

## Glebe Academy Career Related learning and aspirations Programme 2425

### Year 1

Y1	Bench Mark	Key Objectives/links to PSHE	Ideas
Autumn Term	3, 4	Children to start to listen to each other's suggestions to plan and top plan to achieve an outcome	Term 1B – Christmas craft event – children to design a Christmas craft to sell at the Christmas fair  Skype a Scientist  Heritage week – local area and heroes appreciation work (locality and LMI link)
Spring Term	2, 3, 4, 5, 6	To explore the world of work through the people who help us PSHE topics.  Gain a greater understanding of the world around them and the roles people do.	British Science week - science careers work (explicit learning)  Local area study including previous school member visit to class Skype a Scientist (March)  Off-site visit – Birmingham ThinkTank  Skype a scientist
Summer Term	2, 3, 4, 5, 6	To ask questions about what people do for a living Talk about things they are good at and want to improve on Start to think about jobs they might like to do in the future	Careers week opportunities – Visitors to TBC, tackling stereotypes (KS1 lesson plans)  Aspirations work (Why I'm special)  Skype a scientist

### Year 2

Y2	Bench Mark	Key Objectives	Ideas
Autumn Term	3, 4	Plan for themselves, communicating in a positive and respectful way.	Term 1B – Christmas craft event – children to design a Christmas craft to sell at the Christmas fair  Skype a Scientist

		Start to understand how we make money and suggest ways that this can improve our school	Heritage week – local area and heroes appreciation work (locality and LMI link)
Spring Term	2, 3, 4, 5, 6	To explore the world of work through the people who help us PSHE topics.  Gain a greater understanding of the world around them and the roles people do.  Empathise and explore why people choose to do what they do,	British Science week - science careers work (explicit learning)  Local area study including previous school member visit to class Skype a Scientist (March)  Off-site visit – Llanduddno  Skype a scientist
Summer Term	2, 3, 4, 5, 6	To ask questions about what people do for a living Talk about things they are good at and want to improve on Start to think about jobs they might like to do in the future	Careers week opportunities – TBC, tackling stereotypes (KS1 lesson plans)  Aspirations work (Why I'm special)  Skype a scientist

### Year 3

Y3	Bench Mark	Key Objectives	Ideas
Autumn Term	3,4	Describe what you are like, what you are good at and what you enjoy doing Explain how to get what you want  Describe the main types of employment in your area: past, present and emerging  Know how to make plans and decisions carefully	Christmas craft enterprise opportunity  Skype a scientist  Christmas song recording studio and Port Vale visit to record video.  Heritage week – local area and heroes appreciation work (locality and LMI link)  Sound Foundations (Mitchell, dance, musicians and performance extravaganza)

Spring Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p>	<p>British Science week - science careers work (explicit learning)</p> <p>Skype a Scientist</p> <p>Off-site visit – Liverpool World Museum</p>
Summer Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Show that you can make considered decisions about saving, spending and giving</p> <p>Explain how to get what you want</p> <p>Describe a local business, how it is run and the products and/or services it provides</p> <p>Give examples of what people like and dislike about the work they do</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p>Identify what you are learning from careers, employability and enterprise activities and experiences</p>	<p>Skype a scientist</p> <p>Summer Fair enterprise opportunity (in conjunction with junior leadership changemakers, seed sale)</p> <p>Careers week visitor’s TBC. Parental focus and workshop. Addressing stereotypes Careers lessons LKS2</p> <p>Transition work on aspirations</p> <p>Pupil interviews for next years junior leadership teams - visitors from across the trust involved in interview and selection process.</p>

		<p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p>	
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### Year 4

Y4	Bench Mark	Key Objectives	Ideas
Autumn Term	3,4	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Explain how to get what you want</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Know how to make plans and decisions carefully</p>	<p>Christmas craft enterprise opportunity</p> <p>Skype a scientist</p> <p>Christmas song recording studio and Port Vale visit to record video.</p> <p>Heritage week – local area and heroes appreciation work (locality and LMI link</p> <p>Sound Foundations (Mitchell, dance, musicians and performance extravaganza)</p> <p>Wilder Schools Garden Project extension and tree planting – Eco warriors and Forest Schools</p>
Spring Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p>	<p>British Science week - science careers work (explicit learning)</p> <p>Skype a Scientist</p> <p>Off - Site visit - Stanley Head River Study</p>

		Show that you can use your initiative and be enterprising	
Summer Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Show that you can make considered decisions about saving, spending and giving</p> <p>Explain how to get what you want</p> <p>Describe a local business, how it is run and the products and/or services it provides</p> <p>Give examples of what people like and dislike about the work they do</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p>Identify what you are learning from careers, employability and enterprise activities and experiences</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p>	<p>Skype a scientist</p> <p>Summer Fair enterprise opportunity (in conjunction with junior leadership changemakers, seed sale, fruit pots etc)</p> <p>11 by 11 (local area appreciation) TBC</p> <p>Careers week visitor's TBC Parental focus and workshop. Addressing stereotypes Careers lessons LKS2</p> <p>Transition work on aspirations</p> <p>Pupil interviews for next years junior leadership teams - visitors from across the trust involved in interview and selection process.</p>

## Year 5

Y5	Bench Mark	Key Objectives	Opportunities
Autumn Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing Explain how to get what you want</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Know how to make plans and decisions carefully</p>	<p>Christmas craft enterprise event – work to be done planning, costing and calculating profit.</p> <p>Skype a scientist</p> <p>Heritage Week – locality links and local heroes work (LMI linked)</p> <p>Sound Foundations (Mitchell, dance, musicians and performance extravaganza)</p> <p>Port Vale player encounter – Show Racism the Red Card</p> <p>Wilder Schools Project extension and garden launch – Eco warriors</p> <p>Trust-wide basketball competition</p> <p>Off-site visit – Gladstone Pottery Museum</p>
Spring Term	2,3,4,5,6,7	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p>	<p>British Science week - science careers work (explicit learning)</p> <p>Skype a scientist</p> <p>Enterprise – TBC</p>

		<p>Show that you can make considered decisions about saving, spending and giving</p> <p>Know how to make a good impression on other people</p>	
Summer Term	2,3,4,5,6,7	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Explain how to get what you want</p> <p>Describe a local business, how it is run and the products and/or services it provides</p> <p>Give examples of what people like and dislike about the work they do</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p>Identify what you are learning from careers, employability and enterprise activities and experiences</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p> <p>Show that you can make considered decisions about saving, spending and giving</p> <p>Identify ways of making successful transitions such as the move from primary to secondary school</p>	<p>Summer fair enterprise event – various roles and responsibilities including budgeting, ordering and setting up the stalls.</p> <p>Skype a scientist</p> <p>St Peter’s taster sessions – TBC</p> <p>Careers week visitors TBC, stereotypes and careers UKS2 lessons</p> <p>Parental focus and workshop, drop in sessions</p> <p>Gender stereotypes work, aspirations (Compass for life)</p> <p>Pupil interviews for next years junior leadership teams - visitors from across the trust involved in interview and selection process.</p>

		Be able to compare information about the secondary education choices open to you	
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### Year 6

Y6	Bench Mark	Key Objectives	Ideas
Autumn Term	2,3,4,5	<p>Describe what you are like, what you are good at and what you enjoy doing Explain how to get what you want</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Know how to make plans and decisions carefully</p>	<p>Christmas craft enterprise event – work to be done planning, costing and calculating profit.</p> <p>Skype a scientist</p> <p>Heritage Week – locality links and local heroes work (LMI linked)</p> <p>Sound Foundations (Mitchell, dance, musicians and performance extravaganza)</p> <p>Trust-wide GoIT competition</p> <p>Stanley Head Residential Visit - Oct 24</p> <p>Co-op Young leaders</p>
Spring Term	2,3,4,5,6,7	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Give examples of what it means to have a career</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Describe the main types of employment in your area: past, present and emerging</p>	<p>British Science week - science careers work (explicit learning)</p> <p>JCB girls into STEM workshop – dates TBC</p> <p>Skype a scientist</p> <p>Heritage Week – locality links and local heroes work (LMI linked)</p> <p>Junior cadets with Charlotte (PCSO)</p> <p>GoIT challenge finals @ Angel Square</p>



		<p>Show that you can use your initiative and be enterprising</p> <p>Show that you can make considered decisions about saving, spending and giving</p> <p>Know how to make a good impression on other people</p>	
<p>Summer Term</p>	<p>2,3,4,5,6,7</p>	<p>Describe what you are like, what you are good at and what you enjoy doing</p> <p>Explain how to get what you want</p> <p>Describe a local business, how it is run and the products and/or services it provides</p> <p>Give examples of what people like and dislike about the work they do</p> <p>Identify key qualities and skills that employers are looking for</p> <p>Recognise the harm caused by stereotyping and discrimination and the importance of treating people fairly</p> <p>Identify what you are learning from careers, employability and enterprise activities and experiences</p> <p>Describe the main types of employment in your area: past, present and emerging</p> <p>Show that you can use your initiative and be enterprising</p> <p>Show that you can make considered decisions about saving, spending and giving</p>	<p>St Peter's transitions – to be finalised</p> <p>Careers fair (liaise with St Peter's)</p> <p>Valentine Clays industry visits</p> <p>KMF racing (engineering/teamwork/STEM roles) at Lichfield</p> <p>Summer fair enterprise event – various roles and responsibilities including budgeting, ordering and setting up the stalls.</p> <p>Skype a scientist</p> <p>Careers week visitors TBC, stereotypes and careers UKS2 lessons</p> <p>Parental focus and workshop, drop in sessions</p> <p>Gender stereotypes work, aspirations (Compass for life)</p>

		<p>Identify ways of making successful transitions such as the move from primary to secondary school</p> <p>Be able to compare information about the secondary education choices open to you</p>	
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