Long Term Plan Overview – The Hive

Cottingley Village Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 Weeks	7 Weeks	6 Weeks	5 Weeks	6 Weeks	6 Weeks
History/Geography/ RE	**Countries around the World** *History - Historical events and Traditions of the countries* *Geography – Physical and Human features* *RE – Festivals and Celebrations*		**The Terrible Tudors** *History – Y4 Significance* *• Know that events and people are seen as significant because they result in change, and they had consequences for people at/ over time.* *• Identify historically significant people and events in situations.*	**Rivers and Water Cycle** *Geography -*	**The Angry Anglo Saxons** *History – Y4*	**Volcanoes** *Geography – Y3* *History - Y3*
Science	**Sound**	**Digestion**	**Plants and Animals** *See outdoor learning*	**The Water Cycle & States of Matter**	**Electricity**	**Forces**
Computing	**Online Safety**		**Photo Editing** *E Safety Bias/copywriting*		**Coding** *KS1 – Scratch junior* *KS2 – Simple game*	
Music	**Rocksteady**	**TBC**	**TBC**	**TBC**	**TBC**	**TBC**
Art/DT	**Seasonal Therapeutic Artwork** *Painting,Using fms different techniques to create textures mediums/mat*	**Self portraits** **Pathway: Exploring Identity** **(Y5)**	**Artists – Cynthia St Charles** Printing focus - Drawing, Sculpture and printing focus Mono printing to create repeating patterns of a fossil. 3D sculpture – making clay fossils (Y3)	Pathway: Cloth, Thread, Paint Painting, Sewing, Drawing, Sketchbooks Combine paint and sewing to build an image (Y3)	**Mechanisms** *Design and make a Pneumatic toy (Y4)*	**DT/Art - 3D Volcanoes**
DT/Cooking	**Linked with different celebrations/historical events (see separate LTP)**					
Careers	**Communication**	**Emotions at work**	**Careers in the community**		**Aspirations and Enterprise**	

PSHE ZoR lessons weekly	**Me and My Relationships** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*	**Valuing Difference** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*	**Keeping Safe** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*	**Rights and Respect** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*	**Being my best** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*	**Growing and changing** *KS1 – Y1 SCARF* *KS2 – Y5 SCARF*
Outdoor Learning	**Building Wellbeing, Collaboration and Teamwork** *Den building,*		**Plants and Animals** *Science Link – planting seeds, lifecycle of plants, animals and their habitats & minibeasts*	**Water in the outdoors** *Investigations using water - floating/sinking (link to Science)creating dams and boats etc*	**Den Building** *Within in the wood*	**Orienteering** **<u>Geography Link</u>** *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world (Y2)*
PE	**Development of Fundamental Skills and Multi Sports depending on the needs of the Cohort**					
Visits and Enrichment Activities		**Lego café Bingley**	**Organise Visitors to come into school to talk to the children about their careers.** **Alpaca Walk**		**Within the wood visit**	**Walk to Cottingley Woods using maps**

Cooking / DT

Term	Focus/Theme	Recipe Idea	Link
Autumn	Welcome back	Fruit kebabs with honey yogurt	Healthy start to the school year / Seasonal fruits
Autumn	Harvest festival	Mini bread rolls	Gratitude, sharing, wheat, harvest
Autumn	Rosh Hashannah	Sweet Honey cake (Rosh Hashannah)	Jewish New year, cultures, new star
Autumn	Mindful baking	Apple crumble	Using seasonal apples, grounding activity, harvest
Autumn	Autumn leaves	Leaf-shaped biscuits	Cutters, creativity, sensory
Autumn	Soul food	Mac and cheese	Black History Month, food to make you feel good
Autumn	Halloween	Monster rice cakes	Decorating with healthy toppings
Autumn	Diwali	Coconut ladoos	Exploring Indian culture
Autumn	Bonfire night	Jacket potatoes with toppings	Comfort food, sensory, warmth
Autumn	Thanksgiving	Pumpkin pie	Showing gratitude, kindness to others
Autumn	Reflection	Hot chocolate with home made marshmallows	Emotional check-in with a treat
Autumn	Christmas baking	Gingerbread people	Identity, decoration, sharing
Autumn	Christmas comforts	Roast butternut soup	Healthy eating in the winter
Autumn	Winter celebration	Reindeer cupcakes	Fun, expression, class party
Autumn	Christmas party	Christmas dinner	Eating together

Term	Focus/Theme	Recipe Idea	Link
Spring	New year goal	Smoothies with wish cards	Healthy start, future hopes
Spring	Chinese New Year	Vegetable spring rolls	Culture and traditions
Spring	Colour and calm	Rainbow pasta salad	Choosing, mixing, calming task
Spring	Valentines' day	Heart-shaped sandwiches	Relationships, kindness
Spring	Pancake day	Mini pancakes	Fun flipping, toppings, choice
Spring	Mindfulness	Banana oat cookies	Smell and taste, mindfulness
Spring	World book day	To be decided	To be decided
Spring	Easter	Chocolate nests	Tradition, Symbolism
Spring	Garden prep	Herb butter and bread sticks	Planting herbs and cooking
Spring	End of term	Fruit tarts	Colourful, creative expression
Summer	Spring growth	Vegetable soup	Fresh summer vegetables from the garden
Summer	Ramadan	Date energy balls	Understanding fasting, culture
Summer	Eid al-Fir	Sweet rice (Kheer)	Celebration, exploring taste
Summer	Mental health week	Build-your-own-wraps	Choice and empowerment
Summer	Healthy habits	Fruit salad bar	Autonomy, colourful display
Summer	Picnic prep for Earth day	Cheese and veggie muffins	Practical life skill
Summer	VE day	After noon tea – Scones with jam and cream	
Summer	Summer treats	Frozen yogurts lollies	Cooling, sensory, fun
Summer	Cultural day	Mexican salsa and nachos	Geography and taste
Summer	Reflection	Memory cupcakes	Decorate with positive symbols
Summer	Goodbye	DIY pizza faces	Expressing emotions through food

Careers Long Term Planning

Week	Topic	PSHE association objectives	SCARF unit	Teaching
1	What is a job?	L5 – To understand what jobs people do and explore different careers	Rights and responsibilities – Introduction to roles (Y1)	Introduction: • Class discussion/circle time on what jobs pupils are familiar with (non-verbal pictures to show understanding). • Visuals or a slide show to showcase a variety of jobs across different sectors. Activity: • Role-Playing game: Assign pupil random job roles and have them act out a typical day in that job. • Children to ask questions of that job. • KS1 to have pictures and say what that job does. Discussion: • Discuss the responsibilities associated with different jobs. • Talk about how each job contributes to the community. Activity: • Draw your dream job. Share with the class. • KS1 to choose a picture or talk about what they want to be when they grow up.
2	My strengths and skills	H27 – To recognise personal strengths	Me and my relationships – Harold's feelings and self-esteem	Introduction: • Begin with a discussion on wat strengths and skills mean. • Share examples of various skills, such as teamwork, creativity and problem solving. Activity: • Strengths collage: Have pupils create a collage that represents their strengths using drawing and printed pictures. • Share their collage with the class. Discussion: • Discuss how different strengths can be used in different jobs. • How do children use their strengths at school? Activity: • Personal reflection – Journal. Ask children to note down when they have used their strengths. All staff to provide positive feedback on when children have used their strengths.
3	Why do people work?	L6 – To explore the reasons why people work, beyond	Living in the wider world – Money matters KS1	Introduction: • Discussion on the different reason people might choose to work, such as financial security, personal fulfilment and contributing to society. • Share stories or examples of people who love their jobs and the various reasons why.

		just earning money.		Activity: • Role exploration game: Assign different jobs to pupils and have them identify potential motivates for doing that job. Provide a job list with possible motivations • KS1 to do this with pictures. Jobs and widget symbols match. Discussion: • Discuss the concept of earning money and how it supports daily living. • Explore budget basics and how money earned from work is spent on needs and wants. Activity: • Vision board: pupils to create a vision board that includes their dream job and the reasons they want to pursue it. • Encourage children to look at their journals and use their recorded skills, the impact they want to make and their financial goals. Reflection: • Class journal session where pupils reflect on what they have learned about work motivations and how it shapes their aspirations.
4	People who help us	L5 - To learn about various community roles and their importance.	People who keep us safe.	Introduction: • Discussion on who community helpers are and why they are essential. • Show children pictures of different community helpers, such as firefighters, doctors and police officers. Activity: • Children to play a game where they match community helpers with their roles and tools. • Children to say why they think each role is important to the community. Discussion: • Invite someone who work elsewhere in the school to talk about their role within the school community. • Children to prepare a question each for the visitor. Activity: • Community helper Poster: Pupils to create a poster featuring a helper in the school or wider community. They can use previous pictures to say what they roles and tools are. Reflection: • What have pupils learned about helpers in the community.
5	Jobs in School	L5 - To explore and understand different workplace roles within the school.	Who works in school?	Introduction: • Discussion on the different staff members in a school and their responsibilities. • Use a chart to ap out roles such a teachers, administrators, maintenance staff and dinner staff. Activity: • Assign pupils to interview different staff members and learn about their roles. • Give children a list of questions that they can ask during their interviews. Make a schedule for people to visit us. • Children to role play various school jobs to understand their responsibilities better.

				• Children to share what they have learned during their interview. • Children to make a thank you card for the member of staff that they interviewed. Reflection: • Discussion on what pupils learned about the different roles and why each is vital to the school.
6	Jobs in my family.	L7 - To set goals and understand family values related to careers.	Our families	Introduction: • Start with a discussion on the various jobs that family members do and how they contribute to the household and community. • Use a family diagram to illustrate different jobs in within families. Use my family. Activity: • Children to think of someone in their family or someone they admire with a job. Does the job align with their strengths. Children may do a spider diagram of that person saying what their job is and how they contribute to the community. Reflection: • Reflection exercise to consider how their families jobs and values might influence their career aspirations and goals.
7	Communication at work	H21 – Develop problem-solving and communication skills.	Good friends and turn taking	Introduction: • Discussion on why effective communication is crucial at work. • Share examples of good communication practices and their impact on team and productivity. Activity: • Communication role-play: Assign pupils different workplace scenarios to role-play, focusing on communication. Use scenario cards that show common workplace situations. Children to practice active listening and clear expression. • Group activity – pupils work together to solve a problem, emphasizing the use of communication skills. • Reflect on strategies that work well and strategies they would not keep again. Children can make a record of these strategies in their journals. Reflection: • Class discussion on the importance of communication.
8	Listening and turn taking	H22 – To develop active listening skills	Listening to Harold.	Introduction: • Discussion on what active listening is and why it's important in both personal and professional settings. • Examples of good and poor listening skills Activity: • Pair pupils and have them practice active listening by sharing short stories with each other, focusing on maintaining eye contact and providing feedback. • Give children guidelines for listening, such as nodding, summarising and asking questions. • Rotate children, so that children work with different friends. • Turn taking game or activity that requires pupils to practice turn-taking, such as a group storytelling session where each pupil adds a sentence to the story. • Reflect on how turn taking can enhance group discussions. • Listening logs – children to journal instances when they practiced active listening. Reflection: • Class discussion on how turn taking improved their interactions and relationships.

Autumn 2				
9	Emotions at work	H1 – To identify emotions at work.	Managing emotions at work.	Introduction: • Discussion on different emotions and how they can affect behaviour and interactions at work. • Use emotions cards to help children visualise different emotions. Activity: • Emotion role-play: create scenarios where children must identify and express emotions, then discuss how to manage these emotions. Provie scenario cards for workplace situations. • Good time to introduce ESP cards. Emotion management: • Teach strategies such as deep breathing, mindfulness and positive self-talk to manage emotions effectively. Activity: • Journaling – record your emotions and the techniques you used to manage them. Reflection: • How can understanding and managing emotions lead to better workplace dynamics.
10	Careers in the Community	L5 – To explore local job opportunities.	People who help us in the wider world.	Introduction: • Discussion on different careers available in the local community, such as teacher, health care workers and shopkeepers. • Children to name local businesses in the area that they live. Research project: • Children to research and present on a specific local job, focusing on its impact and importance in the community. Activity: • Children will need to learn about the roles and role-play a job fair. Staff to visit their 'booth' and ask questions about their role. Reflection: • Discussion on how their careers contribute to the overall well-being and functionality.
11	Teamwork	H21 – To enhance teamwork skills.	Being a team player.	Introduction: • Discuss about what makes a good team and the roles people play in successful teams. • Share examples of effective teams in different environments, such as sports, business or school projects. Activity: • Team – building challenge: Blindfolded game, birthday line-up. Discussion: • Facilitate a discussion on the dynamics observed during the tea-building exercise and what strategies led to being successful. • Spider diagram – the importance of communication, compromise and support within a team. Activity: • Journal: reflect on times over the week when children have used team work successfully. Reflection: • Class discussion on how teamwork skills can be applied in different aspects of life and future careers.

12	Review and reflect	H27 – To reflect on and recognise my strengths.	Refection	Introduction: • Class discussion on the purpose and benefits of reflection in personal and academic growth. • Share examples of how reflecting on experiences can lead to improvements and new insights. Activity: • Strengths circle: children to sit in a circle and take turns sharing a strength they have developed or recognised during the term. They should give examples. • Offer additional strength if needed. • Encourage them to use their journals. Reflection journals: • Give children time to journal a reflection of the term. And celebrate their progress.

Spring 1				
Week	**Topic**	**PSHE objectives**	**SCARF unit**	**Teaching**
1	Builders and Construction	L26 – To understand the responsibilities associated with work in the construction industry.	Community roles	Introduction: • Discussion on the various roles within the construction industry, such as architects, engineers, and labourers and their importance in building and maintaining infrastructure. • Use images to illustrate different construction projects and the teamwork involved. Activity: • Construction simulation: children to build a simple structure using blocks or other materials, mimicking the planning and teamwork required in real construction projects. • Children to be assigned roles, such as; project manager, architect, builder etc. They will need to be provided with guidelines and goals for the construction task to teach about project planning and execution. Discussion: • Discuss the responsibilities of different roles in construction, including safety, teamwork and problem solving. • Highlight the impact of construction on the community and the environment. Activity: • Build your dream structure: children to design their dream building or structure, considering functionality, aesthetics and community impact. Reflection: • What have children learned about the construction industry and how might these lessons apply to other areas of life and work.
2	Healthcare Heroes	L25 – Identify and appreciate the skills linked to jobs in the	Keeping myself safe: Who keeps me healthy.	Introduction: • Discussion on various roles; has anyone ever seen a doctor, paramedic or nurse etc. What is their importance of maintaining public health. • Videos to show health are worker in a real world context.

		healthcare sector		Activity: • Role-play activity where children can simulate diagnosing and treating patients. • Give children basic tools, stethoscopes and bandages etc. • Give children scenarios that require problem solving and decision making, such as two patients come to see you at the same time, who should be seen first. Skills in healthcare: • Discuss the key skills needed for healthcare jobs, such as empathy, communication and critical thinking. • Highlight the importance of teamwork and attention to detail in a healthcare environment. Activity: • Design a health campaign. Children to create a poster on a health topic, promoting healthy living and the role of health care professionals. • Encourage the use of facts and creative visuals. Reflection: • Do children want to show their campaign. What impact do these roles have on the community?
3	Animal Job	L5 – To explore different types of work, focusing on animal-related careers	Valuing differences: Caring roles	Introduction: • Discussion on the range of jobs involving animals, such as veterinarians, zookeepers and animal trainers. • Use a video to show insights on their roles (The Chester Zoo programme). Activity: • Animal Care Simulation: Set up stations where children can simulate different animal care task, such as feeding, grooming or administering basic health checks. • Give children cards that explains what they need to do each station. Caring roles discussion: • Discuss core skills and attributes needed for animal related jobs, such as compassion, patients and attention to detail. • Explore how these roles contribute to animal welfare and environmental conservation. Activity: • Animal advocacy project: children to create a project advocating for an animal-related cause or organisation, using posters. Encourage collaboration and research to deepen understanding. Reflection: • Reflection on the significance of animal jobs and how these careers impact both animals and humans.
4	Transport and Travel jobs	L5 – To explore the different jobs in society connected to transport and travel.	Living in the wider world: Community helpers.	Introduction: • Discuss about the different types of transport jobs in our community e.g. bus drivers, train operators, delivery drivers, pilots and mechanics. • Highlight the importance of these roles in making daily life possible and supporting the economy. Activity: • Give children props e.g. steering wheel, hats, tickets. Children to decide what will be needed in each job (active matching game). Community helper focus:

				• Discuss what skills are needed for these jobs e.g. responsibility, attention to detail, communication, teamwork and sometimes customer service or language skills. • Spider diagram to explore how these workers help others – getting children to school, delivering food or keeping flights safe. Activity: • Creative transport map: children to draw or build a map showing how different modes of transport are connected. Give them examples, such as the London underground. • Children should add 'helper' figures at each point (bus stops, airports, train stations) to visualise the teamwork involved. They can do this in a similar way to a map key. Reflection: • Discussion: What would happen if these jobs didn't exist? How would our loves be different?
5	Shop Work and Money	L6 and L30 – TO explain how money is earned and spent.	Living in the wider world: Money matters.	Introduction: • Discussion on the different roles within a shop setting, such as a cashier, stocker and manager. Discuss how each contributes to the store's operations. • Introduce concepts such as budgeting, saving and spending wisely. Activity: • Children to be given a job to help with in the classroom and 'paid' for their work. • Children given pretend money. Children will need to budget for buy their afternoon snack. They will need to save some for their breakfast. • Children to then make a budgeting plan. They will each have a set amount of money. They will need to decide how to spend the money. They will have choices of different priced houses, cars, food, take away, holidays, clothes and days out. Reflection: • Session on financial literacy and how understanding money can help in making informed decisions.
6	Artists and Creators	L25 – To recognise and value creative skills and explore career opportunities.	Valuing difference: Celebrating talents	Introduction: • Discussion about different careers in the arts, such as painters, musicians, writers and designers, and how these roles contribute to culture and society. Celebrating talents: • Explore how diversity in talents enriches communities and fosters innovation. Bradford city of culture meant more people coming to Bradford and spending money in the local community. Activity: • Talent showcase: children should prepare something creative to share with the class. A drawing, song or story. Reflection: • Reflect on the role of creativity in personal and professional life and how pupils can continue to develop the creative skills.
Spring 2				
7	Chefs and Bakers	L26 – To understand the job	Keeping Myself Safe: Healthy	Introduction: • Discussion about what chefs and bakers do, the skills they need and how they contribute to nutrition and the food industry.

		responsibilities of chefs and bakers.	eating, working safely.	• Explore what a typical day in the kitchen looks like. Healthy eating focus: • Discuss the role chefs and bakers play in healthy eating and how they can create balanced meals. • Explore different food groups and how they contribute to a healthy diet. Activity: • Give children pictures of food. Children should create a balanced meal of their own. Reflection: • Children to think about the meals we make (show them pictures). How can they make healthy meal choices at home?
8	Police and Safety Services	L5 – To understand the safety roles in society.	Keeping me safe:	• Can we get the police to do this session?
9	Gardening and Nature Jobs	L5 – To learn about environmental jobs and their impact on society.	Rights and responsibilities: Taking care of our world.	Introduction: • Discuss the range of jobs connected to gardening and nature, such as gardeners, conservationists, park rangers, ecologists and environmental educators. • Highlight how theses roles help protect and enhance the environment, from local parks to global ecosystems. Activity: • Garden planning project. Children to design their school garden. (This will be good for when we start to do gardening work). Chose plants for eating, pollinators and decide what will support local wildlife. • Decide what tools we will need to maintain these areas. Reflection: • What will our roles outside do to help support our school and maples environment.
10	Review and Role Models	L27 – To explore stereotypes and the significance of role models in challenging these perceptions.	Valuing difference: Challenging stereotypes.	Introduction: • Discussion on what makes someone a good role model and how role models can influence our choices. • Show children diverse pictures of role models, emphasising how they have overcome stereotypes. Activity: • Children to research a role model and talk to the class about it. They will be given guidance on how to research role models, focusing on their achievements and challenges. Exploring stereotypes: • Stereotype-breaking campaign: children to create a campaign that promotes diversity and challenges stereotypes using posters or videos. Reflection: • What have pupils learned about stereotypes and the power of role models in shaping their aspirations and values.
11	Mini Careers fair			Introduction:

				• Discuss the purpose of a careers fair and how it will help children connect classroom learning to real-world careers. Role assignment: • Children to choose a different career role or sector to research, such as healthcare, technology, arts, education. Research and planning: • Children to research and prepare presentations or displays, including key information about their job, necessary skills and its impact in the community. • Children will need to be creative in how they present their information.
Summer 1				
12	Mini Careers fair			Set up and organisation: • Arrange the classroom to accommodate the career displays. • Children to be given a passport to collect 'stickers' from each 'booth' that they visit. • They will also be given questions that they can ask their friends. Linked with themes such as, rights and responsibilities, valuing differences and keeping safe. • Children to invite members of staff from outside the classroom.

Careers Long term planning – Summer – Aspirations and Enterprise

1	What do I Want to be?	L10 – To explore jobs that I might want in the future.	Growing and changing – Aspirations	Introduction: • Discussion on why it is important to think about future careers and how aspirations can guide personal and academic growth. • Share stories of individuals who have followed their dreams and the impact this had on their lives. Activity: • Children to research the careers that they are interested in. • They will need to record the skills and education they will need. Aspiration mapping: • Children to create their own aspiration maps that outlines their own interest and potential career paths. • Include steps they might take to achieve these career goals, such as education or extracurricular activities. • Children to do this on a vision board. Reflection: • Children to share their vision board and discuss how their aspirations align with their current interests.
2	Jobs that use maths	L25 – TO identify and explore the skills and	Maths-link careers activity sheets.	Introduction: • Discussion on the importance of maths in everyday life and the wide range of careers that rely on mathematical skills, such as engineering, finance, data analysis and architecture.

		strengths related to careers in Mathematics.		Activity: • Maths in action: budgeting exercises, architectural design challenges and data analysis tasks. • Activity sheets and materials. • Children should be encouraged to show teamwork and problem-solving skills in real world scenarios. Discussion: • Discuss the specific skills required for a maths-related job, including analytical thinking, attention to detail and logical reasoning. • Highlight how these skills are valuable across fields and can open diverse career opportunities. Reflection: • Children tell their friends what they have learned about maths in different careers.
3	Jobs that use reading and writing	L25 – To link literacy learning to life by exploring careers that rely on reading and writing skills.	Literacy in the wider world.	Introduction: • Discussion on how reading and writing are essential in many careers, such as journalism, law, publishing and education: Writing workshop: • Children to try different literacy activities related to various careers, such as drafting a news article, editing a book or writing to persuade. • Give children prompts and materials for each activity to guide work. • Encourage creativity and critical thinking in approaching. Linking learning to life: • Discuss how literacy skills are not skills are not crucial for specific jobs but also enhance everyday communication and understanding. • Highlight the role of reading and writing in lifelong learning and personal growth. Reflection: • Children to discuss their favourite literacy activities and how they see themselves using these skills in the future.
4	Invent your own job	L10, L25 – To use imagination and choice when inviting a dream job.	Valuing difference – Everyone's strengths.	Introduction: • Discussion on how new jobs are created, driven by innovation and societal needs. Highlight examples of unique and modern jobs, like app developers or sustainability consultants. Activity: • Organise a session where children brainstorm and design their own jobs, considering what skills and interests they would like to use. • Give children template to guide them in outlining their job description, necessary skills and potential impact. Encourage collaboration with friends for feedback and inspiration. Celebrating strengths: • Discuss how each child's unique strengths can contribute to their invented jobs, and how valuing diversity of skills leads to innovation. • Highlight the importance of self-awareness in career planning and personal growth. Activity: • Children to create a poster for a job advert for their invented job. Reflection: • Children to discuss what they learned about themselves and the possibilities of shaping their futures through creativity.

5	Helping others through work	L5, L7 – To explore careers in helping professions and understand the importance of kindness and empathy in these roles.	Me and my relationships – Kindness and empathy	Introduction: • Discuss vocabulary, such as empathy and kindness. Show children pictures. • Discuss what helping professionals are, for example, healthcare, social work and education. Activity: • In pairs, children to choose a helping profession and make notes: what does the job entail? How does it help others? Why are empathy and kindness important in this role? • Pairs can present their insights. Reflection: • What helping professions would they be interest in and why?
6	Make and sell – enterprise week	L26, L30 – To know the basics of enterprise and budgeting.	Living in the wider world – Enterprise project.	Introduction: • Discussion about what enterprise means focusing on creativity, initiative, the process of bring ideas to market. Use examples of small, local businesses. • Budgeting basics. Discuss the experience that children already have with budgeting from previous lessons. Activity: • Children to be assigned product idea to develop. They will need to define a product or service, outline a basic budget and plan a simple sales strategy. • They can chose to present this to the class. Reflection: • What did children find most interesting. What would they change?
Summer 2				
7	Being professional	H21 – To understand the importance of managing responsibility and adhering to rights and responsibilities, focusing on school rules and values.	Rights and responsibilities – School rules and values.	Introduction: • Discuss the concept of responsibility, including time management, accountability and dependability. • Explain how understanding and respecting rights and responsibilities are crucial in maintaining school rules and values. Provide examples of how this applies in everyday school life. Activity: • Children to work in pairs. Each pair to be given a scenario involving school rule or responsibilities. • Children will need to identify the rights and responsibilities involved, discuss how they will manage theses responsibilities to lead to positive outcomes and present their ideas and solutions to the class. Reflection: • How have children managed their own responsibilities at school over the year? Have they ever had to balance their rights and their responsibilities?

8	Big dream – Famous people	L25, L27 – To inspire others by exploring aspiration and role models.	Growing and changing – Who inspires us?	Introduction: • Discussion on the importance of having aspirations and role models. Discuss famous figures that inspire us to achieve our goals. • Gather a list of famous jobs, e.g. astronaut, musician, scientist. What makes these jobs appealing. Research activity: • Children to decide on their favourite role model. They will need to identify what makes them such a good role model for them. What job do they do? What skills and qualities are needed for this job? Why might someone aspire to this career? Who are some famous role models in this field? Reflection: • Can children say something that would encourage their friends to aspire to their dreams?
9	Planning for our future	L10, H27 – To develop goal setting skills and plan for future changes.	Growing and changing – Transition	Introduction: • Discuss what goal setting involves and why it is crucial for planning our future. Highlight the importance of setting SMART goals. • Talk about changes children might face, such as moving to a new school or starting a new year group. Activity: • Put children in pairs and give scenario, e.g. starting a new school or moving house. Children to identify potential challenges and opportunities, set a relevant goal to help manage the transition, develop a simple plan to achieve this goal.
10	Showcase week			
11	Careers party			
12	Reflection			