

## Non-fiction Unit 1.3 *Top Jobs*

### About this unit:

In this unit, the children explore the Big Question: *What's the best job?* They read the interactive eBook, finding information and using drama to explore different roles. They explore new vocabulary and create a fact file. They learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job. They answer the Big Question, planning and writing their own instruction text based on a model.

### Stimulus synopsis: *Top Jobs*

Have you ever thought about what job you would like to have when you grow up? There are so many jobs to choose from, how will you decide? This interactive eBook includes pop-up fact boxes, animation, videos and supplementary text to engage children and support learning.

### Spelling list:

[NF AR 1.3.1 Spelling List: Top Jobs](#)

### Recommended grammar activities:

Revise: [Y1 12 The Purpose of Punctuation](#)

Other sessions available in the [Lesson Bank](#):

### Depth focus

Sequence events in an instructional text  
Use time connectives to help make sequence clearer

### Sentence grammar

Punctuate questions and statements

### Short composition 2 (Day 1)

Write a job application focusing on what they think they are good at

### Short composition 2 (Day 2)

Read aloud their writing to apply for the job

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	<b>Comprehension 1</b> <i>Introduce the Big Question</i>  <i>Talk about jobs and make links to own experiences</i>	<b>Comprehension 2</b> <i>Understand new topic vocabulary</i>  <i>Discuss what skills are needed for particular jobs</i>	<b>Comprehension 3</b> <i>Discuss different places of work</i>  <i>Use drama to take on the role of an astronaut</i>	<b>Short composition 1</b> <i>Understand the features of a fact file</i>  <i>Create a fact file</i>	<b>Comprehension 4</b> <i>Understand the features of instruction texts</i>
	<b>Objective</b>				
	Participate in discussions and listen to others; Be encouraged to link what they read or hear read to their own experiences	Draw on what they already know/background information/vocabulary provided by teacher	Be encouraged to link what they read or hear read to their own experiences	Say out loud what they are going to write about; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Leave spaces between words	Discuss significance of title and events
	<b>Spoken Language</b>				
	Participate actively in conversations; Consider and evaluate different viewpoints	Participate actively in conversations	Speculate, hypothesise, imagine and explore ideas; Participate actively in conversations	Participate actively in conversations	Participate actively in conversations
	<b>Success Criteria</b>				
	I can introduce the Big Question  I can talk about jobs and make links to my own experiences	I can understand new topic vocabulary  I can discuss what skills are needed for particular jobs	I can discuss different places of work  I can use drama to take on the role of an astronaut	I can understand the features of a fact file  I can create a fact file	I can understand the features of instruction texts

	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	<b>Comprehension 5</b> <i>Retrieve information</i>	<b>Long composition: Day 1</b> <i>Plan for an instructional text</i>	<b>Long composition: Day 2</b> <i>Write 'You will need' section for instructions</i>	<b>Long composition: Day 3</b> <i>Write sentences for a simple instructional text</i>  <i>Share instructions with others</i>	<b>Consolidation</b> <i>Answer the Big Question</i>
	<b>Objective</b>				
	Explain clearly their understanding of what is read to them	Say out loud what they are going to write about	Apply simple spelling rules and guidelines, as listed in Appendix 1; Leave spaces between words; Re-read what they have written to check that it makes sense	Write sentences; Compose a sentence orally before writing it; Re-read what they have written to check that it makes sense; Discuss what they have written with the teacher or other pupils; Read aloud their writing clearly enough to be heard	Participate in discussions and listen to others; Discuss significance of title and events
	<b>Spoken Language</b>				
	Speculate, hypothesise, imagine and explore ideas; Ask relevant questions; Give well-structured descriptions, explanations and narratives; Select and use appropriate registers	Consider and evaluate different viewpoints	Consider and evaluate different viewpoints	Consider and evaluate different viewpoints; Gain the interest of the listener	Participate actively in conversations
	<b>Success Criteria</b>				
	I can retrieve information	I can plan for an instructional text	I can write 'You will need' section for instructions	I can write sentences for a simple instructional text  I can share instructions with others	I can answer the Big Question