

	Fiveways Careers programme (based on CDI Frameworks)	Lower school	Upper school	6 <sup>th</sup> Form
Autumn 1	<p><b><u>Grow through life.</u></b></p> <p>Fiveways fosters personal agency, cherishing who you are as an individual, and self-regulation. We help learners to make choices in their learning, to believe in themselves, to be aware and proud of their own progress, boosting their confidence and self-understanding. Learners should feel motivated and engaged in learning. Staff support this by asking suitable prompts or questions and listening to what learners say (preparation for/reflecting on star of the week, reflecting on PLGs etc). Learners should have a positive outlook relating to who they are and who they could possibly become.</p>	<ul style="list-style-type: none"> <li>•Being aware of familiar adults who help them.</li> <li>•Being willing to try something new.</li> <li>•Recognising what they have experienced and achieved (e.g. experiencing specific praise, reflecting on photos of themselves, star of the week).</li> <li>•Feeling positive about who they are by recognising activities or regulation opportunities that make them feel happy and calm.</li> </ul>	<ul style="list-style-type: none"> <li>•Being aware of who can help</li> <li>•Being confident to request help.</li> <li>•Recognising their successes in learning.</li> <li>• Recalling what they have experienced and achieved and be willing to challenge themselves further.</li> <li>•Noticing and accepting differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognising what they want to learn next and when they are successful.</li> <li>•Being willing to take on challenges that help them to grow to be as independent as possible during and beyond Fiveways.</li> <li>•Recording and commenting on what they have experienced and achieved.</li> <li>• Planning their next steps in learning and work.</li> </ul>
Autumn 2	<p><b><u>Explore possibilities.</u></b></p> <p>Our learners explore the broad range of roles that appeal to them, through topics, through play as well as invited visitors to Fiveways school. All possible opportunities should be explored, without bias or stereotypes. Widening learners' horizons beyond the jobs that their family members do or that are portrayed in the media is a key task. It is important to feed the imagination of learners.</p>	<ul style="list-style-type: none"> <li>•Show awareness for now and next, or a sequence of tasks.</li> <li>•Explore jobs through play.</li> <li>•Exploring topics and subjects through sensory and active learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>•Describing tasks that they have carried out.</li> <li>• Discovering the jobs that help the school to run.</li> <li>• Recognising jobs that involve harvesting, making, providing a service or finding out.</li> <li>• Being able to identify the subjects and topics they are learning about.</li> <li>•Being aware of the range of possible jobs.</li> </ul>	<ul style="list-style-type: none"> <li>•Being able to explain what tasks they would like, and like least, about particular jobs.</li> <li>•Identify what interests them about particular jobs.</li> <li>•Identify what the clothes and equipment people use in their jobs.</li> </ul>

Spring 1	<p><b><u>Manage career.</u></b></p> <p>Our learners can set goals and experience success and sometimes disappointment. Learners should have the opportunity to practise good communication and presentation skills, and as they get older, practice interviews and teamworking. Our learners will practice skills in transition and dealing with changing circumstances and become more confident and prepared for their future, whatever changes that brings. These skills prepare them for future employment opportunities and gives them an ability to manage their changing adult world beyond Fiveways.</p>	<ul style="list-style-type: none"> <li>•Enjoy work-based role-plays.</li> <li>•Repeat tasks over a period of time, building up persistence and resilience.</li> <li>•Being aware of my PLGs and milestones.</li> </ul>	<ul style="list-style-type: none"> <li>•Being willing to keep going and not give up.</li> <li>•Looking forward to what they are going to learn next</li> <li>• Describing a PLG or other goal they are working towards</li> </ul>	<ul style="list-style-type: none"> <li>•Describing a PLG or other goal they are working towards.</li> <li>•Looking forward to the future.</li> <li>•Imagining a range of possibilities for themselves in their career.</li> <li>•Learning from setbacks and challenges.</li> </ul>
Spring 2	<p><b><u>Create opportunities.</u></b></p> <p>Staff help learners to develop friendships and relationships. Through our Careers work at Fiveways we encourage learners to show initiative, take the lead, make choices and suggest what they would like to learn and do. This could include making choices for experiences with friends (a group outing), enterprise opportunities, being part of presenting an assembly, or fundraising for charity.</p>	<ul style="list-style-type: none"> <li>•Being aware that other people can help them meet their needs</li> <li>•Recognising when they have achieved something for themselves (experiencing specific praise, showing pride, star of the week)</li> <li>•Developing the ability to participate in social play.</li> </ul>	<ul style="list-style-type: none"> <li>•Knowing how they may learn best and choosing goals for themselves.</li> <li>•Being able to make a positive contribution in group play or teamwork activity.</li> <li>•Developing the ability to communicate their needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>•Working with a trusted adults who can help them best meet their needs</li> <li>•Reflecting on what they achieved and what they would do differently or better next time.</li> <li>•Exploring how people relate to each other in work settings</li> <li>•Begin to understand different roles, including employer and employee.</li> </ul>

Summer 1	<p><b><u>Balance life and work</u></b></p> <p>We should all strive to balance life as a worker with our wellbeing, other interests, and our involvement with family and community. Fiveways learners will become more aware of different aspects of a balanced life, including work, responsibility, leisure time, caring for yourself and others, sleep, play, and friendship. They will begin to know about the role of employers and employees and be given an awareness of how to manage personal.</p>	<ul style="list-style-type: none"> <li>•Recognising when they have done something to help others.</li> <li>•Being able to distinguish between work, leisure and rest.</li> </ul>	<ul style="list-style-type: none"> <li>•Being aware of money, and how to use it.</li> <li>•Being aware of the different kinds of work that need doing in the home (and in classrooms e.g. washing up, wiping tables, hoovering, laundry).</li> <li>•Have an awareness of keeping themselves safe at school, in the community and at home.</li> </ul>	<ul style="list-style-type: none"> <li>•Being aware of what volunteers do and how they can be a volunteer.</li> <li>•Being aware of what charities do and how they can be a charity worker</li> <li>•Being aware that they and others can play a part in helping to ensure that people are treated well at work.</li> <li>•Being able to make decisions about saving, spending and budgeting</li> </ul>
Summer 2	<p><b><u>See the big picture.</u></b></p> <p>Navigating information overload, misinformation, out-of-date information and conflicting viewpoints presents many challenges. Schools can help learners to begin to develop the information processing skills they need to manage their careers. Learners may explore topics around careers such as safety online, AI (artificial intelligence), robotics and production, and even climate change and how careers around the world develop and change.</p>	<ul style="list-style-type: none"> <li>•Recognising when work is depicted in a story.</li> <li>•Exploring jobs that people do outdoors.</li> <li>•Exploring the jobs that people do to help them.</li> </ul>	<ul style="list-style-type: none"> <li>•Exploring work practices in the school environment that promote sustainability (e.g. recycling, composting, litter picking, reducing lighting and water use to save energy)</li> <li>•Exploring the jobs that people do to help each other.</li> </ul>	<ul style="list-style-type: none"> <li>•Exploring jobs and ways of working that help to protect the environment.</li> <li>•Being able to consider if the information they have found is accurate/reliable (including some understanding of fact or opinion).</li> <li>•Being aware of how scientific and technological aids help people do their work. (e.g. tills, barcode scanners, machinery, as well as our AAC use to aid our inclusion in work)</li> </ul>