

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

<b>Communication &amp; Language</b>	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.
<b>Personal, Social &amp; Emotional Development</b>	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.
<b>Physical Development</b>	Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.
<b>Literacy</b>	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. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
<b>Mathematics</b>	Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0-5 and some to 10. Compare length, weight and capacity.
<b>Understanding The World</b>	Comment on images of familiar situations in the past. Draw information from a simple map. Understand the effect of changing seasons on the natural world around them.
<b>Expressive Arts &amp; Design</b>	Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses.

		Explore and engage in music making and dance, performing solo or in groups.		
<u>Week</u>	<u>Key Focus</u>	<u>Key Text</u>	<u>Week in Brief</u>	<u>Key Vocabulary</u>
<b>1</b> <b>W/B</b> <b>20.03.23</b>	<p><b>Communication &amp; Language</b> – Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Personal, Social &amp; Emotional Development</b> – Think about the perspectives of others.</p> <p><b>Literacy</b> – Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Mathematics</b> - Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p><b>Physical Development</b> - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Non-Fiction Text -            Family/Local Community</p>	<ul style="list-style-type: none"> <li>- Reflect on roles of jobs from family members (questionnaires sent home before the holidays).</li> <li>- Hot seating – encouraging children to use questions to find out about different jobs of family members.</li> <li>- Explore job locations, incorporate Google Maps/Street View.</li> <li>- Keep discussions fluid, based on children’s home research.</li> <li>- Writing words/sentences about family member jobs/locations.</li> <li>- Introduce overarm ball skill.</li> <li>- See Numberblocks planning.</li> <li>- Pancake making – Tuesday 21<sup>st</sup> Feb.</li> </ul>	<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>
<b>2</b> <b>W/B</b> <b>27.03.23</b>	<p><b>Communication &amp; Language</b> – Ask questions to find out more and to check they understand what has been said to them.</p> <p><b>Personal, Social &amp; Emotional Development</b> – Think about the perspectives of others.</p> <p><b>Literacy</b> – Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p><b>Mathematics</b> - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p><b>Physical Development</b> - Develop confidence, competence, precision</p>	<p>Non-Fiction Text -            School Staff Roles &amp; Responsibilities</p>	<ul style="list-style-type: none"> <li>- Children formulate questions to ask specific staff members around school.</li> <li>- Staff members are interviewed by groups of children (recordings on tablet) on their roles, children to consider the different responsibilities of each role.</li> <li>- Writing words/sentences about specific staff member job roles.</li> <li>- See Numberblocks planning.</li> <li>- Introduce chest pass ball skill.</li> </ul>	<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>

	and accuracy when engaging in activities that involve a ball.			
<b>3</b> <b>W/B</b> <b>06.04.23</b>	<p><b>Personal, Social &amp; Emotional Development</b> - Know and talk about the different factors that support their overall health and wellbeing.</p> <p><b>Communication &amp; Language</b> - Articulate their thoughts and ideas in well-formed sentences.</p> <p><b>Literacy</b> – Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p><b>Understanding The World</b> – Compare on images of familiar situations in the past.</p> <p><b>Expressive Arts &amp; Design</b> - Create collaboratively, sharing ideas, resources and skills.</p> <p><b>Mathematics</b> - Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p> <p><b>Physical Development</b> - Combine different movements with ease and fluency.</p>	Non-Fiction Text - Emergency Services	<ul style="list-style-type: none"> <li>- Create a burglary scene in the classroom. Children to explore and discuss what they think has happened, who did it, why etc.</li> <li>- Children to work together to create ‘wanted’ poster to capture the burglar criminal.</li> <li>- Community police officer visit.</li> <li>- Compare images of what police, firefighters etc. look like now and in the past.</li> <li>- 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.</li> </ul>	Emergency services, burglary, criminal, wanted, Community, Police, firefighter, role, people, health/healthy,
<b>4</b> <b>W/B</b> <b>13.04.23</b>	<p><b>Personal, Social &amp; Emotional Development</b> - Identify and moderate their own feelings socially and emotionally.</p> <p><b>Communication &amp; Language</b> - Articulate their thoughts and ideas in well-formed sentences.</p> <p><b>Literacy</b> – Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</p>	Non-Fiction Text - Transportation	<ul style="list-style-type: none"> <li>* Track a variety of vehicles outdoors*</li> <li>- Compare length/capacity of vehicles, (linked to some of the jobs/roles)</li> <li>* Children to look at a basic map of the outdoor provision and look at some of the features they can see.</li> <li>* Pictures/cards linked to the book Colour Monster (previously studied) which will help them to recognise and moderate emotions and behaviour.</li> </ul>	Transport, vehicles, tally, compare, length, long, capacity, full, map, movement, feelings, emotions, ideas, sentence(s), weight,

	<p>necessary, a few exception words.</p> <p><b>Understanding The World</b> – Draw information from a simple map.</p> <p><b>Mathematics</b> - Compare length, weight and capacity.</p> <p><b>Physical Development</b> - Combine different movements with ease and fluency.</p>			
<p>5 W/B 27.03.23</p>	<p><b>Personal, Social &amp; Emotional Development</b> - Know and talk about the different factors that support their overall health and wellbeing.</p> <p><b>Communication &amp; Language</b> - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Literacy</b> - Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Understanding The World</b> – Understand the effect of changing seasons on the natural world around them.</p> <p><b>Mathematics</b> - Compare length, weight and capacity.</p> <p><b>Physical Development</b> - Combine different movements with ease and fluency.</p>	<p>Non-Fiction Text - Performance Art/Sports</p>	<p>*Visitor - Ballet/hip hop/ballroom dance?*</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>Performance, Health, wellbeing, non-fiction, sentence, label, capital letter, full stop, punctuation, natural, environment, compare, length, weight, mass, combine, movement,</p>
<p>6 W/B 03.04.23</p>	<p><b>Personal, Social &amp; Emotional Development</b> - Identify and moderate their own feelings socially and emotionally.</p> <p><b>Communication &amp; Language</b> - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><b>Literacy</b> - Write short sentences with</p>	<p>Non-Fiction Text - Own Aspirations</p>	<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</p>	<p>Easter, non fiction, job, role, future, adult, musical instrument, performance, dance, handwriting, feelings, music, sound, sentence, capital letter, full stop</p>

	<p>words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>Expressive Arts &amp; Design</b> - Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Mathematics</b> - Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p><b>Physical Development</b> - Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>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>	
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**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.