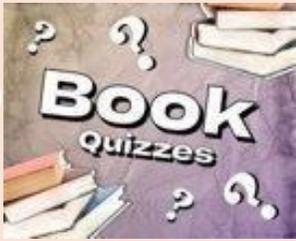


Thursday 26th February 2026

26.02.26

Morning Challenge

The logo for 'Good Morning' features the words 'Good' and 'Morning' in a colorful, bubbly font. 'Good' is in shades of blue, green, and yellow, while 'Morning' is in shades of yellow, green, and blue. A small white flower with a yellow center is positioned to the right of the word 'Good'.

Solve these calculations in your Morning Challenge books.

$$\frac{1}{3} \text{ of } 27$$

$$\frac{3}{4} \text{ of } 32$$

$$\frac{1}{6} \text{ of } 54$$

$$\frac{2}{5} \text{ of } 40$$

$$3,476 + 2,189 =$$

$$5,203 + 4,778 =$$

$$9,602 - 3,485 =$$

$$7,450 - 2,918 =$$

$$864 \div 8 =$$

$$1,296 \div 6 =$$

$$7 \times 8 =$$

$$9 \times 6 =$$

$$4 \times 12 =$$

$$11 \times 7 =$$

$$8 \times 9 =$$

$$12 \times 3 =$$

$$6 \times 11 =$$

$$5 \times 7 =$$

$$3 \times 9 =$$

$$12 \times 8 =$$

Challenge:

The time is 7:52pm.

What was the time 4 and a half hours ago?

Quiet reading when finished.

26.02.26

Times tables

7 Times table BINGO

- Write **6 answers** from the 7 times table on your bingo grid.
- Your teacher will call out multiplication question from the 7 times table.
For example, "What is 2×7 ?"
- If you have the **answer** (14) on your grid, cross it off.
- When all 6 numbers on your grid are crossed off, shout "BINGO!"

BINGO		

26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers

3 in 3

1. Write 0.5 as a fraction.

2. Double 236

3. $1 - \frac{2}{3} =$

Challenge

**Write down all the factor pairs
for the number 24.**

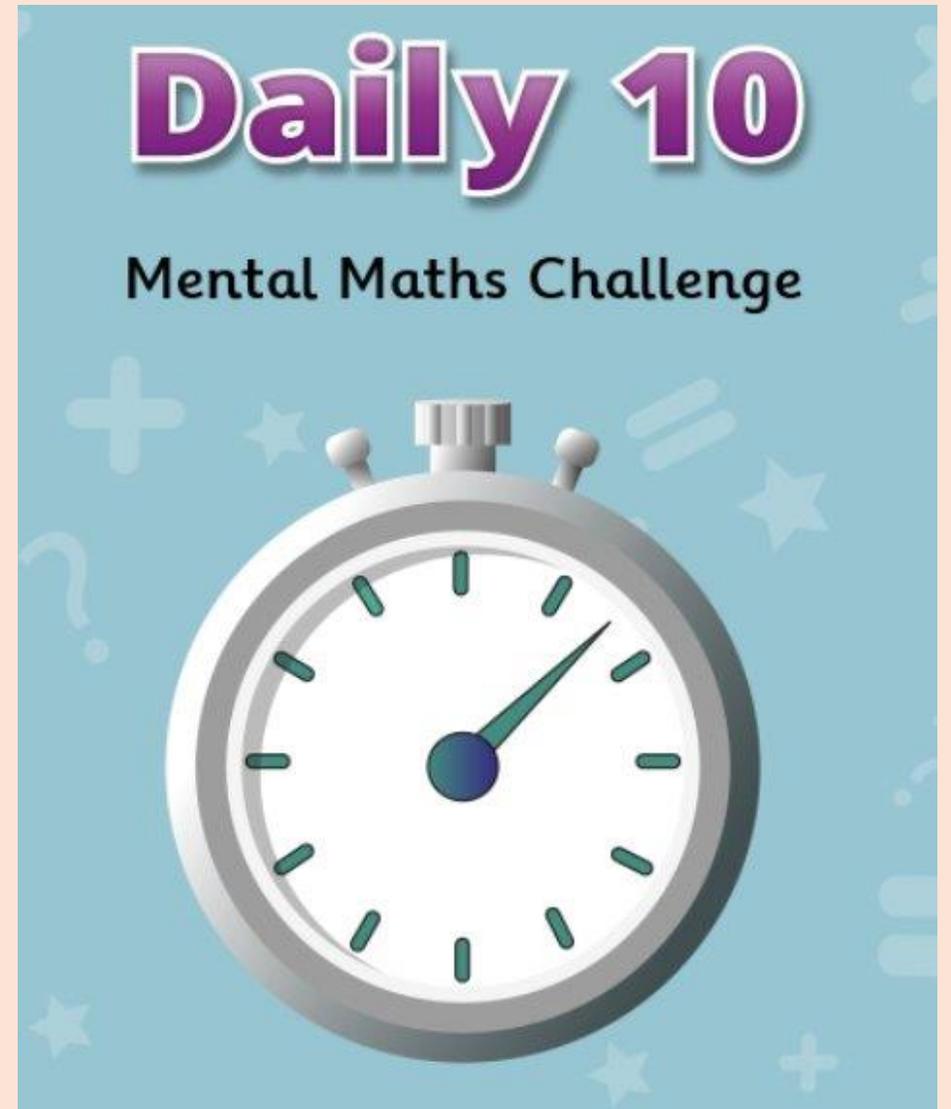
26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers

Key vocabulary

- multiple
- digit
- divide
- decimal
- decimal point

[Daily 10 - Mental Maths Challenge - Topmarks](#)
Level 4- 7 times tables



26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers.

When dividing by **100**, each digit moves **two places to the right**.
Thousands become tens, hundreds become units, and tens and units become fractions of a unit. The number is becoming 100 times smaller.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Our numbers today will all be multiples of 10.

Write this number on your place value grid: **120**

120 divided by **100** = **1.20**

To divide by 100, we move the digit 2 places to the right.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths
		1	2	0	

Place value grids

Write this number on your place value grid: 340

340 divided by 100 =

To divide by 100, we move the digit 2 places to the right.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Place value grids

Write this number on your place value grid: 820

820 divided by 100 =

To divide by 100, we move the digit 2 places to the right.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

Place value grids

Write this number on your place value grid: 200

200 divided by 100 =

To divide by 100, we move the digit 2 places to the right.

Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers.

Blue

$$310 \div 100 =$$

Green

$$770 \div 100 =$$

26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers.

Independent

	$\div 100$
760	
900	
250	
630	
550	

RP

Liam is saving up **1,200 reward points** from his reading club. He wants to exchange his points for stickers.

Each sticker costs **100 points**.

How many stickers can Liam get?

Challenge

7b. Choose the correct number to complete the calculation below.

2,300

3,200

2,305

$$23 = \square \div 100$$

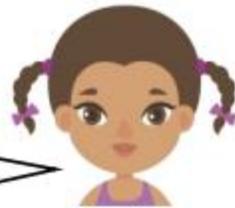
26.02.26

TBAT: divide 3-digit multiples of ten by 100 to get decimal numbers.

Mastery challenge

5. Two friends are discussing divisions.

Both $9,100 \div 100$ and $790 \div 10$ give answers that have 9 tens.



Oralie



Chad

Both $820 \div 10$ and $2,600 \div 100$ give answers with an even number of tens and ones.

Who do you agree with? Explain your reasoning.

R

Greater Depth Mastery

5b. Alena is thinking of a 4-digit number.



I divide that number by 100.

The answer I get after dividing by 100 is a multiple of 4 between 30 and 50.

What number did I start with?



ASSEMBLY

Thursday 26th February 2026

Word work

Plural possessive apostrophe's

When lots of people or things own something, we put an apostrophe to show it.

If the word already **ends in s**, just add an **apostrophe at the end**.

girls' shoes = shoes belonging to the girls

If the word does **NOT end in s**, **add 's**.

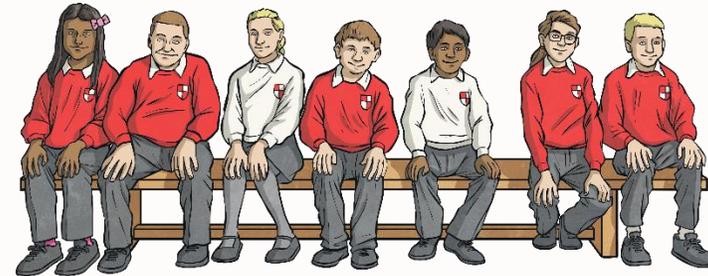
children's toys = toys belonging to the children

What Is Plural Possession?

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**. When we are talking about more than one thing, we call this **plural**.



The **dogs'** leads were too long.



The **children's** lunch was delayed.

If the noun is plural and ends with an s, we just attach the apostrophe to it without an additional s.

If the noun is plural and does not end with s, we add 's to the end.

Whiteboard work- On your boards, Write the plural possessive for...

the coats belonging to the girls

Girls' coats

Example: the toys belonging to the children = **children's toys**

Whiteboard work- On your boards, Write the plural possessive for...

the bags belonging to the teachers

teachers' bags

Whiteboard work- On your boards, Write the plural possessive for...

the paws of the dogs

dogs' paws

Whiteboard work- On your boards, Write the plural possessive for...

the lunches made by the women

women's lunches

Task: Add the missing plural possessive apostrophes in the right places.

The girls coats were left on the floor after playtime.
The childrens games were still out on the tables, and
the teachers voices could be heard in the corridor.
Outside, the dogs bowls were filled with water, and
the mens jackets were hanging on the hooks.

Challenge: Change the following sentence to past tense and add the plural possessive apostrophe.

The girls carry the bags of the boys to the classroom.

The **girls'** coats were left on the floor after playtime. The **children's** games were still out on the tables, and the **teachers'** voices could be heard in the corridor. Outside, the **dogs'** bowls were filled with water, and the **men's** jackets were hanging on the hooks.

Challenge: The girls carried the boys' bags to the classroom.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

3 in 3

Show not tell is when a writer gives clues about how a character feels by describing their actions, body language, or voice, instead of simply saying the feeling.

It helps the reader picture the scene more clearly.

Telling: Rose was scared.

Showing: Rose's hands shook as she stepped backwards from the dark tunnel.

Telling: Jack was excited.

Showing: Jack bounced on his toes, grinning as he peered into the tunnel.

Writers use show not tell to make characters feel real and to help readers understand their emotions without saying the emotion directly.

1) What does "show not tell" help the reader to do?

2) Give one example from the text that shows Rose is scared.

3) How does the writer show Jack is excited without saying the word "excited"?

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Blue - As Jack:

How would you persuade Rose to come into the tunnel? Use your voice and actions to show your personality.

Green- As Rose:

How would you react when Jack disappears into the tunnel? Use "show not tell" in your answer.

Challenge: How could you use "show not tell" in direct speech to make the conversation between Jack and Rose sound realistic?
(Think about voice, pacing, nervous gestures, and actions while they speak.)

Thursday 26th February 2026

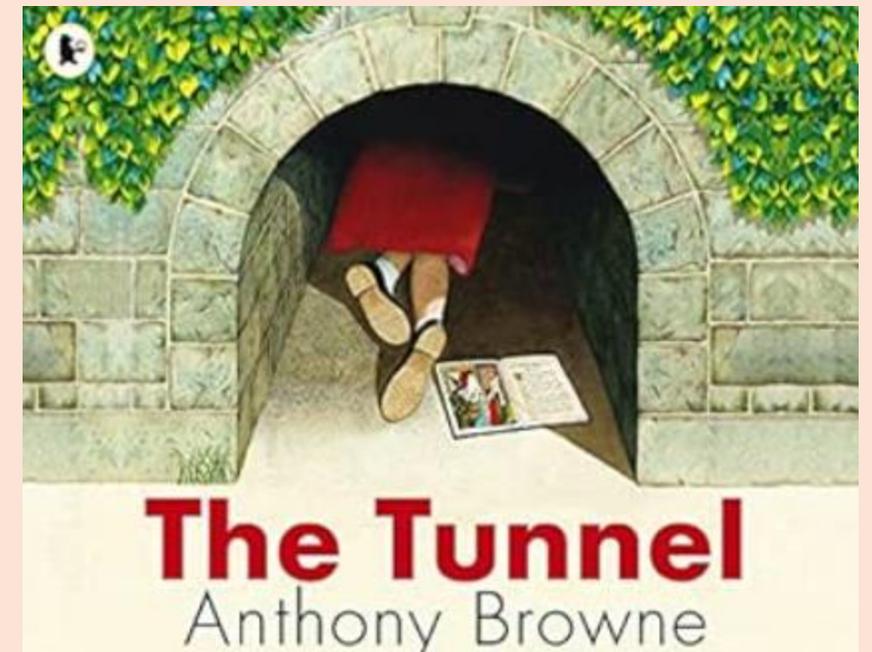
TBAT: show a character's feelings through show not tell.

Turn and talk:

30 seconds

Blue- describe Rose in 5 words

Green- describe Jack in 5 words



Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Show not tell is when a writer describes a character's actions, body language, or voice instead of saying the feeling directly.

It gives clues so the reader can work out how the character feels.

TELL	SHOW
Aaron was shocked.	Aaron's mouth fell open and his eyes bulged out of his head.
Daniele was sad.	She sighed and held the blanket tightly. She stared out the window.
Carl felt happy.	Carl's face lit up. He took bouncy steps towards the door.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Let's use show not tell to discuss Jack.

Jack:

Brave

How could we talk about Jack being brave without saying it explicitly?

You could have said:

Jack stomped forward, puffing out his chest.

Jack marched into the darkness without looking back.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Let's use show not tell to discuss Jack.

Jack:

Adventurous

How could we talk about Jack being adventurous without saying it explicitly?

You could have said:

He grinned at the dark tunnel, bouncing on his toes as if it were a brilliant new game.

Jack leapt over the broken bricks, eager to see what was on the other side.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

In your books, write one sentence using Show not Tell about Rose.

Rose:

- timid
- nervous
- cautious
- gentle
- Quiet

3 mins

Sentence starter ideas:

Rose's lips trembled when she tried to speak...

Rose took tiny, careful steps...

Rose's lips trembled when she tried to speak...

She frowned and bit her lip...

She tried to call Jack, but her voice cracked...

Example: Her feet froze on the spot as she stared into the dark tunnel, clutching her arms tightly around herself.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Partner Conversation (as Jack and Rose)

5 mins

- Work with your partner.
- One of you is Jack, one of you is Rose.
- Use your actions, facial expressions and voice to show how the character feels.
- Use *show not tell* when you speak.

As Rose:

How would you react when Jack disappears into the tunnel? Use actions and voice to show your feelings.

As Jack:

How would you persuade Rose to come into the tunnel? Show your adventurous personality through your actions and voice.

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

Your Task

Using the ideas from your partner conversation, **write 2–3 short sentences** in your books that include:

- **Show not tell** (use actions, body language, voice clues)
- **Expanded noun phrases** (add detail to your nouns)
- **Direct speech** between Jack and Rose (use correct speech punctuation)

Use **adjectives** to add detail: *the trembling, timid girl*

Use **speech marks** and punctuation: *“Come on, Rose!” Jack called, bouncing on his toes.*

***Reminder:** When using direct speech, you must have inverted commas, punctuation as part of the speech, a reporting clause and break line for a new character.*

Example on next slide

Thursday 26th February 2026

TBAT: show a character's feelings through show not tell.

TASK EXAMPLE:

"I'm not going in there, Jack," whispered the trembling, timid girl, pulling her shaking hands close to her chest.

Jack stepped forward, his bright, adventurous eyes gleaming as he grinned. "It's only a tunnel! Come on, Rose!" he called, bouncing on his toes.

Rose edged backwards, her thin, pale face tightening. "I... I can't," she murmured, her voice cracking like dry leaves.

Thursday 26th February 2026

TBAT: describe the childhood of Prophet Muhammad and how Muslims interpret it today.

Keywords

polytheism

belief in many gods

compassion

recognising the suffering of others, deeply caring and taking action to help

orphan

a child whose parents are no longer alive

Blue – Where was the Prophet Muhammad born?

Green – What is a nomad?

Challenge – Why were 'Hanifs' different?

Prophet Muhammad was an **orphan** from a very young age.

His father, Abdullah, passed away before he was born, and his mother, Amina, died when he was just six years old.

After that, his grandfather, Abdul Muttalib, took care of him, but he also passed away when Prophet Muhammad was eight. He was then looked after by his uncle, Abu Talib.

Prophet Muhammad's experience of being an orphan taught him the importance of kindness, empathy and compassion for those who are most at risk.

Growing up without his parents, he understood the pain of loss and the challenges orphans face. This made him especially full of compassion toward orphans, as he could relate to their struggles.



Prophet Muhammad's life shows Muslims, like me, how to be kind and helpful to **orphans** and those in need.

He always told his followers to take care of **orphans**, both by giving them money and by offering them love and support.

He taught that helping **orphans** is a way to earn rewards from Allah.



Iqbal



Why was Prophet Muhammad's childhood important?



Explanation

There are many stories about the Prophet Muhammad's childhood.



The story of the old woman in the marketplace shows the Prophet Muhammad's qualities.

When Prophet Muhammad was a young boy, he started working as a shepherd for a wealthy merchant in Makkah.

One day, while he was playing with other children in the marketplace, he saw an old woman who was carrying a heavy load, struggling to walk. Prophet Muhammad quickly offered to help her. He carried her things for her and walked with her to her destination, showing great care and respect.

The woman was so moved by the kindness of the young Prophet Muhammad, who would later become the Prophet, that she began to praise his noble qualities.

Even as a child, Prophet Muhammad was known for his gentleness and **compassion**, qualities that would define his life as the Prophet of Islam. His abilities to feel the struggles of others and respond with kindness was evident in his early childhood years.



This is Noor.

Noor is also a Sunni Muslim.

She has a Muslim worldview.

Noor is inspired by Prophet Muhammad's kindness and **compassion**, especially how he cared for others and showed empathy, even though he faced many challenges.



Noor



When I think about the Prophet Muhammad, even as a child, I can see how kind and caring he was.

He didn't wait for anyone to ask him to help. He saw someone in need, like an old lady carrying heavy bags, and decided to help right away.

This teaches me that no matter how young I am, I can still help others, especially when they are struggling. Being kind and caring is something we can all do!



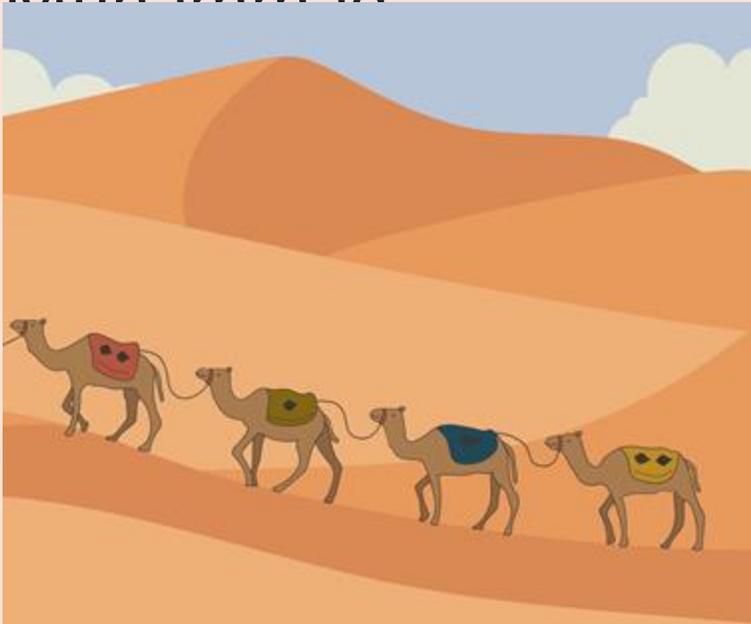
Noor





Here's a story of a wise monk named Bahira, who noticed something very special about the young Prophet

Muhammad



The people of Makkah were traders who bought and sold goods with the cities far away in Syria. Every day, caravans of camels carrying heavy loads would travel across the hot, dry desert. One of these caravans belonged to Abu Talib.

Abu Talib was the uncle of a young Prophet Muhammad. After Prophet Muhammad lost his parents and grandfather, Abu Talib took care of him like a father. One day, Abu Talib thought it would be a good idea for Prophet Muhammad to join him on a trip to Syria.



Why was Prophet Muhammad's childhood important?

After many days of journeying, the caravan finally reached a city named Busra. In a quiet room, a Christian monk named Bahira was reading his books. He looked up and saw the caravan approaching through the heat of the desert. Above it floated a single cloud that seemed to shelter someone from the hot sun.

As the caravan stopped under some shady trees, the mysterious cloud vanished. Bahira went to greet the merchants he recognised. "It's so nice to see you again!" they said. "Why don't you ever invite us into your room?"

Bahira immediately asked them to come and share a meal with him. He felt that someone very special was with them, and he wanted to find out more. After chatting for a bit, Bahira asked, "Is everyone from your group here?" "No," Abu Talib said. "My nephew is watching our camels. He's very young, so we left him behind." "Can I talk to him?" Bahira asked eagerly. Bahira then spoke with the young Prophet Muhammad, asking him many questions to learn about him and what he believed. He started to feel sure that Muhammad was going to be very special.

Bahira smiled and turned to Abu Talib. "This child is meant for greatness," he said. "Take him back to Makkah and take good care of him."

So after finishing his trading in Syria, Abu Talib took Prophet Muhammad back home to Makkah and looked after him as he grew up.



Bahira met Prophet Muhammad.



Iqbal and Noor are talking about the deeper meanings of the story of the monk Bahira and Prophet Muhammad.

For me, the story of Bahira shows that Prophet Muhammad was chosen by Allah (God) to be a great leader and guide for all Muslims.



Noor



Iqbal

For me, the story shows that Allah had a special plan for Prophet Muhammad even before he became a prophet.





Laura

Why was Prophet Muhammad's childhood special and important?

Write a letter to Laura **about the special qualities** Prophet Muhammad showed in his childhood, especially the events with the **monk Bahira** and the **old woman**.

WAGOLL

Dear Laura,

As a young boy, Prophet Muhammad was kind and caring. He had a deep sense of **compassion**, especially for **orphans**, understanding their pain and making sure they felt loved.

One story that stands out is when he helped an old woman carry her heavy basket. She was so grateful for his kindness. Even as a child, his actions showed how important it was to help others and show **compassion**. Another important story is when the monk Bahira recognised Prophet Muhammad's special qualities. Bahira saw that even as a boy, Prophet Muhammad had a great future ahead of him, showing how remarkable he was, even at that young age.

5 minutes silent reading

Thursday 26th February 2026

TBAT: know that sounds are made by vibrations which travel through a medium to our ears.

3 in 3

Sound is made when something vibrates, which means it is shaking very quickly. These vibrations travel through a medium, such as air, water, or a solid object. The vibrations move from particle to particle until they reach our ears. Inside our ears, the vibrations are turned into signals that our brain understands as sound. Without vibrations or a medium to carry them, we would not hear anything at all.

1)What makes sound?

Sound is made when...

2) What do vibrations travel through?

Vibrations travel through...

3) What happens when vibrations reach our ears?

When vibrations reach our ears...

Keywords

We hear **sounds** with our ears.

An **object** is a thing that is not alive.

Vibrations are when an object moves very fast from side to side.

Vibrations need a **medium** to travel, such as a solid, liquid or gas.

Vibrations travel in **sound waves** which spread out in all directions.



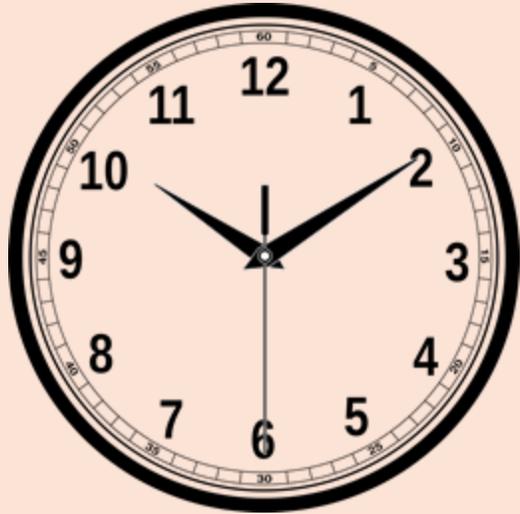
Blue- What sense do we use to listen?

Green- What part of our body do we use to hear?

Challenge- Can you name one part of the ear?



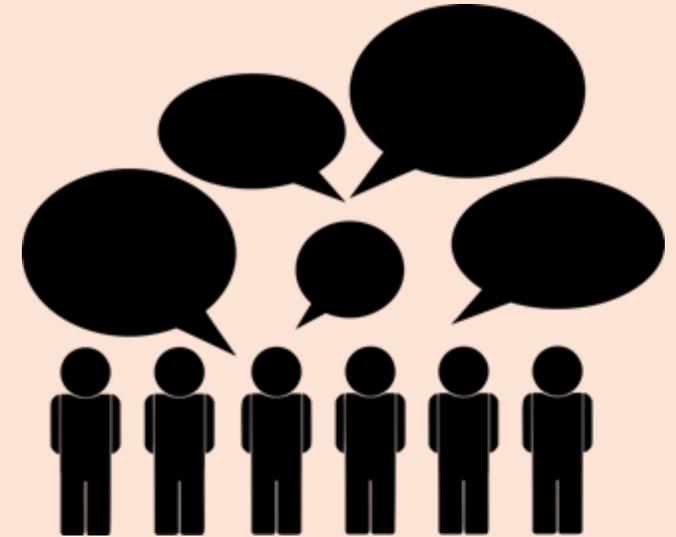
There are **sounds** all around us.
What sounds can you hear right now?



a clock ticking



a car engine



people talking

Do you know how sounds are made?



Sounds are made when an **object** vibrates.

A **vibration** is a repeating forwards and backwards movement when something shakes or wiggles.

When we speak, air moves past flaps of skin at the back of our throat, called vocal cords.

This causes them to vibrate and make a sound.



our vocal cords vibrate



Watch this video of what happens when music is played through a speaker.

What do you observe is happening to the speaker?



We can see the speaker moving backward and forward. This is the speaker **vibrating**.

An **object** has to vibrate for a **sound** to be made. If an **object** is not **vibrating**, it does not make a **sound**.



Objects made from different materials produce different **sounds**.

Different materials **vibrate** in different ways. This changes the sound they make.



Andeep

When tapped on a table, a wooden spoon makes a different sound to a metal spoon because they are made from different materials.



Izzy

Andeep and Izzy continue thinking about how **vibrations** and **sounds** can be made in different ways.

How hard you hit an **object** also has an effect on the sound it makes.



Andeep

If you hit an object hard, it will vibrate more. This will make a louder sound.



Izzy

Which part of our body do we use to hear sounds?

We use our ears to hear sounds when an object vibrates.

In order for us to hear sounds, **vibrations** need to travel from a vibrating object through a **medium**, such as the air, to our ears.

A medium is the thing sound needs to move through so we can hear it.



an ear



playing a piano



When something makes a noise, like clapping your hands, it creates **vibrations** in the air.

These vibrations travel in waves.

Sound waves spread out in all directions, a bit like dropping a pebble in a pond which creates ripples.



clapping hands



ripples in water





In your books, write the sentence below and fill in the missing gaps.

In order for us to hear sounds, _____ need to travel from a vibrating object through a _____ to our ears.



In your books, write the sentence below and fill in the missing gaps.

In order for us to hear sounds, **vibrations** need to travel from a vibrating object through a **medium** to our ears.



Our ears contain a special part called an eardrum.

eardrum

When **sound waves** reach our eardrum, they makes it **vibrate**.

This allows our brain to turn the vibrations into sounds we recognise, such as music or someone calling our name.



model of inside an ear



Task: On your piece of paper, draw an object that makes noise, a person, and then the sound waves.

Sound does not only travel to the person that hears it.

Vibrations create sound waves that travel through the air in all directions. We hear the sound when they reach our ears.

Not accurate:

This diagram is showing that sound only travels to the person listening.



More accurate:

This diagram is showing that sound travels in all directions.



Sound **vibrations** travel through a **medium** to our ears.

A medium can be a solid, liquid or a gas.



wood is solid



water is liquid



air is a gas

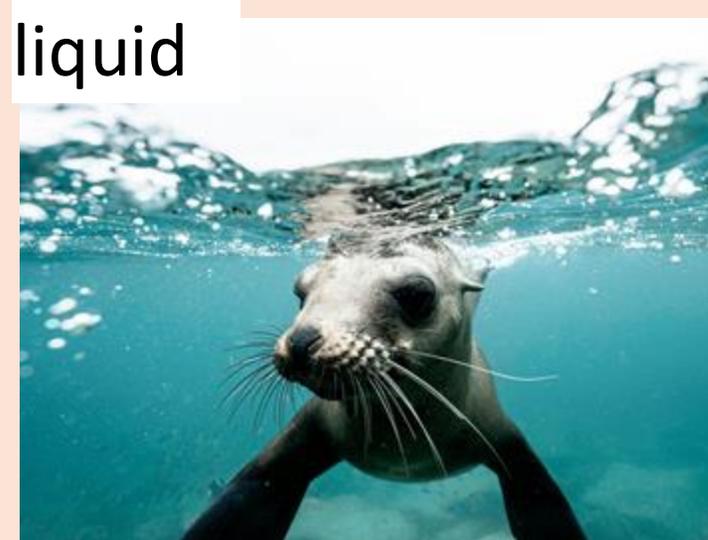


When an object **vibrates**, it creates sound waves which need a **medium** to travel through to reach our ears.

A medium can be a **solid**, liquid or gas. We can hear sounds:



through a closed door



under water



through air



Izzy and Laura are learning about toys from the past.



In the past, children played with string phones. These were cups or cans connected by a string. If a person talked into one cup, the sound travelled through the string, and the other person, further away, could hear it in their cup!

Izzy



string phone



I don't understand how the person could hear the sound on the other end if they're far away!

Laura



When a person speaks, **vibrations** travel through the **solid** cup or can, through the solid string, to the other solid cup or can. They reach the other person's ear and cause the eardrum to vibrate which allows them to hear.



string telephone



The string attached to the cups needs to be **taut**. This means to be stretched firmly or tightly.



Jun

Why do you think the string needs to be taut?

If the string is loose, the vibrations wobble and get lost. If the string is tight, the vibrations travel straight and fast to the other cup.



Create and use a string telephone toy.

You will need:



string



recycled cups



scissors

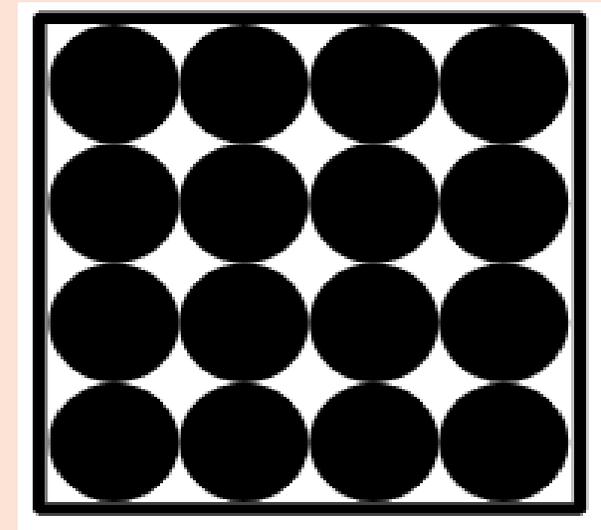
Try it out with loose string and taut string, and then explain how vibrations can be heard.



In **solids**, the particles (tiny parts) are packed closely together.

When you make a sound, **vibrations** travel through the solid **medium** more quickly.

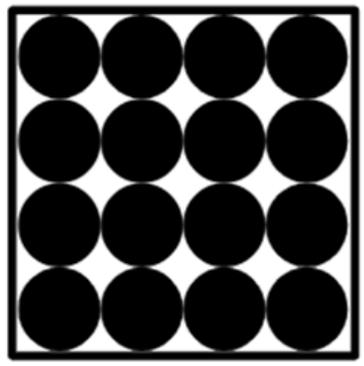
We can hear these sounds louder and more clearly.



particles in a solid



A) Draw a picture of particles in a solid (tiny dots packed closely together).



B) Explain what happens.

In a solid, the particles are _____.

This means vibrations can _____.

So we hear the sound _____.



Assessment

Challenge:

If a solid has particles packed tightly together, what would happen if they were spread out more? Explain using vibrations.

Exit quiz

1) Match the medium to the example

a	solid
b	liquid
c	gas

	oil for cooking
	helium for a balloon
	paper for drawing

2) How do sounds travel through different mediums? (Tick 1 correct answer)

- Sounds travel in dotted lines.
- Sounds travel on clouds.
- Sounds travel in sound waves.

3) Sound needs to travel from an object through a _____ to be heard.

4) which picture shows a taut string?



5) Which of the following best describes why sounds can be heard clearly and loudly through a solid medium?

- Solids are bright colours so vibrations can pass through more easily.
- Solids are heavy so they make louder sounds.
- The parts of solids are arranged so that vibrations pass through quickly.

Thursday 26th February 2026

Q – What is an emergency?

Key vocabulary

- emergency
- emergency services
- police
- fire
- ambulance
- coastguard



Thursday 26th February 2026

Q – What is an emergency?



Talk to the person next to you:

What is an emergency?
See if you can define what this word means.

Emergency or not?

1. Jane is in her living room and starts to smell smoke. She touches the door handle and it is hot. Emergency or not?
2. Jack's dog Squiggles runs away and after six hours of searching they still cannot find Squiggles. Emergency or not?
3. Amina and her mum are shopping and they see someone steal a woman's handbag. Emergency or not?
4. Jamil and John are playing in the river when they hear someone shouting for help. Emergency or not?

Listen to this emergency call. Identify the key facts which the caller needs to know in order to help the emergency services to help them.

999 operator: Hello emergency, which service do you require, fire police or ambulance?

Alice: I need an ambulance. My mum has fallen and hit her head and she's not talking.

999 operator: OK, can I take your name and the number you're calling from, in case we get cut off?

Alice: It's Alice. My home number is 01897 897462.

999 operator: OK, Alice, where are you? Do you know the exact location or address?

Alice: Yes, it's 4 Cotswold Close, Greater Cotswolds, GR14 3WB.

999 operator: That's great, Alice, I'm sending an ambulance now but please stay on the line. Can you tell me what's happened and what your mum's name is?

Alice: It's Fay. Mackintosh. My mum was climbing up a ladder to paint and the ladder slipped and she fell and hit her head on the floor. There's some blood and she isn't awake.

999 operator: OK, can you see if your mum is breathing? Can you see her chest going up and down?

Alice: Yes, she's breathing but I'm really scared because she won't talk to me.

999 operator: The ambulance is 1 minute away, Alice. You should be able to hear them soon.

Alice: OK.

999 operator: I'm going to talk you through the recovery position now, Alice, OK?

Alice: I can hear the ambulance. They're here.

999 operator: That's great, Alice. Stay on the line until they come inside, OK?

How to make a call to the emergency services



REMEMBER:

- **Check for danger**
- **Call 999**
- **Reassure**
- **First Aid**

The LIONEL technique



Location: tell them where the emergency is and where they need to come



Incident: tell them what has happened



Other Services: do you need the ambulance and fire services?



Number of people: how many are there involved?



Extent of injuries: how badly are they hurt?



Location: Repeat again where they need to come to

999 and **112** are both numbers for the emergency services.

999 is just in the UK and 112 can be used in the UK and across Europe

Your task
Complete the important information sheet to practise your key details.

You will **take this home** to practice with your family in case you are every in an emergency.

Year 4, Topic 3: Emergency Situations

4.3.1 Important information

When making a 999 emergency call, it is important to know some key facts about yourself and those around you. Fill in the boxes below with your important details.

My full name is _____

My address is
House/flat name or number _____
Street or road name _____
Town or village name _____
County _____
Postcode _____

I am _____ years old and my date of birth is _____

I live with (write the full names of people who live in your home)

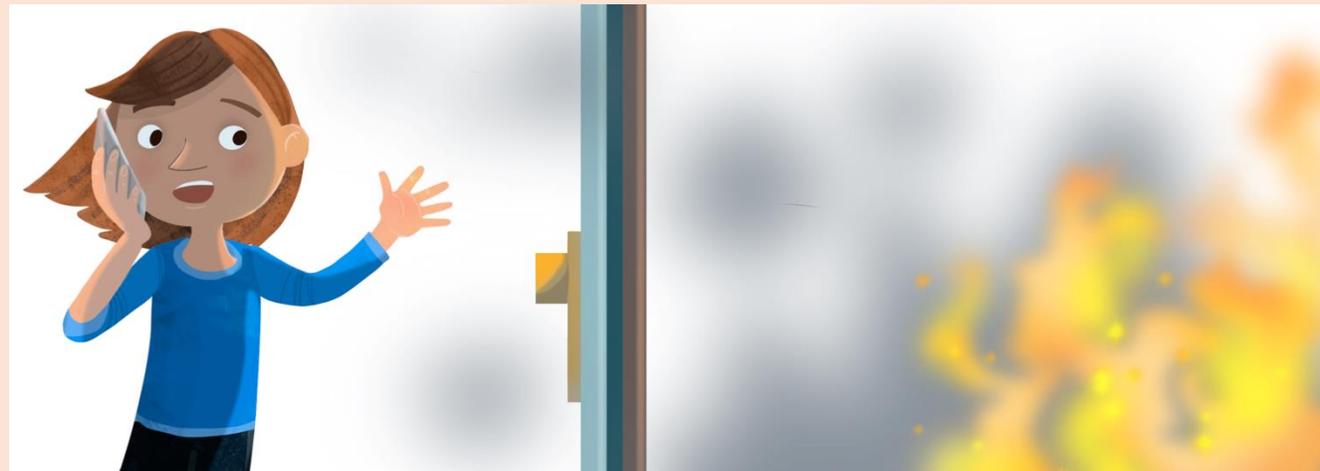
I am allergic to or have medication for _____

Emergency 1

Jane is in her living room and starts to smell smoke. She touches the door handle and it is hot.

What might the call between the 999 operator and Jane sound like?

Practice the emergency conversation with your partner.



Emergency 2

Khalid and Jeremy are playing outside Jeremy's house when Jeremy says he feels unwell and collapses on the ground. He is breathing but unconscious.

What might the call between the 999 operator and Khalid sound like?

Practice the emergency conversation with your partner.



Emergency 3

Jamil and John are playing in the river when they hear someone shouting for help. They see a boy in the water who clearly can't swim and is struggling to stay afloat.

What might the call between the 999 operator and Jamil sound like?

Practice the emergency conversation with your partner.



Which service would you ask for if...?

Which service or services would you request for the following emergencies?



1. You see a chimney on fire at your neighbour's house.
2. You have just witnessed two cars crash outside your school.
3. Your grandad is holding his chest and asks you to call 999.
4. You see someone hurting someone else in the street.
5. You see that the bonfire your uncle started in the garden has now spread and the hedges are on fire.
6. You see a child being carried out to sea on an inflatable airbed.