



LESSON PLAN 1

BUSY TOWN

OBJECTIVES

- To recognise people who are there to help us
- To know the places where people who help us work

OUTCOMES

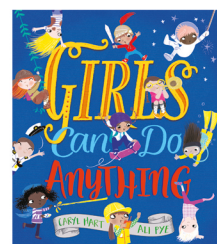
- Children will paint boxes to create places of work for people who help us
- Children will work together to make a town using 'small world' toys

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Small cardboard boxes
- Paper, glue, paint, pens, stickers
- Small world toys, for example, roads, tracks, houses, trees, people
- Resource Sheet 1: Welcome to Busy Town

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Introduce the concept of 'people who help us' with some simple questions such as, "Where would you go if you...Who would help you?" Here are some examples for discussion:



LESSON PLAN 1

BUSY TOWN

PROBLEM

Broken leg
Tummy ache
Car doesn't start
Poorly cat

PLACE

Hospital
Medical Centre
Garage
Vets (Veterinary Clinic)

PERSON

Doctor/Nurse
Doctor
Mechanic
Vet

You can also include other roles that your class may have experience of such as plumbers, electricians, police, firefighters and of course teachers. Explain that both men and women can do all of these jobs.

TASK

Explain that you are going to build a town together. It's going to be called Busy Town because lots of people live there and lots of people work there. Ask the children to think about all the important jobs and places this town will need to keep everyone who lives there safe and happy, for example, lifeguards and park keepers.

The children could transform small cardboard boxes covered in plain paper into buildings such as a police station or a hospital. Stickers with the name of the workplace written by the teacher or child could be added to these. Once the group have decided which buildings should go where, wooden roads, tracks, vehicles, houses and flats could be added to complete the Busy Town small world. Children can then choose small world people to act out the 'people who help us' roles in Busy Town. They can use their imagination to create scenarios where problems are solved by people whose job it is to help others.

EXTENSION

Ask the children to design a 'Welcome Sign' for Busy Town (Resource Sheet 1). This could include pictures of people who help us and their places of work or simply 'happy' people living in a place that is well cared for with flowers and trees etc. These signs can be displayed around the small world area to encourage children to engage in this activity.

This learning area will have a 'buzz' of calls for help, telephone conversations, sirens and calls of thank you.



LESSON PLAN 1 - RESOURCE SHEET 1

WELCOME TO BUSY TOWN

Design a picture to show what a happy and helpful place Busy Town is.



LESSON PLAN 2

WHAT WILL YOU BE TODAY?

OBJECTIVES

- To recognise the clothes/uniform and equipment used by different people who help us
- To play imaginatively in the role of someone who helps us

OUTCOMES

- Children will name and select the clothes and equipment of a role they would like to play
- Children will play imaginatively in the role of someone who helps others

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Dressing up clothes and equipment displayed on pegs/in boxes
- Resource Sheet 2: Labels for Costume Pegs or Boxes
- Resource Sheet 3: 'I Can Do Anything' Dress Up Day letter

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Introduce the children to a row of labelled pegs or boxes with dressing up clothes and equipment for a variety of jobs. You could show an episode of the 1970's Mr Benn series, where Mr Benn goes into a fancy dress shop and when he puts on a costume, he becomes that person such as an astronaut or wizard for the rest of the day. Also, the Cbeebies series, 'Let's Play' focuses on a presenter taking on a role such as a doctor or footballer.

Before revealing the labels (see Resource Sheet 2), ask if the children can guess which job each set of clothes is for. These clothes and bags of equipment could include: doctor, jungle explorer, police officer, astronaut, scientist and mountaineer. Emphasise that all of these jobs can be for boys or girls and that, 'You can be anything'.

Brainstorm how the schoolgirls in the illustration on pages 22-23 might be feeling as they look up at these portraits. For example; admiration, pride, excitement, inspiration...

TASK

Once each child has selected their costume, they can take on that role for the rest the morning or afternoon, with the freedom to move around and 'work' in both the indoor and outdoor learning areas. Notepads, walkie-talkies and cameras can be included in many of the 'work bags' to encourage lots of imaginative play and interaction with other children.

EXTENSION

Depending on your setting, it may be possible to organise an 'I Can Do Anything' dress up day, where children are encouraged to come to school dressed for their dream job of their future. The children should be encouraged to 'dream big' and understand that any role that helps others can be chosen.



LESSON PLAN 2 - RESOURCE SHEET 2

LABELS FOR COSTUME PEGS OR BOXES

○



Astronaut

○



Doctor

○



Chef

○



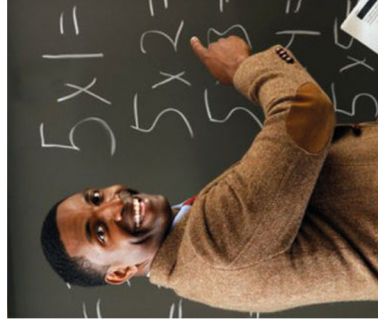
Firefighter

○



Vet

○



Teacher

○



Police Officer

○



Explorer



LESSON PLAN 2 - RESOURCE SHEET 3

'I CAN DO ANYTHING' DRESS UP DAY

Dear Parents/Carers,

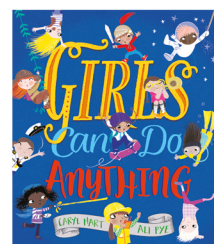
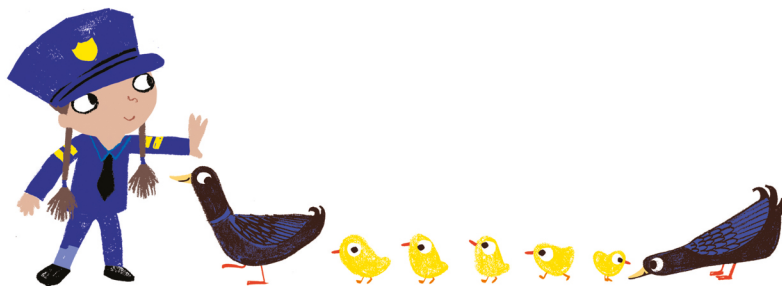
As part of our topic about 'I Can Do Anything', we have been learning about people who help us in different ways.

We would like your child to 'Dream Big' and come to school on dressed in the role of a person that helps to make the world a better place.

Please encourage your child to use their imagination, for example, this role could be a scientist, musician, doctor or explorer.

We are very much looking forward to this amazing day!

Yours faithfully,
The Early Years Team



LESSON PLAN 3

I CAN BE ANYTHING!



OBJECTIVES

- To recognise different activities associated with familiar roles
- To copy and mime simple actions associated with familiar roles

OUTCOMES

- Children will use their knowledge of different roles to mime simple actions in a guessing game

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- A large area, for example, a hall or playground
- Resource Sheet 4: I Can Be Anything



LEAD IN

Revisit the pages in the book with the pictures of a jungle explorer, astronaut, diver and pilot. Find out what the children know about these jobs and add any other information needed for the game.

TASK

Explain that we are going to think about some exciting jobs when we play this miming game: Each child will find a space and the teacher will say, "I can be anything, I can be a..." The teacher can model some of the actions and ask children suggest some too. Here are some examples:

Jungle Explorer

- Looking through binoculars
- Swinging on a vine
- Looking through a magnifying glass
- Writing in a notebook

Astronaut

- Soaring through space
- Controlling the rocket
- Walking on the moon

Diver

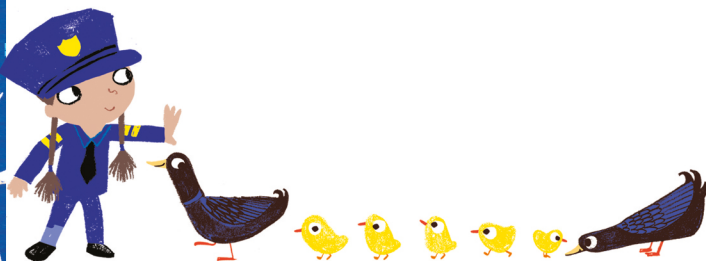
- Diving in the sea
- Taking underwater photographs
- Looking in the seaweed for creatures

Children can also decide which jobs can be mimed, by saying, "I can be anything, I can be a..."



EXTENSION

Using *Resource Sheet 4: I Can Be Anything*, children should take turns to select an 'I Can Be Anything' card and mime the job that is on the card. This will show the children's understanding of various roles. The aim of this game is for the children to guess what is on the card when it is mimed.



LESSON PLAN 3 - RESOURCE SHEET 4

I CAN BE ANYTHING



Astronaut



Doctor



Chef



Firefighter



Diver



Gardener



Mountaineer



Police Officer



Explorer



Builder



CURRICULUM LINKS

EARLY YEARS COMMUNICATION AND LANGUAGE

- Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events, and respond to what they hear with relevant comments, questions or actions. They give attention to what others say and respond appropriately, while engaged in another activity.
- Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their narratives and explanations by connecting ideas or events.

EARLY YEARS PHYSICAL DEVELOPMENT

- Children show good control and coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

EARLY YEARS LITERACY

- Children read and understand simple sentences.
- Children use their phonic knowledge to write words in ways that match their spoken sounds.
- Children write simple sentences which can be read by themselves and others.

EARLY YEARS MATHEMATICS

- Children use everyday language to talk about size, weight, position, capacity, distance, time and money to compare quantities and objects and to solve problems.
- Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

EARLY YEARS PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

EARLY YEARS UNDERSTANDING THE WORLD

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children recognize that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

EARLY YEARS EXPRESSIVE ARTS AND DESIGN

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

