







# Careers Long Term Scheme of Work

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

## Careers Long Term Scheme of Work

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

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Phase 3	23/24	24/25	25/26
Autumn	<p> <b>Grow throughout life</b></p> <p>Relating to people whose identities and backgrounds are different to theirs</p> <p> <b>Explore possibilities</b></p> <p>Being able to explain what tasks they would like and like least about particular jobs</p>	<p> <b>Grow throughout life</b></p> <p>Being willing to take on challenges that help them to grow</p> <p> <b>Explore possibilities</b></p> <p>Finding out about the qualities and skills needed to do a caring job</p>	<p> <b>Grow throughout life</b></p> <p>Recognising what they want to learn next and when they are successful</p> <p> <b>Explore possibilities</b></p> <p>Being able to design a scheme for classifying a set of jobs</p>
Spring	<p> <b>Manage career</b></p> <p>Being aware that choice and opportunity make careers possible</p> <p> <b>Create opportunities</b></p> <p>Being able to take on different work-related roles in group play or teamwork, including as a leader when required</p>	<p> <b>Manage career</b></p> <p>Making a step-by-step plan to enable them to achieve something they would like to be able to do</p> <p> <b>Create opportunities</b></p> <p>Explaining what they found out from a visitor about setting up their own business</p>	<p> <b>Manage career</b></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> <b>Create opportunities</b></p> <p>Exploring how people relate to each other in work settings</p>
Summer	<p> <b>Balance life and work</b></p> <p>Being able to make decisions about saving, spending and budgeting</p> <p> <b>See the big picture</b></p> <p>Being aware of what the author is encouraging them to think about when work is a theme in a story</p>	<p> <b>Balance life and work</b></p> <p>Recognising unfair barriers to opportunity and being willing to challenge them</p> <p> <b>See the big picture</b></p> <p>Exploring what they and others can do to prevent people having to do harmful work</p>	<p> <b>Balance life and work</b></p> <p>Recognising what they can do to help keep themselves and others safe at school</p> <p> <b>See the big picture</b></p> <p>Exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work</p>

# Careers Long Term Scheme of Work

Phase 4		23/24	24/25	25/26
Autumn	 <b>Grow throughout life</b> Being aware of heritage, identity and values	 <b>Grow throughout life</b> Being willing to challenge themselves and try new things	 <b>Grow throughout life</b> Being aware of the sources of help and support available and responding positively to feedback	
	 <b>Explore possibilities</b> Being aware of the range of possible jobs	 <b>Explore possibilities</b> Being aware of the main learning pathways (e.g. university, college and apprenticeships)	 <b>Explore possibilities</b> Being aware that many jobs require learning, skills and minimum qualifications	
Spring	 <b>Manage career</b> Being aware that career describes their journey through life, learning and work	 <b>Manage career</b> Imagining a range of possibilities for themselves in their career	 <b>Manage career</b> Being aware that different jobs and careers bring different challenges and rewards	
	 <b>Create opportunities</b> Developing the ability to communicate their needs and wants	 <b>Create opportunities</b> Being able to identify a role model and being aware of the value of leadership	 <b>Create opportunities</b> Being aware of the concept of entrepreneurialism and self-employment	
Summer	 <b>Balance life and work</b> Being aware of money and that individuals and families have to actively manage their finances	 <b>Balance life and work</b> Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces	 <b>Balance life and work</b> Being aware of the ways that they can be involved in their family and community	
	 <b>See the big picture</b> Being aware of a range of different media, information sources and viewpoints	 <b>See the big picture</b> Being aware that there are trends in local and national labour markets	 <b>See the big picture</b> Being aware that trends in technology and science have implications for career	

# Careers Long Term Scheme of Work

Phase 5	23/24	24/25	25/26
<b>TALENTINO!</b>			
Autumn	What is work? <ul style="list-style-type: none"> <li>What is a career/work/a job?</li> <li>The good things about getting a job</li> <li>Pay and benefits that can come with a job</li> </ul>	What is work? <ul style="list-style-type: none"> <li>How would I feel when I work</li> <li>Challenges that can be controlled</li> <li>Challenges that influence finding a job</li> <li>Role models to help overcome the challenges</li> </ul>	What is work? <ul style="list-style-type: none"> <li>Things that affect which job you choose</li> <li>Understanding the language of work</li> <li>What is career development</li> </ul>
	There is a job for me! <ul style="list-style-type: none"> <li>What sort of help will I need at work?</li> <li>How to ask for help</li> <li>How I can help myself at work</li> </ul>	There is a job for me! <ul style="list-style-type: none"> <li>How we can help each other get a job</li> <li>What types of jobs are there?</li> <li>What types of career can you start yourself?</li> </ul>	There is a job for me! <ul style="list-style-type: none"> <li>Using the internet to find out more</li> <li>Using career cards to find out more</li> <li>Talking to specialists to find out more</li> <li>What do I already know about careers?</li> </ul>
	What should I choose? <ul style="list-style-type: none"> <li>What I am interested in</li> <li>What is motivation?</li> <li>What do I not want to do?</li> </ul>	What should I choose? <ul style="list-style-type: none"> <li>What am I really good at?</li> <li>Do I have a favourite type of career?</li> <li>Which job is for me? My career goal</li> </ul>	What should I choose? <ul style="list-style-type: none"> <li>What is a plan?</li> <li>Why is planning important?</li> <li>How do you plan for a career?</li> </ul>
	I am ready for work! <ul style="list-style-type: none"> <li>What training do I want when I have a job?</li> <li>What to say on a great CV</li> <li>Activities that help me stand out when I interview</li> <li>What does the internet tell my boss about me?</li> </ul>	I am ready for work! <ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Feeling good about myself at work</li> <li>Working together to achieve a goal</li> <li>The importance of speaking and listening at work</li> </ul>	I am ready for work! <ul style="list-style-type: none"> <li>Being able to speak in front of lots of people</li> <li>Making sure I am organised</li> <li>Knowing how to use a phone at work</li> <li>What is my network?</li> <li>Everyone can help each other</li> </ul>
Spring	How do I get a job? <ul style="list-style-type: none"> <li>Where do I find a job?</li> <li>What are employers looking for?</li> </ul>	How do I get a job? <ul style="list-style-type: none"> <li>How do I write a CV?</li> <li>Practise applying for a job</li> </ul>	How do I get a job? <ul style="list-style-type: none"> <li>What is an interview?</li> <li>What do I need to know for an interview?</li> <li>Practise interviewing for a job</li> </ul>
	Enterprise <ul style="list-style-type: none"> <li>To be able to ask questions that support the aim of the project and their role within its success</li> <li>To identify and gather information that is important to the problem-solving process</li> <li>To have the confidence to generate original ideas</li> </ul>	Enterprise <ul style="list-style-type: none"> <li>To demonstrate that they listen to adults and peers at every stage of the process</li> <li>To be able to do some tasks without prompts or instruction</li> <li>To understand why organisation is important</li> </ul>	Enterprise <ul style="list-style-type: none"> <li>To generate, discuss and analyse different options and ideas as part of a team</li> <li>To be able to plan times and set realistic goals for their project</li> <li>To be able to identify when a mistake has been made, either personally or as part of the team</li> </ul>
Summer	How do I get a job? <ul style="list-style-type: none"> <li>Where do I find a job?</li> <li>What are employers looking for?</li> </ul>	How do I get a job? <ul style="list-style-type: none"> <li>How do I write a CV?</li> <li>Practise applying for a job</li> </ul>	How do I get a job? <ul style="list-style-type: none"> <li>What is an interview?</li> <li>What do I need to know for an interview?</li> <li>Practise interviewing for a job</li> </ul>
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