



Progression of Skills, Understanding and Knowledge in Careers

Careers	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
	Stage 1		Stage 2		Stage 3		Stage 4		Stage 5
Grow Throughout Life by Enabling the Self	I can try something new I can recall what I have experienced I can recall what I have achieved I can feel positive about who I am		I can focus on an activity without getting distracted easily (the time length depends on the student) I can develop the ability to participate in social play I can ask questions I can be aware of how I feel when I try something new. I can participate in imaginative play		I can willingly challenge myself I can explore what I have experienced and achieved I can ask questions about what I am learning I can recognise and celebrate my successes I can show awareness of how to appropriately communicate with peers and adults I can participate in creative activities I can recognise my success in learning		I can willingly take on challenges to help me grow I can record and comment on what I have achieved I can focus on an activity for a sustained period (the time length will depend on individual students) I can work well in a team as both leader and team players I can create imaginative pieces of work I can think about what I want to learn about I can recognise and celebrate what I am good at in out of school activities.		I can recognise when I have completed a challenge that has helped me grow. I can record when I have achieved and say how I can do better next time. I can work well in a team, and understand the relationships between team members I can ask questions about what I am learning and actively try to find the answer to those. I can create imaginative ideas with peers I can think about what I want to learn next and recognise when I have done this I can recognise and celebrate what I am good at, including academic subjects and out of school activities.





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Explore Possibilities and Manage Career	<p>I can describe tasks that I have carried out.</p> <p>I can ask questions about jobs</p> <p>I can enjoy work based role play</p>	<p>I can identify jobs that I think are similar.</p> <p>I can think about what jobs might seem gender specific ie nurse, fireman etc</p> <p>I can explain what a visitor has told me about their job</p> <p>I can identify what subjects and topics I am learning about.</p> <p>I can talk about the job I would like to have when I am older.</p>	<p>I can show awareness that jobs are made up of tasks</p> <p>I can compare similarities and differences between jobs</p> <p>I can think about questions I might like to ask a visitor about their job</p> <p>I can show I know where to go for help (know that books/internet are a useful resource for information)</p> <p>I can explain what I am learning about in school lessons</p> <p>I can describe a goal or target I am working towards</p>	<p>I can challenge stereotypical gender roles</p> <p>I can explain what tasks make up certain jobs</p> <p>I can explain what interests me about different jobs</p> <p>I can explain what I have learnt from listening to someone talking about their job.</p> <p>I can show an awareness of where to get impartial information and support when I need it.</p> <p>I can recognise that interests in certain subject areas is the best place to start when thinking about a career</p> <p>I can have ideas about the job I would like to do, describe what is involved and why it would suit you.</p>	<p>I can describe what tasks I would like, and least like, about particular jobs.</p> <p>I can explain what interests me about different jobs and give reasons why.</p> <p>I can explain what I have learnt from listening to someone who owns their own business.</p> <p>I can get impartial information and support when I need it and use different sources of information when researching careers</p> <p>I can recognise that interests in certain subject areas can lead to qualifications, and different careers.</p> <p>I can understand that having back up plans can help overcome disappointment if their original plan does not work.</p>				





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Creating Opportunities and Seeing the Bigger Picture	<p>I can invent imaginary jobs</p> <p>I can leave my carer independently</p> <p>I can identify what I need for certain tasks</p> <p>I can identify when I have done something to help someone else.</p>	<p>I can carry out a delegated task</p> <p>I can take part in conversations with both peers and adults and show good listening skills</p> <p>I can develop the ability to participate in social play as well as imagined workplaces</p> <p>I can understand what I need for certain tasks and how to get them.</p>	<p>I can identify new jobs that are just coming onto the market</p> <p>I can show awareness of how to appropriately communicate with peers and adults</p> <p>I can show an understanding of knowing right from wrong</p> <p>I can demonstrate good manners and good behaviour</p> <p>I can make a positive contribution in group play</p> <p>I can show an understanding of what volunteers do and how I could volunteer.</p>	<p>I can identify new jobs that might be needed in the future</p> <p>I can show an awareness of how employees communicate with co-workers and customers</p> <p>I can demonstrate how to make a good impression on other people</p> <p>I can identify important transitions in life and consider the best way to handle these.</p> <p>I can take on roles in group play or teamwork, including sometimes as a leader.</p>	<p>I can identify possible new jobs in the future and explain how my skills could help in these jobs.</p> <p>I can explore how people communicate with each other in work settings</p> <p>I can work well in a team and understand the relationships between team members</p> <p>I can recognise what charities do and how they could become a charity worker.</p> <p>I can show that I can use my initiative and be enterprising</p>				
Balance Work and Life	<p>I can show an awareness of the different types of work that needs doing in the home</p> <p>I can distinguish between work and rest</p> <p>I can understand what money is for</p>	<p>I can recognise any contributions I make towards work at home</p> <p>I can understand how to use money</p>	<p>I can understand that overworking can be harmful to people's health</p> <p>I can understand how money can be earned</p>	<p>I can identify which members of the family are responsible for which jobs at home</p> <p>I can show an awareness that an imbalance of work and rest can affect well-being</p> <p>I can understand decision making based around money (such as, saving, spending and budgeting)</p>	<p>I can explain the idea of the division of labour with reference to the work being done at home.</p> <p>I can show an awareness that work and rest impacts wellbeing and evaluate my own work/life balance, or my parents.</p> <p>I can understand how adults use money (for example use of bank accounts and how household budgets are managed)</p>				





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Vocational work / Jobs	Carry out assigned classroom chores such as; take items to office, get fruit from dining hall, be the line leader, feed animals, water plants, set table and serve snack.		Carry out assigned classroom chores such as; erase boards, collect papers, water plants, deliver messages to other locations		Carry out assigned classroom or school jobs such as; erase and wash boards, clean erasers, pass back papers, take/record/ deliver messages Fundraising in school for school activities		Carry out assigned classroom or school jobs such as; erase and wash boards, clean erasers, pass back papers, take/record/ deliver messages, support in community cafes Fundraising in neighbourhood for school activities		I can carry out assigned school jobs such as; I can work in tuckshop, deliver/pick up equipment, lead on community cafes, deliver assemblies I can shovel or rake for neighbours

