

LESSON PLAN 1

DREAM BIG! WHAT WILL YOU DO?

OBJECTIVES

- To understand that we all have different interests and skills
- To understand that our interests and skills can be turned into a job when we are older

OUTCOMES

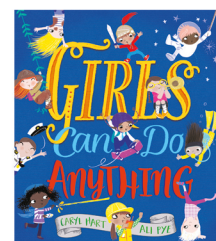
- Children will be able to talk about their interests and skills
- Children will be able to draw and write about their dreams and ambitions

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Resource Sheet 1: Dream Big! What Will You Do?
- Resource Sheet 2: Dear Me

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Explain that it's good to have lots of dreams and ambitions as we grow and that there might be lots of different things we want to do in the future. Look at the page where the girl is writing 'Project – when I grow up', she is surrounded by dream clouds and is certainly thinking about more than one job. She obviously loves animals so she is thinking about possible jobs which involve working with animals.



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DREAM BIG! WHAT WILL YOU DO?

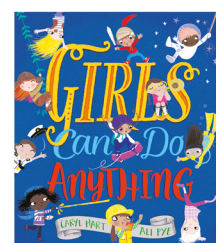
OBJECTIVES

Use Resource Sheet 1: Dream Big! What Will You Do? to encourage children to write down their dreams and ambitions. This will help them to think about the jobs they might want to do in the future.

EXTENSION

The children can write a letter (using Resource Sheet 2: Dear Me) to their future self. If it's the beginning of the academic year, the letter could be opened at the end of the academic year. Alternatively these could be passed on to their next class or sent home.

The letter can be similar to a diary entry. This will need to be modelled by the teacher. In the letter, each child can describe their interests and their dreams and ambitions for the future. When the child looks back on this, a few months or maybe a year later, it will be interesting for them to see if their dreams and interests are the same or whether they have changed. It says in the book that children get more awesome the older they grow. Explain that as we do and learn new things, our dreams and ambitions may change.



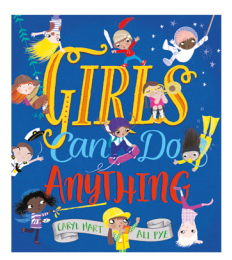
 SCHOLASTIC

LESSON PLAN 1 - RESOURCE SHEET 2

DEAR ME...

Write a letter to your future self about your dreams and ambitions for your future.

A large writing area consisting of 25 horizontal dotted lines for writing a letter.



LESSON PLAN 2

PORTRAIT GALLERY

OBJECTIVES

- To understand the concept of a 'self-portrait'
- To recognise facial features such as eye colour and lip shape

OUTCOMES

- Children will use a mirror to look closely at their own facial features
- Children will draw a self-portrait or picture of themselves

RESOURCES

- *Girls Can Do Anything* by Caryl Hart and Ali Pye
- Resource Sheet 3: Future Me
- Paper, pencils, pens, paints, paintbrushes
- Mirrors
- Refreshments

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Ask the children if they know of any jobs that men can do but women can't. The gender stereotype can be addressed with each suggestion and it can be explained that both men and women can do any job.

TASK

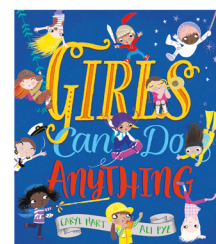
Explain to the children that they are going to draw or paint a self portrait. Have a look at the portraits and pictures at the beginning of the book. Explain that a portrait is usually of the head and the top part of the body. However, like some of the pictures in the book, they can draw their whole body if they prefer. They will need to look in a mirror to study their facial features such as face shape, skin colour, eye colour, hair colour and style, lip shape etc.

Explain that in an art gallery there is often a plaque which says something about the artist or painting. Their plaque is going to have a statement about what they want to be in the future and how they are going to make other people's lives better.

EXTENSION

Explain that art galleries often have a special event called an exhibition when a new collection of art arrives. The portraits/pictures could be exhibited in the classroom, hall or corridor. The display could be temporarily covered up until the grand unveiling of the exhibition. As well as the artists themselves, other special guests such as their families could be invited too. It can be explained at the opening of the exhibition that this is a celebration of the uniqueness of each individual child and an expression of their dreams and ambitions to make people's lives better.

This exhibition could have refreshments such as fruit punch and healthy nibbles or treats for the guests to share together once they have admired the portraits.



LESSON PLAN 3

MYSTERY BOXES

OBJECTIVES

- To recognise the tools and equipment that are used for different jobs
- To understand that protective clothing is needed for jobs that may have dangers

OUTCOMES

- Children will talk about how they think different objects could be used in a job
- Children will recognise items of protective clothing that are needed for certain jobs

RESOURCES

- Boxes containing objects that are used in different jobs

LEAD IN

Read the book together, emphasising that girls and boys can do anything as you read it. Show the children the contents of your 'work bag', these could include: a pencil case, some storybooks, a planning folder, an electronic tablet/ digital camera, paper, a diary/notebook etc.. Explain that these are some of things you need to use while you are at school (work).

TASK

Explain that each group is going to be given a mystery box. Inside the box are some of the things a person needs for their job and your group are going to try to work out what that job is. Each member of the group should take out one item from the box and think about how this could be used by someone at work. Some items will be suited to lots of different jobs so the children need to be aware of all of their group members' items so that they can make links. Each child can have a turn to say, "I think these things belong to a...because..." Some jobs will be easier to recognise than others, and this can be taken into account for differentiation if groups are not of mixed ability.

Here are some ideas for the mystery box contents:

GARDENER – a trowel, some seeds, a pair of gardening gloves, a watering can, a plant pot, a sun hat

AUTHOR – a notebook, a pen, a pencil, a laptop, a voice recorder, a diary

DOCTOR – a stethoscope, a thermometer, a notepad, an otoscope (for looking into ears), a pen, a telephone

ARTIST – a paint pallet, some paints, a paint brush, a canvas, a sketch pad, a pencil, a camera



LESSON PLAN 3

MYSTERY BOXES

EXTENSION

Explain that many jobs that help people require protective uniform such as hats and gloves. Remind the children that both men and women can do these jobs. A similar guessing game can be played where children are shown a hat or a pair of gloves and they discuss their ideas about which jobs these could be worn for and why. Ideally, real hats and gloves could be passed around for children to handle, or alternatively, photographs or pictures could be used.

CURRICULUM LINKS

KS1 ENGLISH: PUPILS SHOULD BE TAUGHT TO:

WORD READING

- Apply phonic knowledge and skills as the route to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

READING COMPREHENSION

- Develop pleasure in reading, motivation to read, vocabulary and understanding
- Understand both the books they can already read accurately and fluently and those they listen to
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them

WRITING

- Write sentences
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher
- Name the letters of the alphabet
- Name the letters of the alphabet in order
- Use letter names to distinguish between alternative spellings of the same sound

KS1 ART: PUPILS SHOULD BE TAUGHT TO:

- Use a range of materials creatively to design and make products
- Use drawing and painting to develop and share their ideas, experiences and imagination
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

PSHE:

- Explore feelings
- To understand the concepts of being fair and equality

