****

**A Time for Us - Summer 2 Aspirations**

**(Bounce Back - Make your move -** I'll focus on planning and achieving my dreams)

**( Living in the Wider World - Aspirations)**

|  |  |
| --- | --- |
| EYFS | Understanding the World People and Communities/The World |
| Year 1 | What makes me special; jobs in the community |
| Year 2 | Strengths and interests |
| Year 3 | Different jobs and skills; setting personal goals |
| Year 4 | Different jobs and skills; job stereotypes |
| Year 5 | Identifying job interests and aspirations |
| Year 6 | What influences career choices; workplace stereotypes |

|  |  |
| --- | --- |
| EYFS | **Work - Jobs in the community**• about people whose job it is to help us in the community • about different jobs and the work people do. |
| Year 1 | **Work - what makes me special; jobs in the community**• to recognise what makes them special and unique including their likes, dislikes and what they are good at• how they are the same and different to others• about different jobs that people they know or people in the community do• that jobs help people to earn money to pay for things |
| Year 2 | **Work - Strengths and interests**• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs• preparing to move to a new class and setting goals for next year  |
| Year 3 | **Work - Different jobs and skills; Personal strengths and achievements; setting personal goals**• to recognise how strengths and interests form part of a person’s identity•that everyone is an individual and has unique and valuable contributions to make • how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)• to recognise their interests, skills and achievements and how these might link to future jobs• about some of the skills needed to do a job, such as teamwork and decision-making• how to set goals that they would like to achieve this year e.g. learn a new hobby |
| Year 4 | **Work - Different jobs and skills; job stereotypes**•about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM |
| Year 5 | **Work -Identifying job interests and aspirations**•to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career• to recognise that there are human rights, and they are there to protect everyone•about the relationships between rights and responsibilities |
| Year 6 | **Work - what influences career choices; workplace stereotypes**• about what might influence people’s decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people’s career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training |