marks and apostrophes for possession*
* use language appropriate to writing, including standard forms of English
* expand upon main idea(s) with supporting reasons, information and examples
* use a variety of strategies to spell words with complex regular patterns, *e.g. exercise, competition*
* produce legible, cursive handwriting with increasing fluency
* Welsh-medium statement: use the standard forms of a variety of verbs, *e.g. present, past and negative forms*
* Welsh-medium statement: mutate correctly, especially after most prepositions and pronouns, *e.g. am funud, dy fam*
* Welsh-medium statement: spell an increasing number of plural forms, *e.g. -oedd, -od, -ydd,* and words with double consonants, *e.g. cynnwys,* correctly in context.