

Planning for a collapsed curriculum day

Full details of all the activities are included in the accompanying PowerPoint slides.

A suggested timeframe for delivery is included but the sessions are adaptable to your timetable.



| Activity | Time | Resources | Delivery | Learning objectives |
|----------------------------|------------------|---|--|---|
| Assembly to launch the day | 15 mins (approx) | <ul style="list-style-type: none"> Assembly planning grid and resources as outlined (within the grid) | <ul style="list-style-type: none"> The assembly planning grid provided aims to make pupils feel inspired about the NHS, by including the following: <ul style="list-style-type: none"> – the wide range of jobs – the work they might do when they grow up – the competition to showcase the variety of NHS roles | Pupils: <ul style="list-style-type: none"> know about the NHS and its wide range of jobs know there is no such thing as a man's or woman's job understand the aims of the competition and feel inspired |
| Who am I? | 1 hr (approx) | <ul style="list-style-type: none"> PPT Part 1 Who am I? worksheet Who am I? 'Like me' or 'Not like me' worksheet | <ul style="list-style-type: none"> Ask pupils to draw a quick picture of someone in the community that helps them. What job do they do? Discussion: What have they drawn? Can anyone do that job? | Pupils: <ul style="list-style-type: none"> understand people help us in different ways know there is no such thing as a man's or woman's job |

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| Interview a guest | 1 hr (approx) | <ul style="list-style-type: none"> What's their story? worksheet (from extension 1) OR In the hot seat (example questions in PPT Part 2) | <ul style="list-style-type: none"> Invite someone to the school or arrange a virtual session – with a parent or staff member's friend or relative who works for the NHS, for example, or someone who is happy to look back over the years and talk about their experiences of the NHS. There are two activities included within the resources that encourage pupils to use their interviewing and reporting skills. Select one of them. <ol style="list-style-type: none"> What's their story? In the hot seat | Pupils: <ul style="list-style-type: none"> can speak to, and listen to others to capture stories and share them |
| Job cards | 1 hr (approx) | <ul style="list-style-type: none"> Job cards × 27 Hire me! worksheet | <ul style="list-style-type: none"> Display the job cards. Pupils move around the room, or from table to table, to explore them. Pupils select one of the jobs, or a different one, if they prefer. There are over 350 roles in the NHS. You could make some computers available for further research. Hand out the Hire me! worksheet. Pupils respond to an ad by applying for a job of their choice. If pupils select more traditional roles, you could set them an alternative too. | Pupils: <ul style="list-style-type: none"> know about a wide range of jobs in the NHS understand different jobs require different qualities and skills and can reflect on how theirs could be helpful know there is no such thing as a man's or woman's job |

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| Competition to showcase the variety of roles in the NHS | 1 hr (approx) | <ul style="list-style-type: none"> Short film (watch here) about the competition Create your competition entry planning sheet | <ul style="list-style-type: none"> Recap on the competition using the short film and/or PowerPoint slides provided. Pupils begin to plan what they want to do – a piece of artwork or writing. Hand out the worksheet. It gives them a chance to reflect on what they have learnt to inspire them. Ask pupils to share what they have captured (in the worksheet) to conclude the day. They can continue preparing their entry in a follow-up lesson(s), after-school club or as a homework activity. | Pupils: <ul style="list-style-type: none"> know about a wide range of jobs in the NHS and share what they have learnt with others know that there is no such thing as a man's job or a woman's job feel proud of their achievement |

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