




Ivy, Holly, Oak A Day in the Life

Lesson	IPC Learning Goal	NC Coverage	Activities	Resources / Vocabulary / Personal Goals
Entry Point			<p>Chn to visit each of the KS1 classrooms to experience a different job.</p> <p>Ivy class - Police Detective</p> <p>Holly class - Doctor/hospital staff</p> <p>Oak class - builder/architect</p> <p>In each classroom, have activities set up for the children to complete to experience 'A Day in the Life' of each of these careers. Take photographs to be used for their recounts tomorrow.</p>	
Knowledge Harvest			<p>Chn to have different coloured post-it notes. On one coloured post-it note, they are to write all the things they already know about different people and their jobs, people in different countries or things they personally do in everyday life. On the other coloured post-it note, children to write one question they would like to find out during this topic.</p> <p>These post-it notes to be put up and around the IPC learning wall and through the term, the class will refer to these points and questions.</p>	<p>Different coloured post-it notes</p> <p>Pens</p>
Big Picture		<p>It can be fun to imagine what we want to do when we grow up. The world is full of lots of different and exciting jobs. But we should remember to celebrate the things we can do now - the hobbies and interests that we enjoy, and the learning we do at school to help us achieve our goals.</p>		
1		<p>Write a narrative about a personal experience.</p>	<p>Have photographs of the children trying out the different jobs. Explain to chn they will be writing about the different tasks they had to complete in one specific job.</p> <p>Model writing a recount of the day using the children's ideas.</p> <p>Year 1 - chn to have a picture from the entry point and they are to write what they did. Focus on using past tense, full stops and capital letters.</p> <p>Year 2 - chn to write a recount of their day, including all 3 jobs. Focus on time conjunctions, chronological order and spelling of -ed verbs and irregular past tense.</p>	<p>Pictures from entry point</p>

2		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	<p>Have a map of Maidstone on the board. Locate areas such as, hospital, post office, police station, fire station, schools. Who works at these places?</p> <p>Have some examples of job adverts on tables for chn to look at. What is a job advert? Where might you find them?</p> <p>Chn to create their own job adverts for one of the jobs from the entry point or use the videos in resources.</p> <p>Chn can use templates provided.</p>	<p>Google Maps</p> <p>Job advert examples</p> <p>Job advert templates</p> <p>https://www.youtube.com/watch?v=R-fOWq1-w4E (police)</p> <p>https://www.youtube.com/watch?v=YQggIFvn7gU (fire)</p> <p>https://www.youtube.com/watch?v=0Sd2URRIKAQ (builder)</p> <p>https://www.youtube.com/watch?v=JxdrEFz9Jsw (doctor)</p> <p>https://vimeo.com/148135214 (doctor)</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39</p>
3		To use drawing to share our ideas and imagination.	<p>Have chn in a circle and pass around a teddy bear and they must share something about themselves that isn't immediately obvious. E.g. a sport they like, a tv show they like, food they like.</p> <p>Show chn an example and share the things you like, enjoy, hobbies and interests. Then model drawing them in the profile template. Ensure chn draw all their items first and then use appropriate colours for colouring.</p>	 <p>Watercolours</p> <p>Profile template</p> <p>Pens</p> <p>Pencils</p>
4		Understand the lives of significant individuals in the past.	<p>Have images on the tables of the jobs we have explored but from the past. E.g. Policeman from the past, doctor from the past etc. Pose questions such as: What are they wearing? What job do you think they did?</p> <p>Explore some similarities and differences between the jobs of today compared to those of the past. What they wore, men/women etc.</p>	<p>Flash files, open them in Internet Explorer (have comparisons of the jobs today vs in the past)</p> <p>http://resources.hwb.wales.gov.uk/VTC/firefighters/eng/Introduction/default.htm</p> <p>(Again, open these in Internet Explorer to allow for flash)</p>

			<p>Year 1 - Chn to have a picture of a policeman today and one of the past and they are to explain what is different about the job today.</p> <p>Year 2 - Draw or have a table to stick into their books to compare jobs of today with those of the past. (See resources for table and pictures)</p> <p>Questions to pose comparisons: What did they wear? Who was allowed to do the job? How much money were they paid?</p>	
5		<p>Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Simplified: Compare human geography of a small area of the UK with a non-European country.</p>	<p>What is a typical day for you like?</p> <p>Use visual timetable resource to illustrate a typical day for the chn. E.g. Wake up, get ready for school, walk/drive to school etc.</p> <p>How might the day be different for someone in another country? Recap the 7 continents and explain that each area of the world have different values, access to different opportunities.</p> <p>Focus on the continent Africa and the country Namibia. Ask SJ to come and talk to the chn about how the life of a child in Namibia would differ to their daily life.</p> <p>Discussion lesson, pictures as evidence.</p>	<p>Visual timetable cards Globe, atlas Map of Africa - Namibia https://www.youtube.com/watch?v=XolTTIIFDbQ (from 1:20) https://www.youtube.com/watch?v=Pk_TZAgg0Xw https://www.youtube.com/watch?v=7spGatsPzFg</p>
6		<p>Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom, and of a small area in a</p>	<p>Recap last lesson about comparing a day in the life of the chn compared to a child in Namibia.</p> <p>Show the chn a timeline, use the visual timetable cards to construct a timeline of their day again.</p> <p>In their books, chn to create a double page spread of a timeline of a child in Namibia.</p> <p>Year 1 - Have pictures to sequence.</p>	<p>Visual timetable Pictures for timeline</p>

		<p>contrasting non-European country.</p> <p>Simplified: Compare human geography of a small area of the UK with a non-European country.</p>	<p>Year 2 - Sequence pictures/draw own pictures and explain what is happening at each point of the day.</p>	
			<p>Revisit the questions from the knowledge harvest to see if the children can now answer them.</p>	