ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: Wellbeing UNIT: What jobs do people do? TERM: Spring 1 YEAR GROUP: 2

What could my future job be?	
END OF UNIT OUTCOME	Create a drawing and explanation showing what their future job might be and why.
OBJECTIVES	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs how people use the internet and digital devices in their jobs and everyday life
CONCEPT: Leadership	No link
LESSON 1 QUESTION	**Why do people have jobs?**
KEY KNOWLEDGE	• about a range of different jobs, including those done by people they know or people who work in their community • how jobs help people earn money to pay for things they need and want
RICH TASK	Introduce The Big Question – Why do people have jobs? Paired discussion and then share answers. Explain that a job is a set of tasks we agree to do in return for money. This is called a salary. What types of things might people spend their salary on? What jobs can you think of? See how many we can think of in one minute! Read 'What Jobs could you do? by Catherine Barr and discuss the jobs we see on each page.
SUPPORT AND CHALLENGE	**Support:** • Provide widget word bank of familiar jobs (e.g. nurse, teacher, shop worker). • Use sentence stems: "A job is…" "People need money for…". • Work in mixed-ability pairs for discussions. **Challenge:** • Ask children to categorise jobs (e.g. caring jobs, building jobs, creative jobs).

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	• Encourage examples of less familiar jobs (e.g. engineers, scientists, coders)		
KEY VOCABULARY	job, work, salary, money, needs, wants, community, worker	**RESOURCES**	Book: *What Jobs Could You Do?* by Catherine Barr Job picture cards Whiteboard, pens, discussion prompts
LESSON 2 QUESTION	**What skills and strengths do people need for different jobs?**		
KEY KNOWLEDGE	• about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs		
RICH TASK	Retrieval practice activity Recap - why do people have jobs? What jobs can we think of? What is a skill? An interest? A strength? Re-read 'What Jobs could you do? by Catherine Barr. On each page, think about key questions from Powerpoint. From page 1/2 what things are making the children happy? Why do you think we need to think about what makes us happy when we are thinking of jobs we might want to do one day? For each page, look at the skill/ interest/strength (eg making things). What jobs involve this skill? Who here is good at this skill? Look at the fictional children's strengths, likes and dislikes and match each to the best job.		
SUPPORT AND CHALLENGE	**Support:** • use widget to show skills and strengths • Work in small adult-supported group. **Challenge:** • Explain choices using full sentences: *"This job suits ____ because…"* • can you think of any other jobs that might suit them? Why?		
KEY VOCABULARY	skill, strength, interest, talent, good at, job match, community	**RESOURCES**	Book: *What Jobs Could You Do?* PowerPoint with job/skill prompts Character cards showing fictional children with strengths Matching activity sheets

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LESSON 3 QUESTION	**How do people use the internet and digital devices in their jobs?**		
KEY KNOWLEDGE	how people use the internet and digital devices in their jobs and everyday life		
RICH TASK	Retrieval practice activity What is a digital device? It is a piece of equipment that uses digital data. eg computers, mobile devices (eg phones, tablets), entertainment systems, navigation devices. Give each table a selection of digital device images. Who might use these in their job? Give some examples in books.		
SUPPORT AND CHALLENGE	**Support:** • Provide labelled pictures of digital devices. • Use sentence scaffolds: "A _____ uses a _____ to…". **Challenge:** • Identify more than one job that might use each device. • Explain how digital devices help people work faster or more safely.		
KEY VOCABULARY	digital device, internet, tablet, computer, phone, technology, job, online	**RESOURCES**	Digital device picture cards Sorting mats or table sets Whiteboard visuals
LESSON 4 QUESTION	**What are my strengths and interests?**		
KEY KNOWLEDGE	- how people have different strengths and interests that enable them to do different jobs		
RICH TASK	Retrieval practice activity What are your strengths, interests and skills? Show a selection on the whiteboard. Pair up with a friend and help them to think of their strengths, interests and skills. Create a mind map of their ideas.		
SUPPORT AND CHALLENGE	**Support:** • Provide a list of strengths with pictures (e.g. good listener, kind, helpful, creative). • Use sentence starters: "I am good at…" "I enjoy…" **Challenge:**		

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	• Children explain how their strengths could help them in the future. • Make connections: *"My strength in drawing might help me become…"*		
KEY VOCABULARY	strength, interest, skill, talent, good at, enjoy, ability	**RESOURCES**	Strengths/skills picture cards Mind-map template Whiteboard examples
LESSON 5 QUESTION	**What job might I want in the future and why?**		
KEY KNOWLEDGE	Recap of previous knowledge		
END OF UNIT OUTCOME	Retrieval practice activity Outcome linked to The Big Question What job might suit you when you are an adult? Why? Draw themselves in their future job. Write a speech bubble - I am a_____. This is a good job for me because_____.		

SUPPORT AND CHALLENGE	**Support:**
	• Provide a choice of job picture cards to select from.
	• Use writing frames:
	  • *I want to be a…*
	  • *This job suits me because…*
	Challenge:
	• Encourage children to think about tools/equipment they would use.
	• Write two or more reasons for their choice.		

KEY VOCABULARY	future, job, career, strength, interest, skills, suits, ambition	**RESOURCES**	Job picture cards Speech bubble writing template Drawing paper, colouring pencils