

















Careers Long Term Scheme of Work

Phase 1	23/24	24/25	25/26
	<p> Grow throughout life</p> <p>Feeling positive about who they are</p> <p> Explore possibilities</p> <p>Describing tasks that they have carried out</p>	<p> Grow throughout life</p> <p>Being willing to try something new</p> <p> Explore possibilities</p> <p>Discovering the jobs that help the school to run</p>	<p> Grow throughout life</p> <p>Being aware of how they feel when they have learnt something new</p> <p> Explore possibilities</p> <p>Recognising jobs that involve harvesting, making, providing a service or finding out</p>
<p>Autumn</p>	<p> Manage career</p> <p>Being aware that they and other people like to enjoy the work they do</p> <p> Create opportunities</p> <p>Being able to carry out a delegated task</p>	<p> Manage career</p> <p>Imagining different possibilities about who they could possibly become</p> <p> Create opportunities</p> <p>Being able to explain what a visitor told them about their job</p>	<p> Manage career</p> <p>Being willing to keep going and not give up</p> <p> Create opportunities</p> <p>Developing the ability to participate in social play involving imagined workplaces</p>
<p>Spring</p>	<p> Balance life and work</p> <p>Being aware of how to use money</p> <p> See the big picture</p> <p>Recognising when work is depicted in a story</p>	<p> Balance life and work</p> <p>Recognising when someone is given work to do which is unfair on them</p> <p> See the big picture</p> <p>Exploring the jobs that people do to help them</p>	<p> Balance life and work</p> <p>Being aware of health and safety rules at school</p> <p> See the big picture</p> <p>Recognising scientific and technological aids that people use in their work</p>
<p>Summer</p>			

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Phase 2	23/24	24/25	25/26
	<p> Grow throughout life</p> <p>Feeling positive about people whose identities and backgrounds are different to theirs</p> <p> Explore possibilities</p> <p>Being aware that jobs are made up of tasks</p>	<p> Grow throughout life</p> <p>Being willing to challenge themselves</p> <p> Explore possibilities</p> <p>Exploring what people do whose jobs involve caring for children and keeping them safe</p>	<p> Grow throughout life</p> <p>Recognising their successes in learning</p> <p> Explore possibilities</p> <p>Being able to give examples of jobs in different sectors</p>
<p>Autumn</p>	<p> Manage career</p> <p>Recognising that they and other people like to choose the work they do</p> <p> Create opportunities</p> <p>Being able to make a positive contribution in group play or teamwork based on a business activity</p>	<p> Manage career</p> <p>Describing a goal or target they are working towards</p> <p> Create opportunities</p> <p>Thinking about questions they would like to ask a visitor about their job</p>	<p> Manage career</p> <p>Being proactive about trying different approaches to solving challenges</p> <p> Create opportunities</p> <p>Being aware of how to communicate with co-workers and customers in work settings</p>
<p>Spring</p>	<p> Balance life and work</p> <p>Being aware of how money can be earned</p> <p> See the big picture</p> <p>Being aware of how work is portrayed differently in different stories</p>	<p> Balance life and work</p> <p>Being aware that they and others can play a part in helping to ensure that people are treated well at work</p> <p> See the big picture</p> <p>Exploring the jobs that people do to help each other</p>	<p> Balance life and work</p> <p>Recognising how they can help keep themselves safe at school</p> <p> See the big picture</p> <p>Being aware of how scientific and technological aids help people do their work</p>
<p>Summer</p>			

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Phase 3	23/24	24/25	25/26
Autumn	<p> Grow throughout life</p> <p>Relating to people whose identities and backgrounds are different to theirs</p> <p> Explore possibilities</p> <p>Being able to explain what tasks they would like and like least about particular jobs</p>	<p> Grow throughout life</p> <p>Being willing to take on challenges that help them to grow</p> <p> Explore possibilities</p> <p>Finding out about the qualities and skills needed to do a caring job</p>	<p> Grow throughout life</p> <p>Recognising what they want to learn next and when they are successful</p> <p> Explore possibilities</p> <p>Being able to design a scheme for classifying a set of jobs</p>
Spring	<p> Manage career</p> <p>Being aware that choice and opportunity make careers possible</p> <p> Create opportunities</p> <p>Being able to take on different work-related roles in group play or teamwork, including as a leader when required</p>	<p> Manage career</p> <p>Making a step-by-step plan to enable them to achieve something they would like to be able to do</p> <p> Create opportunities</p> <p>Explaining what they found out from a visitor about setting up their own business</p>	<p> Manage career</p> <p>Being aware that having back-up plans can help overcome the disappointment or being a different reward if their main plan does not work out</p> <p> Create opportunities</p> <p>Exploring how people relate to each other in work settings</p>
Summer	<p> Balance life and work</p> <p>Being able to make decisions about saving, spending and budgeting</p> <p> See the big picture</p> <p>Being aware of what the author is encouraging them to think about when work is a theme in a story</p>	<p> Balance life and work</p> <p>Recognising unfair barriers to opportunity and being willing to challenge them</p> <p> See the big picture</p> <p>Exploring what they and others can do to prevent people having to do harmful work</p>	<p> Balance life and work</p> <p>Recognising what they can do to help keep themselves and others safe at school</p> <p> See the big picture</p> <p>Exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</p>

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KS2 Extension activities for Extended pathway 	23/24	24/25	25/26
Autumn	 Grow throughout life Being aware of heritage, identity and values  Explore possibilities Being aware of the range of possible jobs	 Grow throughout life Being willing to challenge themselves and try new things  Explore possibilities Being aware of the main learning pathways (e.g. university, college and apprenticeships)	 Grow throughout life Being aware of the sources of help and support available and responding positively to feedback  Explore possibilities Being aware that many jobs require learning, skills and minimum qualifications
Spring	 Manage career Being aware that career describes their journey through life, learning and work  Create opportunities Developing the ability to communicate their needs and wants	 Manage career Imagining a range of possibilities for themselves in their career  Create opportunities Being able to identify a role model and being aware of the value of leadership	 Manage career Being aware that different jobs and careers bring different challenges and rewards  Create opportunities Being aware of the concept of entrepreneurialism and self-employment
Summer	 Balance life and work Being aware of money and that individuals and families have to actively manage their finances  See the big picture Being aware of a range of different media, information sources and viewpoints	 Balance life and work Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces  See the big picture Being aware that there are trends in local and national labour markets	 Balance life and work Being aware of the ways that they can be involved in their family and community  See the big picture Being aware that trends in technology and science have implications for career

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Phase 4 TALENTINO!	23/24	24/25	25/26
Autumn	What is work? <ul style="list-style-type: none"> What is a career/work/a job? The good things about getting a job Pay and benefits that can come with a job 	What is work? <ul style="list-style-type: none"> How would I feel when I work Challenges that can be controlled Challenges that influence finding a job Role models to help overcome the challenges 	What is work? <ul style="list-style-type: none"> Things that affect which job you choose Understanding the language of work What is career development
	There is a job for me! <ul style="list-style-type: none"> What sort of help will I need at work? How to ask for help How I can help myself at work 	There is a job for me! <ul style="list-style-type: none"> How we can help each other get a job What types of jobs are there? What types of career can you start yourself? 	There is a job for me! <ul style="list-style-type: none"> Using the internet to find out more Using career cards to find out more Talking to specialists to find out more What do I already know about careers?
	What should I choose? <ul style="list-style-type: none"> What I am interested in What is motivation? What do I not want to do? 	What should I choose? <ul style="list-style-type: none"> What am I really good at? Do I have a favourite type of career? Which job is for me? My career goal 	What should I choose? <ul style="list-style-type: none"> What is a plan? Why is planning important? How do you plan for a career?
	I am ready for work! <ul style="list-style-type: none"> What training do I want when I have a job? What to say on a great CV Activities that help me stand out when I interview What does the internet tell my boss about me? 	I am ready for work! <ul style="list-style-type: none"> Personal hygiene Feeling good about myself at work Working together to achieve a goal The importance of speaking and listening at work 	I am ready for work! <ul style="list-style-type: none"> Being able to speak in front of lots of people Making sure I am organised Knowing how to use a phone at work What is my network? Everyone can help each other
Spring	How do I get a job? <ul style="list-style-type: none"> Where do I find a job? What are employers looking for? 	How do I get a job? <ul style="list-style-type: none"> How do I write a CV? Practise applying for a job 	How do I get a job? <ul style="list-style-type: none"> What is an interview? What do I need to know for an interview? Practise interviewing for a job
	Enterprise <ul style="list-style-type: none"> To be able to ask questions that support the aim of the project and their role within its success To identify and gather information that is important to the problem-solving process To have the confidence to generate original ideas 	Enterprise <ul style="list-style-type: none"> To demonstrate that they listen to adults and peers at every stage of the process To be able to do some tasks without prompts or instruction To understand why organisation is important 	Enterprise <ul style="list-style-type: none"> To generate, discuss and analyse different options and ideas as part of a team To be able to plan times and set realistic goals for their project To be able to identify when a mistake has been made, either personally or as part of the team
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	Enterprise	Enterprise	Enterprise

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