

When I Grow Up

This theme encourages children to explore what they would like their future aspirations to be. It teaches children about the values and responsibilities of different jobs and professions. It also teaches children about the roles within their families and local communities, as well as understanding the roles of people who work in the emergency services.

Key Learning Outcomes From Adult Led Learning

Communication & Language	Ask questions to find out more and to check they understand what has been said to them. Articulate their thoughts and ideas in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social & Emotional Development	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Know and talk about the different factors that support their overall health and wellbeing.
Physical Development	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Further develop the skills they need to manage the school day successfully, lining up and queuing, mealtimes, personal hygiene.
Literacy	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s.
Mathematics	Subtise. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Understanding The World	Understand the effect of changing seasons on the natural world around them. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.
Expressive Arts & Design	Create collaboratively, sharing ideas, resources and skills. Develop storyline in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
<p>1 W/B 19.02.24</p> <p>Family & School</p>	<p>Communication & Language – Ask questions to find out more and to check they understand what has been said to them.</p> <p>Personal, Social & Emotional Development – Identify and moderate their own feelings socially and emotionally.</p> <p>Literacy – Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Mathematics - Subtise.</p> <p>Physical Development - Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Understanding The World – Name and describe people who are familiar to them.</p> <p>Expressive Arts & Design - Create collaboratively, sharing ideas, resources and skills.</p>	<p>Non-Fiction Text - Family/Local Community</p>	<ul style="list-style-type: none"> - Reflect on roles of jobs from family members (questionnaires sent home before the holidays). - Hot seating – encouraging children to use questions to find out about different jobs of family members. - Explore job locations, incorporate Google Maps/Street View. - Keep discussions fluid, based on children’s home research. - Writing words/sentences about family member jobs/locations. - Introduce overarm ball skill. - Numberblocks – ‘Once Upon A Time (Series 3), ‘Now We Are Six To Ten’ (Series 3). - Pancake making – Tuesday 21st Feb. 	<p>Family, community, mum, dad, auntie, uncle, grandad, grandma, cousin, relative, jobs, local area, profession, role, one more, one less, number, digit, missing, number line, accurate, ball, overarm, pass, throw, target, partner, Numberblocks, pancake, Shrove Tuesday.</p>
<p>2 W/B 26.02.24</p> <p>Wider Community</p>	<p>Communication & Language – Ask questions to find out more and to check they understand what has been said to them.</p> <p>Personal, Social & Emotional Development – Identify and moderate their own feelings socially and emotionally.</p> <p>Literacy – Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Mathematics - Subtise.</p> <p>Physical Development - Further develop and refine a range of ball</p>	<p>Non-Fiction Text - Wider Communities</p>	<ul style="list-style-type: none"> - Children formulate questions to ask specific staff members around school. - Staff members are interviewed by groups of children (recordings on tablet) on their roles, children to consider the different responsibilities of each role. - Writing words/sentences about specific staff member job roles. - Numberblocks – ‘Stampolines’ (Series 1), ‘Six’ (Series 2), ‘Eight’ (Series 2). - Introduce chest pass ball skill. 	<p>Head teacher, deputy head, chef, cleaner, teacher, teaching assistant, lunchtime supervisor, interview, record, job, role, responsibilities, school, education, helping, Numberblocks, Numicon, pairs, number, bonds, together, add, total, makes, equals, accurate, ball, chest pass, throw, target, partner</p>

	<p>skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>Understanding The World – Name and describe people who are familiar to them.</p> <p>Expressive Arts & Design - Create collaboratively, sharing ideas, resources and skills.</p>			
<p>3 W/B 04.03.24</p> <p>Emergency Services</p>	<p>Personal, Social & Emotional Development - Think about the perspectives of others.</p> <p>Communication & Language - Articulate their thoughts and ideas in well-formed sentences.</p> <p>Literacy – Read some letter groups that each represent one sound and say sounds for them.</p> <p>Understanding The World – Understand the effect of changing seasons on the natural world around them.</p> <p>Expressive Arts & Design - Develop storyline in their pretend play.</p> <p>Mathematics - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Physical Development - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Non-Fiction Text - Emergency Services</p>	<ul style="list-style-type: none"> - Create a burglary scene in the classroom. Children to explore and discuss what they think has happened, who did it, why etc. - Children to work together to create 'wanted' poster to capture the burglar criminal. - Community police officer visit. - Compare images of what police, firefighters etc. look like now and in the past. - Explore the roles of people working in health care and consider how they help people and what we can do to keep our minds and bodies healthy. - Numberblocks – 'The Whole Of Me' (Series 1), 'The Terrible Twos' (Series 1). 	<p>Emergency services, burglary, criminal, wanted, Community, Police, firefighter, role, people, health/healthy,</p>
<p>4 W/B 11.03.24</p> <p>Transport Jobs</p>	<p>Personal, Social & Emotional Development - Think about the perspectives of others.</p> <p>Communication & Language - Articulate their thoughts and ideas in well-formed sentences.</p> <p>Literacy – Read some letter groups</p>	<p>Non-Fiction Text - Transportation</p>	<ul style="list-style-type: none"> * Track a variety of vehicles outdoors* - Compare length/capacity of vehicles, (linked to some of the jobs/roles) * Children to look at a basic map of the outdoor provision and look at some of the features they can see. 	<p>Transport, vehicles, tally, compare, length, long, capacity, full, map, movement, feelings, emotions, ideas, sentence(s), weight,</p>

	<p>that each represent one sound and say sounds for them.</p> <p>Understanding The World – Understand the effect of changing seasons on the natural world around them.</p> <p>Mathematics - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Physical Development - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Expressive Arts & Design - Develop storyline in their pretend play.</p>		<p>* Pictures/cards linked to the book Colour Monster (previously studied) which will help them to recognise and moderate emotions and behaviour.</p> <p>- Numberblocks – ‘Holes’ (Series 1), ‘Hide And Seek’ (Series 1).</p>	
<p>5 W/B 18.03.24</p> <p>Performance Arts/Sports Jobs</p>	<p>Personal, Social & Emotional Development - Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Communication & Language - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Literacy - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Mathematics - Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Physical Development - Combine different movements with ease and fluency.</p> <p>Expressive Arts & Design - Return to and build on their previous learning, refining ideas and</p>	<p>Non-Fiction Text - Performance Art/Sports</p>	<p>* Look at some of the factors that can contribute towards good overall health (making healthy food choices, knowing which foods are healthy and which are not, oral health, benefits/effects of exercise).</p> <p>* Look at the effects of warmer/ Spring weather upon the school environment – do a school environment walk and compare this to the Autumn and Winter walks previously done.</p> <p>* Physical – children to link into a sequence some of the movements they have been developing.</p> <p>- Numberlocks – ‘Building Blocks’ (Series 3), ‘Flatland’ (Series 3).</p>	<p>Performance, Health, wellbeing, non-fiction, sentence, label, capital letter, full stop, punctuation, natural, environment, compare, length, weight, mass, combine, movement,</p>

	developing their ability to represent them.			
6 W/B 25.03.24 Aspirations	<p>Personal, Social & Emotional Development - Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Communication & Language - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Literacy - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Expressive Arts & Design - Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Understanding The World – Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Mathematics - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Physical Development - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	Non-Fiction Text - Own Aspirations	<p>- Easter Emersion Day</p> <p>* Using a variety of different non-fiction children to research a job/role that they would like to do in the future, (could also use ICT to research too)</p> <p>* New vocabulary specific to certain jobs to be recorded on the working wall.</p> <p>* Provide children with the opportunity to use a variety of musical instruments which they could then use to enhance a dance or performance.</p> <p>* Maths – see NCEM planning.</p> <p>* Discrete handwriting sessions and interventions to teach/embed correct pencil hold.</p> <p>- Numberlocks – ‘The Way Of The Rectangle’ (Series 3), ‘Ride The Rays’ (Series 3).</p>	Easter, non fiction, job, role, future, adult, musical instrument, performance, dance, handwriting, feelings, music, sound, sentence, capital letter, full stop

Possible Enhancements To Continuous Provision

- Talk box/table – with objects connect with warmer weather/Spring/seasonal change (Week 5)
- Small world to be enhanced with people that represent different jobs, transportation items linked to various jobs,
- Include missing numbers on a number line, children to write missing numbers with the support of a number mat. – Introduce in week 1.
- Add role play costumes of different professions.

- Week 6 - musical instruments to be added to the provision, (after basic instruction and teaching of correct way to use them)
- Variety of non-fiction books about Jobs/ Careers/roles
- Enhance home corner and possibly small world with a few selected sentences the children could read.