

Learning Objectives	Gatsby reference	Possible teaching activities	Learning outcomes
Describe yourself and strengths	3	<p>Talk about strengths and what you like and enjoy doing.</p> <ul style="list-style-type: none"> • Students to complete self –assessment exercises and record the results in a folder that can be accessed throughout their educational journey. • Who am I? What do I want to be? 	<p>Self –Aware.</p> <p><u>ENG:</u> Students should be able to write about themselves noticing strengths and weaknesses using different styles of writing ie poems. Students should be able to write short statements about themselves using paragraphs.</p> <p><u>C&C:</u> Students will be able to know who they are and what their interests are. Look at my hero and what they want to achieve from secondary school. Students should be able to know what they want to be when they leave school. Look at aspirations.</p> <p><u>Art:</u> Students will reflect on strengths explaining what has gone well. This will be done termly.</p> <p><u>Theme and Maths:</u> Road to success</p> <p><u>Food Technology:</u></p>

			<p>Diets, nutrition, likes and dislikes.</p> <p><u>Forest school:</u> Talk about health and safety/risk</p> <p><u>DT:</u> Talk about health and safety/risk</p>
To be able to focus on positive aspects of your wellbeing, progress and achievements.	3	<p>Talk about how you are making progress and what you may need to do to raise your achievement and improve your wellbeing.</p> <ul style="list-style-type: none"> • Students to share stories of their earliest memory of what they were good at and interested in. • Students to build a personalised badge by selecting 4 pictures that represent them and is able to tell others about themselves. • I am good at.... 	<p>Self-determined</p> <p><u>ENG:</u> 7 – Students will be able to relive positive memories through bullet points and spider diagrams. 8 - Students will be able to relive positive memories through diary log writing.</p> <p><u>Art:</u> Describe what could be better with their work. Students to set targets in order to improve – Review and identify.</p> <p><u>Theme and Maths:</u> Road to success.</p> <p><u>Food Technology:</u> Modifying recipes, sensory analysis.</p> <p><u>C&C:</u></p>

			<p>Delivered through STEM – team building activities, British values and character development.</p> <p><u>Forest school:</u> Set own targets</p> <p><u>DT:</u> Set own targets</p>
Describe different explanations of what careers are and how they can be developed	2	<p>Using members of the staff network around you, survey how their own careers have developed. Spot any similarities or differences.</p> <ul style="list-style-type: none"> • Students to find out how the careers of different members of staff have developed and look at any similarities or differences between them. • Students to create a career timeline to show the career of someone they admire. 	<p>Exploring careers and career development</p> <p><u>Art:</u> Discussion of how clay is used in industry. Potential careers linked to activities.</p> <p><u>Food Technology:</u> Employee visits</p> <p><u>Theme and Maths:</u> Road to success</p> <p><u>C&C:</u> Students to look at a variety of careers</p> <p><u>Forest school:</u> Evaluate work</p> <p><u>DT:</u> Evaluate work</p>

<p>Give examples of different kinds of work and how working life can change.</p>	<p>2</p>	<p>To identify different kinds of work that people do and how or why this may change.</p> <ul style="list-style-type: none"> • Students to investigate the purpose of work clothes/uniform and peoples opinion on wearing them. • Students to research poems about work and working life. 	<p>Investigating work and working life.</p> <p><u>Art:</u> Looking at self-employed contracted team design. Prototypes.</p> <p><u>Theme and Maths:</u> Road to success, why we wear uniform.</p> <p><u>Food Technology:</u> Job roles</p> <p><u>C&C:</u> Work experience and interests</p> <p><u>Forest school:</u> Discussions around careers in manufacturing</p> <p><u>DT:</u> Discussions around careers in manufacturing</p>
<p>Give examples of different types of businesses</p>	<p>5</p>	<p>Look at different businesses and be able to describe how their organisation works.</p> <ul style="list-style-type: none"> • Fair trade • Investigate what is involved for a product to reach it's final point. Ie beans to shop shelf. • Students to create a list of suppliers linked to the school and why those suppliers are used. 	<p>Understanding business and industry</p> <p><u>Art:</u> Tessellation/working practices to save materials/money when making batch/mass/continuous production and one off pieces.</p>

			<p><u>Theme and Maths:</u> Money</p> <p><u>Food Technology:</u> Jobs and roles within businesses</p> <p><u>C&C:</u> Look at a variety of careers and how they work including expectations.</p>
To know what labour market information is and how it can be useful.	5	<p>To be able to explain what Labour market information is and how it can help In future decision making.</p> <ul style="list-style-type: none"> • To look at local job advertisements via websites and newspapers • To investigate ‘ Primary ‘ labour market (higher wages, longer lasting) and ‘ secondary ‘ labour market (low wages, temporary jobs) and to be able to compare the two. 	<p>Investigating jobs and Labour market information.</p> <p><u>Theme and Maths:</u> Money</p> <p><u>Food Technology:</u> Business roles and jobs</p> <p><u>C&C:</u> Look at careers and job adverts to research qualifications needed for job roles.</p>
To understand how discrimination can be damaging to you and within your work environment	3	<p>To be able to explain how discrimination can be damaging to you and your future employment.</p> <ul style="list-style-type: none"> • Research how social media impacts in later life • Research how Social media can impact employment opportunities. • Investigate black history and discrimination cases. 	<p>Valuing equality and diversity.</p> <p><u>Art:</u> Challenge stereotypes. Artists – completing the unexpected EG Steven Wiltshire and his disability.</p> <p><u>Theme and Maths:</u> Circle time – Mindfulness</p> <p><u>Food Technology:</u></p>

			<p>Religious diets, special diets and food tasting including foods around the world.</p> <p><u>C&C:</u> Prejudice, discrimination, religion, culture, British values</p>
<p>To be aware of the laws of employment and know how to minimise health and safety risks to both yourself and your colleagues.</p>	4	<p>To be able to understand the laws of employment and how to minimise health and safety risks.</p> <ul style="list-style-type: none"> • True or false questionnaires on knowledge of laws and health and safety regulations. • Students to do picture strips of hazards in the workplace and discuss how to avoid them. 	<p>Learning about safe workplace environments.</p> <p><u>Art:</u> Safety in the classroom, use of PPE, safe use of equipment, COSHE regulations and health and safety law.</p> <p><u>Theme and Maths:</u> Rules and routines. Road to success</p> <p><u>Food Technology:</u> Health and safety and knife skills</p> <p><u>C&C:</u> Looking at work places and PPE</p> <p><u>Forest school:</u> Staying Safe</p> <p><u>DT:</u> Health and safety in the workshop</p>
<p>To be able to recognise qualities and skills that you use in and out of</p>	4,5,6	<p>To be able to recognise the skills and qualities needed for the world of work through activities and experiences.</p>	<p>Preparing for employability</p> <p><u>Art:</u></p>

<p>school that will help make you employable.</p>		<ul style="list-style-type: none"> • Students to watch a short video clip on different work places and be able to identify the qualities and skills that support that placement. • Students to build a log that records the best of their qualities and skills needed for employment. 	<p>Developing resilience</p> <p><u>Theme and Maths:</u> Discussions about what they want to do after school. Road to success.</p> <p><u>Food Technology:</u> Posters, health and safety.</p> <p><u>C&C:</u> Careers programme</p>
<p>To be able to recognise when you are using qualities and skills that entrepreneurs demonstrate</p>	<p>4,5,6</p>	<p>To be able to show how you are using skills and qualities when being enterprising through subjects such as Mechanics, Catering.</p> <ul style="list-style-type: none"> • Students to gain experience of event planning by working out publicity and budget for a school event . • Students to plan and deliver environmental awareness project as part of their school campaign. 	<p>Showing initiative and enterprise</p> <p><u>Art:</u> Being creative, modifying ideas, accepting mistakes and using again. Avoiding design fixation.</p> <p><u>Food Technology:</u> Skills checklist</p> <p><u>C&C:</u> Keeping a job and progressing. (My life)</p> <p><u>DT:</u> Designing</p>
<p>To show that you can manage a personal budget and contribute to household and school budgets</p>	<p>3</p>	<p>To be able to show how to get the most from a budget and understand financial words.</p> <ul style="list-style-type: none"> • Students to take part in an activity that challenges them to manage a household budget 	<p>Developing personal financial capability.</p> <p><u>Theme and Maths:</u> Money</p> <p><u>Food Technology:</u></p>

		<ul style="list-style-type: none"> Students to use a personal budget planner to work out a budget for summer holiday activities. 	<p>Budgets</p> <p><u>C&C:</u> Money, Money, Money (My life) scheme of work</p>
To know how to identify and explore options open to you at decision making points	2	<p>To be able to make an informed decision after looking at the choices and opportunities open to you.</p> <ul style="list-style-type: none"> Students to brain storm subjects available to them in KS4 and give reasons for these Students to produce subject posters giving facts about skills and jobs they can gain by studying certain subjects. 	<p>Identifying choices and opportunities</p> <p><u>Art:</u> Modifying own designs, self - management and looking at alternatives.</p> <p><u>Food Technology:</u> Modifying recipes</p> <p>Seeing what is out there/exploring possibilities available.</p> <p><u>DT:</u> Questioning</p>
To be able to know how to prepare and present yourself well when going through selection processes.	3	<p>To be able to prepare and present yourself well when going through a selection process.</p> <ul style="list-style-type: none"> Students to role play in interview situations 	<p>Handling applications and interviews</p> <p><u>Theme and Maths:</u> Formal writing</p> <p><u>Food Technology:</u> Practical cookery, preparation for catering in KS4.</p> <p><u>C&C:</u> Job interviews, questions, practice, application process.</p>

<p>To be able to show that you can be flexible, positive and well prepared at different transition points in your life</p>	<p>7</p>	<p>To show you can be positive, flexible and well prepared for your move into KS4</p> <ul style="list-style-type: none"> • Students to have a back up plans in case they cannot have all their first choice options • Students to write a guide for Y6 students on how to make a successful move from Primary school to Secondary school. 	<p>Managing changes and transitions.</p> <p><u>Art:</u> Modifying ideas in order to realise/finish ideas. Managing frustration/disappointment and building resilience.</p> <p><u>Theme and Maths:</u> Circle times, visits, visitors and mindfulness</p> <p><u>Food Technology:</u> Preparation for using the catering kitchen in KS4.</p> <p><u>C&C:</u> In to school Y6-Y7, settling in, rules, expectations, understanding and managing change.</p> <p><u>Forest school:</u> Moving between environments</p> <p><u>DT:</u> Changing with DT projects.</p>

