

# What's happening in the news this week?



Let's have a look at this week's poster!

15th - 21st July 2024



# BRIANNA PLAYZ



**What would be the best  
job for you?**

@BriannaPlayz

**SEASON**



## **Rule of Law**

Rules and laws are in place to protect children from harmful work. Adults are responsible for respecting and upholding these rules to keep us safe.



## Let's look at this week's story

This week's news story is about a research company called YouGov, which has asked lots of children what job they would like to do when they are older. This was to find out which jobs are popular, and which are not.

*Think about: Which job do you think most children said they would like to do?*

The research company found that the three most popular jobs were footballer, YouTuber and gamer.

*Think about: What is a YouTuber? What do you think their job is to do? Why do you think footballer, YouTuber and gamer were the most popular jobs? Would you like to do any of these jobs? Why?*

The research also found that the job at the bottom of the list (the job that hardly any children said they wanted to do) was prime minister.

*Think about: What is the job of a prime minister? Is this a job you would enjoy? Why?*

# This week's story looks at events related to ...



# How does it make me feel?



happy



sad



confused



worried



surprised



angry



excited



scared



silly



I'm not sure

# Have you heard any new words?



Write any new words here and talk about what they mean





**Listen to the children, who are sharing the different jobs they would like to do when they are older.**



I am going to get a job in an office. I will have my own laptop and send lots of emails to people and make lots of video calls.



I would like to be a farmer. I will need to look after all my animals and drive the tractors around the fields.

I would like my job to be a professional dancer. I will get paid to perform in lots of different shows on the stage.



When I am older, I would like to have my own shop. I will grow lots of fruit and vegetables and sell them in my shop. I will be the boss.



There are many different jobs. Jobs help people to earn money. Everyone can choose a job to suit them.

Do you know what job you would like to do when you are a grown-up? Why do you think you would be good at that job?

Do you know anyone who has a job? What job do they do?





Can you write your own question to find out more about the children in your class?

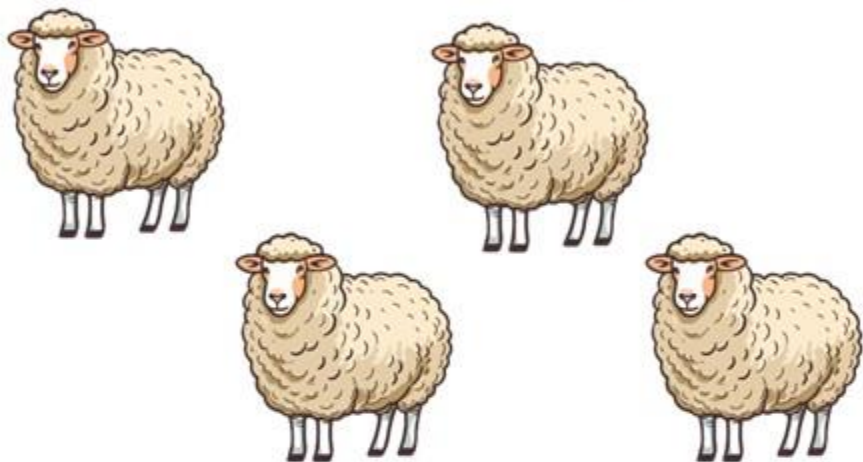


Your Question

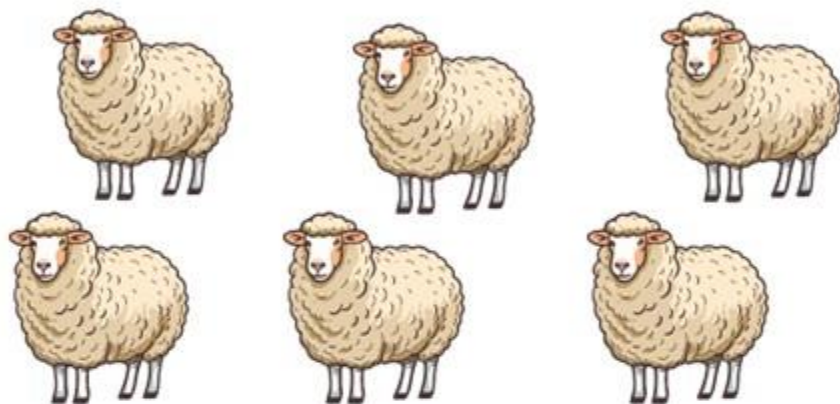
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Name	Answer

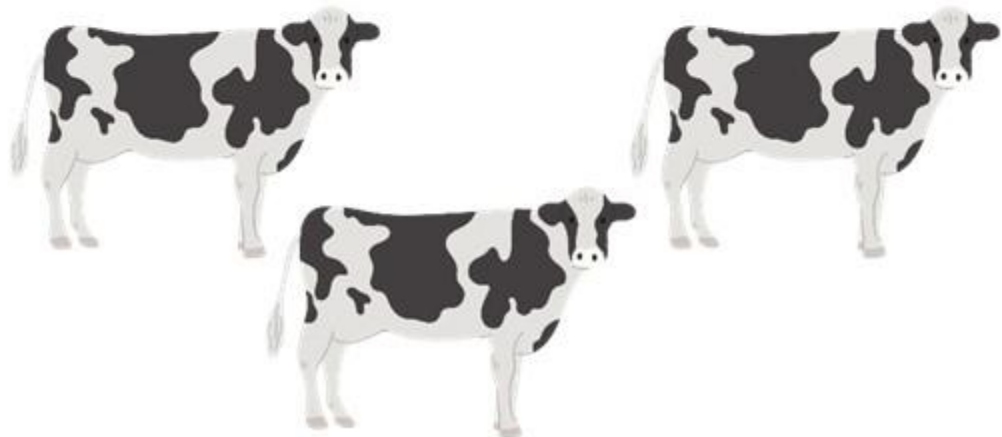
**4 sheep**



**6 sheep**



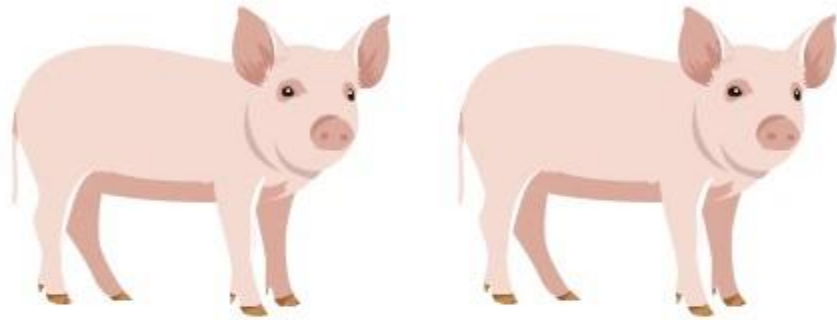
**3 cows**



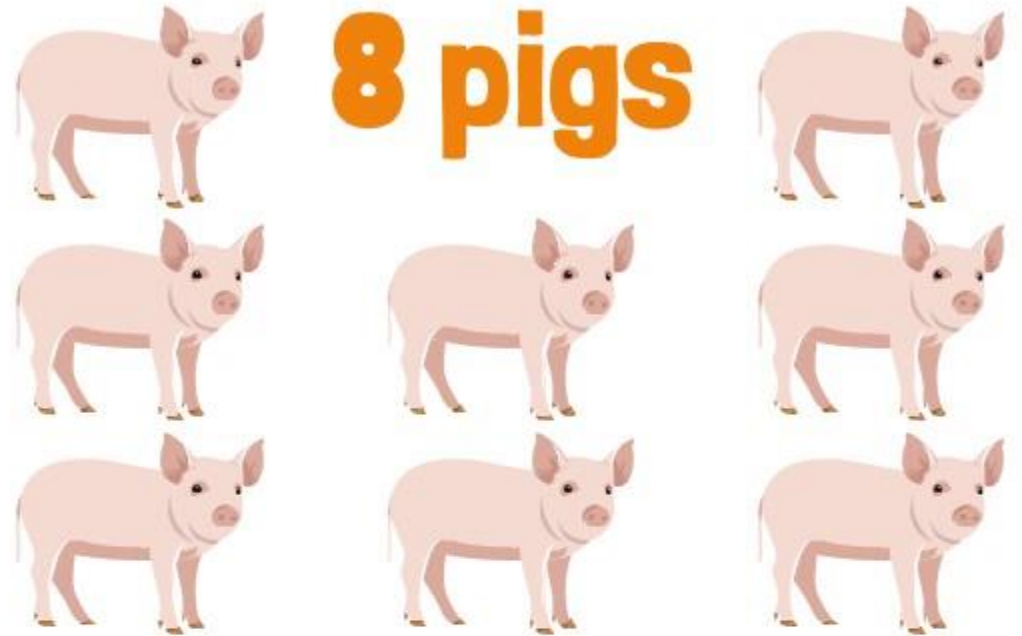
**7 cows**



**2 pigs**



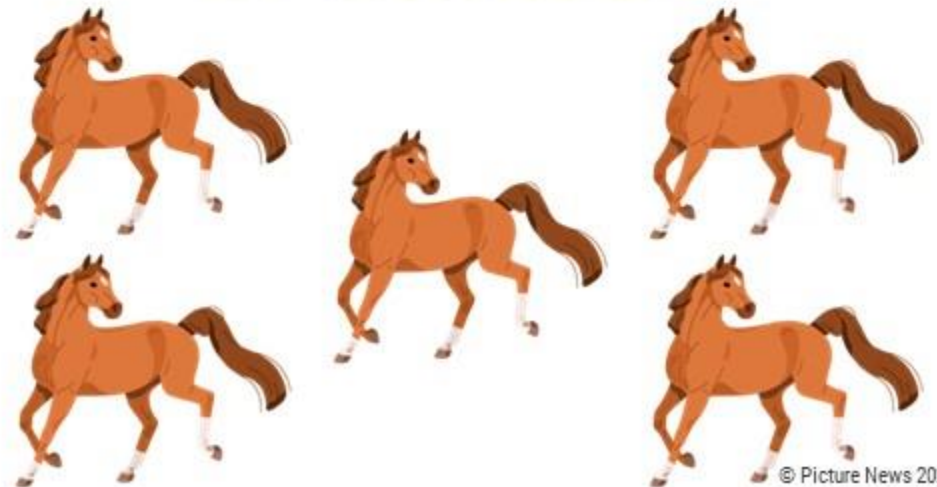
**8 pigs**



**1 horse**



**5 horses**



# Protected Characteristics



With the right skills and interests, anyone can do any job, no matter who they are. It is illegal to treat job applicants or employees unfairly based on any of the protected characteristics.





# UN Rights of the Child



Children have the right not to work until they are old enough to do so safely. Governments should agree a minimum age at which children can begin working and ensure that this is respected by workplaces.



# Weekly vocabulary



Speaking and Listening	Writing	Construction Role-play	Maths	Art
YouTube YouTuber research find out job most popular least popular company footballer gamer list top bottom prime minister office farmer professional dancer enjoy suit	write question question mark end sentence find out ask answer job favourite colour food animal Who? Where? What?	job builder construction site build building hard hat hi-vis vest safety windows door roof walls first next team	farmer animals sheep pigs cows horses fence gate field count out check add plus takeaway subtract altogether How many?	artist picture paint draw pencil pastels brush cutting sticking collage abstract patterns swirls frame sell How much?



# Picture News

## In the Early Years

### Speaking and Listening

**Birth to 5 Matters:** Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group.

**Look at the Picture News poster:** What can you see? What do you like or dislike about this picture? Does anyone know who this person is? What do you think they are doing?

This week's news story is about a research company called YouGov, which has asked lots of children what job they would like to do when they are older. This was to find out which jobs are popular, and which are not.

**Think about:** Which job do you think most children said they would like to do?

The research company found that the three most popular jobs were footballer, YouTuber and gamer.

**Think about:** What is a YouTuber? What do you think their job is to do? Why do you think footballer, YouTuber and gamer were the most popular jobs? Would you like to do any of these jobs? Why?

The research also found that the job at the bottom of the list (the job that hardly any children said they wanted to do) was prime minister.

**Think about:** What is the job of a prime minister? Is this a job you would enjoy? Why?

**Question: What would be the best job for you?**

There are many different jobs. Jobs help people to earn money. Everyone can choose a job to suit them.

Listen to the children on the **EY Resource**, who are sharing the different jobs they would like to do when they are older.

**Think about:** Do you know what job you would like to do when you are a grown-up? Why do you think you would be good at that job? Do you know anyone who has a job? What job do they do?

### Art

**Can you become an artist?**

**Birth to 5 Matters:** Creates representations of both imaginary and real-life ideas, events, people and objects.

Discuss that some people become an artist for their job. They choose how to create their art e.g., by painting, drawing with pencils, collaging. They may then put it in a frame and sell it.

**Think about:** What will you use to make your art? Paint, pastels, pencil? Will you do some cutting and sticking? Will you create a picture of something, or will it be more abstract art, like patterns and swirls? Will you make a frame for it? Would you sell your art? How much do you think it would sell for?

**Resources:** Provide a selection of art resources so the children can choose how to create their art

### Writing

**Can you write your own question to find out more about the children in your class?**

**Birth to 5 Matters:** Starts to develop their phonic knowledge by linking sounds to letters. Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.

Recap on this week's story about the company, YouGov, asking children what job they want to do when they grow up. When someone wants to find out information about people, they need to think what question to ask that will get the information they need.

Model thinking about what information you would like to find out about the class, such as what people's favourite

colour is, favourite animal, favourite food etc. Use **EY Resource 1** to model writing your question and ask a few people to answer it and fill in their responses.

**Think about:** What would you like to find out about the children in your class? What question could you ask to find this out? Can you write your question? What do you need at the end of your written question? Who will you ask your question to? Where will you write their answer? Can you ask others? What did you find out after asking your question?

**Resources:** Questionnaire proforma (see **EY Resource 1**), pencils, sound mats

### Construction Role-play

**Can you take on a job as a builder?**

**Birth to 5 Matters:** Uses language to imagine and recreate roles and experiences in play situations.

**Think about:** What jobs need to be done on the construction site today? I wonder if everyone is wearing their safety gear! What is being built? How are you going

to do it? What does your building need e.g., windows, a door, walls, a roof? I hope nothing goes wrong!

**Resources:** Large construction blocks, planks, hi-vis vests, hard hats, clipboards, paper, pens, cones

### Maths

**Can you use your maths skills to take on the role of a farmer?**

**Birth to 5 Matters:** Counts out up to 10 objects from a larger group. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".

Discuss how the job of a farmer can require lots of maths, as a farmer has to check on their animals and make sure none of them are missing.

**Think about:** It looks like the farmer needs four sheep in this field. Can you correctly put four sheep in this field? Can you check

you have four? How many cows need to be in this field? You have a field of sheep and a field of cows. How many animals do you have altogether? Could you write it as a number sentence? You have eight pigs. If you sold two at the market, how many would you have left? Can you show me how you would work this out?

**Resources:** Farm animals, fences and gates or wooden blocks to build fences, numbered farm animal cards (see **EY Resource 2**), individual whiteboards and pens, add, minus and equals signs

## Can you **take on the job** as a builder?



<b>Provision area</b>	Outdoor Area or Role-play Area
<b>Birth to 5 matters</b>	Uses language to imagine and recreate roles and experiences in play situations.
<b>Key questions (for adults supporting play)</b>	What jobs need to be done on the construction site today? I wonder if everyone is wearing their safety gear! What is being built? How are you going to do it? What does your building need e.g., windows, a door, walls, a roof? I hope nothing goes wrong!
<b>Key vocabulary</b>	job, builder, construction site, build, building, hard hat, hi-vis vest, safety, windows, door, roof, walls, first, next, team

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## Can you **write your own question** to find out more about the children in your class?



<b>Provision area</b>	Writing Area
<b>Birth to 5 matters</b>	Starts to develop their phonic knowledge by linking sounds to letters. Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.
<b>Key questions (for adults supporting play)</b>	What would you like to find out about the children in your class? What question could you ask to find this out? Can you write your question? What do you need at the end of your written question? Who will you ask your question to? Where will you write their answer? Can you ask others? What did you find out after asking your question?
<b>Key vocabulary</b>	write, question, question mark, end, sentence, find out, ask, answer, job, favourite, colour, food, animal, Who?, Where?, What?

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## Can you **use your maths skills** to take on the role of a farmer?



<b>Provision area</b>	Maths or Small World role-play Area
<b>Birth to 5 matters</b>	Counts out up to 10 objects from a larger group. Begins to explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and "+" or "-".
<b>Key questions (for adults supporting play)</b>	It looks like the farmer needs four sheep in this field. Can you correctly put four sheep in this field? Can you check you have four? How many cows need to be in this field? You have a field of sheep and a field of cows. How many animals do you have altogether? Could you write it as a number sentence? You have eight pigs. If you sold two at the market, how many would you have left? Can you show me how you would work this out?
<b>Key vocabulary</b>	farmer, animals, sheep, pigs, cows, horses, fence, gate, field, count out, check, add, plus, takeaway, subtract, altogether, How many?

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## Can you become an **artist**?



<b>Provision area</b>	Painting or Cutting and Sticking Area
<b>Birth to 5 matters</b>	Creates representations of both imaginary and real-life ideas, events, people and objects.
<b>Key questions (for adults supporting play)</b>	What will you use to make your art? Paint, pastels, pencils? Will you do some cutting and sticking? Will you create a picture of something or will it be more abstract art like patterns and swirls? Will you make a frame for it? Would you sell your art? How much do you think it would sell for?
<b>Key vocabulary</b>	artist, picture, paint, draw, pencil, pastels, brush, cutting, sticking, collage, abstract, patterns, swirls, frame, sell, How much?

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