



Fire Visit:

On 22nd June, all the children met the fire fighters, who explained that they were real heroes who rescued people from fire. They also explained what good fire and bad fire were. The children looked at the pictures and understood that they could do cooking or barbeque when assisted by adults only.

The children got familiar with the fireman dressing up when one of the fireman put on the fireman dress. The children had opportunity to touch the fireman's helmet.

The children practised getting down low and going out in case of fire. The children looked and listened to the smoke alarm sound and recognised that they had the same at their home. The fireman explained that it started making noise and warned us in case of fire. In case of fire, we need to leave our favourite toys and go outside, and do not go again inside to rescue these toys.

Learning Area: awareness about fire safety, learning about good/bad fire, getting familiar with fire fighters, learning the steps which children need to follow in case of fire.





Exploring the fire -engine:

All children had opportunity to go inside the fire truck and squirt the water using the water-hose. They were able to wait for their turn. They explored the fire-engine's equipment and buttons when inside the truck and the fireman put on the fire- alarm sound.

Learning skills: waiting for the turn, exploring the firefighter's equipment, following instructions, receptive language skills



Fire-Fighter Dramatic play

After the fire visit, the educators provided fire fighter's equipment like helmet, jacket, pretend water-hose, hammer and torch. *Ms Sh* clipped the fire paintings made by children earlier this week on herself and pretended that she needed help. The children pretended to be firefighters and rescued *Ms Sh* by pretending to squirt water on her. The children reflected their learning through dramatic play while pretending to take the role of firefighters.

Learning areas: taking role of a firefighter, negotiating roles, sharing equipment, receptive and expressive language skills

Group – time

Ms Sh read a book about fire- engine which was about how fire- fighter's rescue people. All children listened to the story with concentration and sang the fire -engine song together with *Ms Sh*. *Ms Sh* also explained that fire fighters job was very tough, and they were very strong. To encourage children to eat healthy food, *Ms Sh* added that they ate healthy food like vegetables, rice, pasta and meat which made them strong so that they could help people. The children learnt new words like water hose, smoke alarm, rescue and tough.

Learning Areas: listening and expressive language skills, concentration skills, enhancing vocabulary