



**Subject Area: Careers/ Preparation for the World of Work**

Aim:

Objectives	Activities			Assessment/ Outcomes Students able to:
	Pre-Entry/ Entry 1	Entry 1 + 2	Entry 2, 3 and beyond	
<ul style="list-style-type: none"> <li>Play simple group games</li> <li>Make a list of ground rules for discussion</li> <li>Produce a list of ground rules for discussions and print them out</li> </ul>	Practice following simple rules in warm up group games	Following discussion, make a list of the ground rules that could be used during further discussions and working with others. Copy or print them out <b>(ICT opportunity)</b>	Following discussion, make a list of the ground rules that could be used during further discussions and working with others. Copy or print them out. Explain reasons for choices <b>(ICT opportunity)</b>	<ul style="list-style-type: none"> <li>Observe simple rules in a group game</li> <li>Suggest a rule for carrying out discussions</li> <li>Explain reasons for having rules for discussions</li> </ul>
<ul style="list-style-type: none"> <li>Explore different methods of communicating</li> <li>Practice communicating in different ways</li> <li>Practice communicating in different ways and evaluate their effectiveness</li> </ul>	Explore different things we use to communicate with each other, including communication aids. Practice using some of these methods <b>(Link to English)</b>	Look at different ways in which we talk to each other, e.g. face to face, telephone, text, communication aids, letters and emails. Practice talking to each other using some of these methods <b>(Link to English)</b>	Look at different ways in which we talk to each other, e.g. face to face, telephone, text, communication aids, letters and emails. Practice talking to each other using some of these methods and evaluate their effectiveness <b>(Link to English)</b>	<ul style="list-style-type: none"> <li>Attempt to communicate using different methods</li> <li>Communicate with others in different ways</li> <li>Give opinions of effectiveness of different ways of communicating</li> </ul>
<ul style="list-style-type: none"> <li>Explore different jobs around school</li> <li>Match people to their jobs in school</li> <li>Link the people and jobs that are carried out in school</li> </ul>	Visit different people carrying out their jobs in school. Use the digital camera to photograph them <b>(ICT Opportunity &amp; Link to Careers/Work Related)</b>	Make a list of all the people who work in school and match them to their jobs <b>(Link to Careers/Work Related)</b>	Make a list of all the people who work in school and match them to their jobs. Discuss what would happen if these people were not here and how they help each other. Make a jobs map, indicating how people link together <b>(Link to</b>	<ul style="list-style-type: none"> <li>Show awareness of the jobs familiar people do in school</li> <li>Know what jobs familiar people in school do</li> <li>Understand that the jobs people do link</li> </ul>



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			<b>Careers/Work Related)</b>	together supportively
<ul style="list-style-type: none"> <li>• Complete new or unfamiliar activities with others</li> <li>• Make a plan for improving working in school</li> <li>• Present ideas of how to improve working with others</li> </ul>	<p>Take part in motivating activities that have been set up in different areas of the school and that involve working with others. Request activities from a selection of photographs and/or concrete prompts. Could hold a taster day for different vocational areas on or off site <b>(Link to Careers/Work Related)</b></p>	<p>Explore group perceptions of working e.g. what's it like, how has it changed, what's the environment like, etc. Use photographs as prompts for discussion. Categorise different aspects into good and needs improvement, etc. Make a plan for improvement</p>	<p>Explore group perceptions of working e.g. what's it like, how has it changed, what's the environment like, etc. Use photographs as prompts for discussion. Categorise different aspects into good and needs improvement, etc. Present ideas on how things could be improved</p>	<ul style="list-style-type: none"> <li>• Take part in an unfamiliar activity</li> <li>• Show awareness of how to improve working environment</li> <li>• Present ideas to a wider audience</li> </ul>
<ul style="list-style-type: none"> <li>• Play interactive games</li> <li>• Make a recording of working with others</li> <li>• Record examples of working with others at school</li> </ul>	<p>Play different games that require interaction with peers. These could be outside physical games or have a sensory aspect, such as sharing bubbles, music, etc <b>(Link to PE)</b></p>	<p>Make a picture/diary page that shows different aspects of working. Could use a class project from another curriculum area and make a record of what was done</p>	<p>Make a diary page that shows different aspects of working with others. Could use a class project from another curriculum area. Add text and captions</p>	<ul style="list-style-type: none"> <li>• Turn take in simple games</li> <li>• Identify tasks that have involved working with others</li> <li>• Record activities that involved working with others</li> </ul>
<ul style="list-style-type: none"> <li>• Watch depictions of different social problems</li> <li>• Use prompt cards as a focus for discussion on different social problems</li> <li>• Discuss different social problems and suggest solutions</li> </ul>	<p>Participate in, or observe, role-playing of different social problems such as stealing, begging, etc. Could use videos and stories to illustrate themes <b>(Link to RE)</b></p>	<p>In pairs or small groups work out solutions for different social problems such as bullying, crime, poverty, etc. These could be presented through text or pictures. Make a list of thoughts about certain situations and write them in thought bubbles <b>(Link to RE)</b></p>	<p>In pairs or small groups work out solutions for different social problems such as bullying, crime, poverty, etc. These could be presented through text or pictures from newspapers. Explain what we could do to prevent these things happening in the first place <b>(Link to RE)</b></p>	<ul style="list-style-type: none"> <li>• Attend to depictions of social situations</li> <li>• Give opinions on simply presented social situations</li> <li>• Understand aspects of different social situations through the media</li> </ul>
<ul style="list-style-type: none"> <li>• Make a 'working together' poster</li> <li>• Produce a poster as part of a small group</li> <li>• In a small group produce a poster and</li> </ul>	<p>Participate in making a poster for a 'working together' display</p>	<p>Work in pairs or small groups to produce posters for a 'working together' display</p>	<p>Work in pairs or small groups to design posters for a 'working together' display. Take responsibility for working out where display will go and what backing, etc to use</p>	<ul style="list-style-type: none"> <li>• Contribute to making a poster</li> <li>• Work in a small group to produce a poster</li> <li>• Work in a small</li> </ul>



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organise a display				group to organise a display
<ul style="list-style-type: none"> <li>Contribute towards an end of term outing</li> <li>Plan and carry out an end of term outing</li> <li>Liaise with others in order to carry out and end of term outing</li> </ul>	Participate in an end of term outing with a group. Carry some of the items that will be taken and practice sharing items out	Plan and carry out an end of term outing. Decide as a group where to go, what to do there and who will need to help, e.g. drivers, kitchen staff for packed lunches, etc	Plan and carry out an end of term outing. Decide as a group where to go, what to do there and who will need to help, e.g. drivers, kitchen staff for packed lunches, etc. Take responsibility for one aspect of the trip	<ul style="list-style-type: none"> <li>Take an active part in an outing</li> <li>Work as part of a group to plan an outing</li> <li>Contribute to the organisation of an outing</li> </ul>