





## Curriculum Progress Plan: Careers & Work Related Learning

Curriculum Area: Mathematics, Understanding of the World & Community	Intent <i>What are we trying to achieve</i>	Implementation <i>How to organise learning</i>	Impact <i>Measure by what assessment</i>
<b>Phase 1 (EY &amp; Primary): Focus on play, role play and class-based activities</b>			
<b>Experiential</b>	<ul style="list-style-type: none"> <li>For students to experience different jobs through play- dress up- doctors, policeman etc.</li> <li>For students to experience helping in the classroom</li> <li>For students to experience different jobs in the classroom- tidying, carrying, helping</li> <li>For students to engage with people who have different jobs around school- teacher, chef, IT Technician etc.</li> </ul>	<ul style="list-style-type: none"> <li>Songs about different jobs</li> <li>Stories about different jobs</li> <li>Topic related activities</li> <li>Role play corner with a variety of different costumes</li> <li>Adult modelling helping each other</li> <li>Introductions to different people around school- what do they do?</li> </ul>	<ul style="list-style-type: none"> <li> Life skills / Earwig/learning skills</li> <li>Communication</li> <li>Self-help and care</li> <li>Play skills</li> <li>My outcomes</li> <li>Earwig</li> <li>Engagement Profile</li> </ul>
<b>Developing skills</b>	<ul style="list-style-type: none"> <li>For students to engage in jobs around primary</li> <li>For students to take the register back with full adult support</li> <li>For students to help tidy up after snack/lunch with full adult support</li> <li>For students to begin to understand what jobs are done by the people that help us within school, home and our local community.</li> </ul>	<ul style="list-style-type: none"> <li>Topic lesson</li> <li>"People who Help Us" topic</li> <li>Visits from Emergency service</li> <li>Role play corner with a variety of different costumes</li> <li>Adult modelling helping each other</li> <li>Opportunities for students to do different jobs around the classroom</li> </ul>	<ul style="list-style-type: none"> <li> Life skills / Earwig/learning skills</li> <li>Communication</li> <li>Self-help and care</li> <li>Gross motor skills</li> <li>Eating and drinking</li> <li>Play skills</li> </ul>

	<ul style="list-style-type: none"> <li>To interact with people with jobs in the wider community when they come into school.</li> <li>For children to participate in role play acting, out work-related roles.</li> </ul>	<ul style="list-style-type: none"> <li>Visuals to support the understanding of different jobs- eg. rubbish in the bin</li> </ul>	<p>My outcomes</p> <p>Earwig</p>
<b>Advanced</b>	<ul style="list-style-type: none"> <li>For students to take the register back to the office with verbal adult support</li> <li>For students to help tidy up lunch/break with verbal support</li> <li>For students to begin to help with a variety of jobs in a variety of setting – tidying, hoovering, taking messages (across primary, sensory room, SLT etc.)</li> <li>To Take on a role while dressed up as a particular work-related character or in a role play context.</li> </ul>	<p>As above plus</p> <ul style="list-style-type: none"> <li>Opportunities for students to do different jobs in different settings- wiping down the tables after lunch, scraping plates etc.</li> </ul>	<ul style="list-style-type: none"> <li>Life skills / Earwig/learning skills</li> </ul> <p>Communication, Play skills Self-help and care Gross motor skills Eating and drinking</p> <p>My outcomes</p> <p>Earwig</p>
<b>Phase 2 (Secondary): Focus on real life, meaningful, work-related activities</b>			
<b>Experiential</b>	<ul style="list-style-type: none"> <li>For students to take the register back with a level of staff observation/support.</li> <li>For students to experience a range of classroom jobs with adult support.</li> <li>For students to meet people with different jobs in the secondary department and local community.</li> <li>To develop an awareness of different jobs roles within the Secondary Department- eg who fixes the computer, who unlocks the doors.</li> </ul>	<ul style="list-style-type: none"> <li>All students given the opportunity to complete different tasks around the class and department.</li> <li>Songs and stories about people who help us</li> <li>Visits from Emergency services and other work-related visitors eg. Zoolab</li> </ul>	<ul style="list-style-type: none"> <li>Life skills / Earwig/learning skills</li> </ul> <p>Communication Self-help and care Gross motor skills Eating and drinking Independence</p> <p>My outcomes</p> <p>Engagement Profile</p>

<p><b>Developing skills</b></p>	<ul style="list-style-type: none"> <li>• For students to take the register back independently</li> <li>• For students to take charge of classroom jobs with adult support (snack, making drinks, tidying, hoovering)</li> <li>• For students to communicate appropriately (whatever method) during a job with adult support making greetings, and expressing needs, preferences and opinions.</li> <li>• To complete jobs within the Secondary Department with adult support (e.g. washing up in cookery room, taking messages to other classes, help when in other classes for groups)</li> <li>• For students to begin to learn about different jobs within the school, local community and wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• All students to be given the opportunity to take the register back (with communication aids so they can communicate with office staff).</li> <li>• Staff modelling how jobs are done</li> <li>• Teacch tray tasks</li> <li>• Topic related activities</li> <li>• Visiting places of workplace and incidental observations of work-related activities during Community, Educational outings.</li> <li>• Visits to school from Emergency services and other work-related visitors eg. Zoolab</li> </ul>	<p> Life skills / Earwig/learning skills</p> <p>Communication Self-help and care Gross motor skills Fine motor skills Eating and drinking Independence My outcomes</p> <p>Earwig</p>
<p><b>Advanced</b></p>	<ul style="list-style-type: none"> <li>• For students to independently complete familiar classroom jobs.</li> <li>• For students to communicate a preference of job to undertake and reflect upon a job they have completed. For students to communicate correctly and politely during jobs (in whatever method) with peers, staff or members of the public.</li> <li>• Find out about particular work/job roles.</li> <li>• To express an interest in a particular work role.</li> </ul>	<p>As above plus:</p> <ul style="list-style-type: none"> <li>• Class/small group discussions- what job do you like doing in the classroom? What would you like to do when you are older?</li> <li>• Evaluation of own strengths/weaknesses/likes/dislikes.</li> <li>• Finding out about specific job roles through experience, online activities, research or asking questions.</li> </ul>	<p> Life skills / Earwig/learning skills</p> <p>Communication Self-help and care Gross motor skills Fine motor skills Eating and drinking Independence</p> <p>My outcomes</p> <p>Earwig</p>

**Phase 3 (Extended Learning) Focus on application of skills in the wider community, work experience and enterprise**

<p><b>Experiential</b></p>	<ul style="list-style-type: none"> <li>• For students to begin to experience different types of jobs whilst in the community- waiter, policeman, shopkeeper etc</li> <li>• For students to experience different jobs within the school, with an appropriate level of support.</li> <li>• For students to engage with people who have different jobs around school</li> <li>• For students to engage in Enterprise projects: expressing preferences and/or making choices.</li> </ul>	<ul style="list-style-type: none"> <li>• learn about different jobs</li> <li>• Staff modelling how jobs are done/ what they have done in the past?</li> <li>• Visits to school from people in different work-related roles.</li> <li>• Trips to a variety of different work places in the community</li> <li>• Enterprise projects</li> <li>• Internal Work experience</li> </ul>	<ul style="list-style-type: none"> <li>• Life skills / Earwig/learning skills</li> </ul> <p>Communication Self-help and care Gross/fine motor skills Eating and drinking Independence</p> <ul style="list-style-type: none"> <li>• Possible ASDAN Personal Progress Units</li> </ul> <p>MEP Participating in a mini enterprise project</p> <p>Engaging with the World of Work: work experience</p> <p>Engaging with the World of Work: exploring work</p> <p>My outcomes</p> <p>Engagement Profile</p>
<p><b>Developing skills</b></p>	<ul style="list-style-type: none"> <li>• For students to complete a range of work experience tasks around the classroom</li> </ul>	<p>At least once per week, at least one of the following:</p>	<p>Possible ASDAN Personal Progress Units</p>

	<p>(washing up, hoovering, cleaning windows) with appropriate level of support.</p> <ul style="list-style-type: none"> <li>• For students to begin to complete a range of work experience tasks around the school</li> <li>• (laundry, cleaning staffroom, café, supporting in other classes etc)</li> <li>• For students to actively participate in Enterprise projects as appropriate to the class.</li> <li>• For students to develop their communication skills with less familiar people such as staff from other areas of school or external visitors.</li> <li>• For students to listen to customers 'requests or follow instructions from staff in either internal or external work experience context.</li> <li>• For students to identify some of their own personal skills and qualities.</li> <li>• For students to express an interest in the kind of work they would like to try.</li> <li>• For students to evaluate if their own skills or qualities would be helpful in particular jobs.</li> <li>• For students to begin to engage in work experience in the community with full adult support (help in a primary-school, stacking shelves etc.)</li> <li>• For students to actively participate in work related learning /inclusion activities at external providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal work experience activities around the classroom and school.</li> <li>• Internal Enterprise activities as set up by the class</li> <li>• Trips to a variety of different work places in the community</li> </ul> <p>In Year 13, once a week for an agreed time, (this could be a term or a whole year)</p> <ul style="list-style-type: none"> <li>• External Inclusion</li> </ul> <p>In Year 14, once a week for an agreed time (this could be a few weeks or a whole year)</p> <ul style="list-style-type: none"> <li>• External work experience</li> </ul>	<ul style="list-style-type: none"> <li>• DWCP Developing Skills for the Workplace: growing and caring for plants</li> <li>• DWHS Developing Skills for the Workplace: health &amp; safety</li> <li>• DWCA Developing Skills for the Workplace: looking after and caring for animals</li> <li>• Developing Skills for the Workplace: looking and acting the part</li> <li>• MEP Participating in a mini enterprise project</li> </ul> <p>Life skills:            Communication            Self-help and care            Gross motor skills            Fine motor skills            Eating and drinking            Independence            Outings            My outcomes            Earwig</p>
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## Advanced

- For students to complete a range of work experience tasks around school independently.
- For students to complete work experience in the community with appropriate adult support.
- For students to take a key role in school-based Enterprise projects


As above plus:

- Opportunities to take part in a variety of work experience tasks across the whole school- primary, secondary, outside and specialist rooms


In Year 13, once a week for an agreed time, this could be a term or a whole year

External Inclusion

External work experience

 Life skills /  
Earwig/learning  
skills

Communication  
Self-help and care  
Gross motor skills  
Fine motor skills  
Eating and drinking  
Independence  
Outings

 Possible ASDAN  
Personal Progress  
Units as above

Possible progression to  
ASDAN Personal  
Development:  
Independent Living, The  
World of Work

My outcomes

Earwig