

Careers Education

values passion	<u>Book 1</u> Where does money come from? (lifesavers resource) (links to careers week)	Careers focus	Enterprise/STEM focus
EYFS	<u>To understand that they need money to buy things.</u> -role play in shop area - exploration in maths area -coins and paper money	Set and work toward a simple goal and be able to wait for what they want. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Begin to know similarities and differences between themselves and others. Show interest in different occupations, careers and ways of life.	What Job Could You do book – Catherine Barr Job skill and qualities cards –twinkle Common job flashcards – twinkle
Year 1	<u>Where do I get my money?</u> To know the value of coins and notes. To know ways to make money.	Set and work towards targets and goals about things they want to do and enjoy. Identify jobs and careers in their family. Identify careers and occupations they are interested in. Begin to think about the skills needed for these jobs.	https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (focus on Cinderella) CHILDREN BECOME REAL LIFE ENGINEERS AFTER LISTENING TO THE FAIRY TALES Job skill and qualities cards –twinkle When I Grow Up – Little explorers Rosie Revere’s Engineer Books
Year 2	<u>Where do adults get their money from?</u> To know that I get money in different ways including jobs	Set and work towards targets and goals and discuss previous targets and goals they have achieved. Identify jobs and occupations in school such as caretaker, cook, teachers, cleaners and the role of each person. Explore what makes someone a real life hero or inspiration. Explore the idea of stereotyping in careers.	https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (focus on the Goldilocks) CHILDREN BECOME REAL LIFE ENGINEERS AFER LISTENING TO THE FAIRY TALES Jobs worksheet - twinkle When I Grow Up – Little explorers Rosie Revere’s Engineer Books
Year 3	<u>Earning money</u> To know that there is a range of jobs - paid and unpaid.	Set and work towards targets and goals and persevere when things are hard. Be aware of their own barriers to learning and how to address them. Match skills to certain jobs and begin to understand the ideas of skills and qualities. Show respect for others in what they do and say.	https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (Focus on Hansel and Gretel) CHILDREN BECOME REAL LIFE ENGINEERS AFTER LISTENING TO THE FAIRY TALES
Year 4	<u>Earning money:</u>	Set my own goals and recognise my own barriers to learning. Know I can persevere when I need to. Know when to ask for help rather than giving up and use positive self-talk	https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (focus on jack and the Beanstalk)

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	<p>To describe different jobs that I might do to earn money when I am older.</p> <p>To understand the reasons why some jobs pay more than others.</p>	<p>Be aware of their own barriers to learning and how to address them.</p> <p>Know that certain skills are matched to certain jobs and discuss these.</p> <p>Know about respect for other people's choices.</p>	
Year 5	<p><u>links between work and money:</u></p> <p>To describe how having a job will allow me to achieve certain goals in my life, including financial ones.</p>	<p>Know my own goals and know the effective characteristics of learning.</p> <p>Discuss what I need to do next</p> <p>Say what others admire about me and link this back to careers.</p> <p>Respect others views and choices and explore discrimination.</p> <p>Know the importance of different careers to a community and the careers in their community and how these have changed and may change in the future.</p> <p>Explore careers in the wider world.</p>	<p>https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (focus on Rapunzel)</p>
Year 6	<p><u>links between work and money</u></p> <p>To begin to understand that the choices I make about work and money will affect my life.</p>	<p>Research and discuss a range of career choice and find out about jobs they have never heard of before.</p> <p>Set longer term goals by making a plan.</p> <p>Recognise that they have to be responsible for reaching their goal even if they don't succeed at first and recognise excuses and how to overcome.</p> <p>Know about discrimination and stereotypes and how this links to respect.</p> <p>Explore transitions and link to secondary school – How will they make it successful?</p> <p>Identify the characteristics that create a good impression – respect, kindness, perseverance, helpfulness and how they will be valued by employers.</p>	<p>https://www.stem.org.uk/resources/collection/484536/engineering-fairy-tales?page=1 (focus on Billy Goats Gruff)</p>

Links to lifesaver resources(money <https://www.lifesavers.co.uk/classroom-resources>

[barclayslifeskills.com](https://www.barclayslifeskills.com) (register for resources)

[Money Games and Online Financial Resources | MoneySense \(mymoneysense.com\)](#) - you can book free workshops as well just need to register

Twinkle has some nice resources