





















## Careers Long Term Plan

Seven key features of effective practice as identified in the DfE Development Matters guidance (July 2021): The best for every child; High-quality care; The Curriculum; Pedagogy; Assessment; Self-regulation and executive function; Partnership with parents.







In planning and guiding what children learn, practitioners will reflect on the 3 characteristics of effective learning: playing & exploring, active learning, creating and thinking critically.







**Careers in Early Years is taught through; Communication and Language, Personal, social and emotional development, Understanding the world, Expressive Arts and Design, Literacy and Maths.**







Early Years	2024/25	2025/26	2026/27
Autumn	 <b>Grow throughout life</b>  Be able to hold a conversation with adults and display good listening skills  Enjoy listening to stories about people and their working lives   <b>Explore possibilities</b>	 <b>Grow throughout life</b>  Describe what you enjoy doing. Describe something that you would like to be able to do and how you might achieve it   <b>Explore possibilities</b>	 <b>Grow throughout life</b>  Talk about whether there are men's jobs and women's jobs   <b>Explore possibilities</b>







	<p>Talk about the different jobs in school</p> <p>Can take part in a conversation with peers and adults, e.g. can talk about a piece of work that you are pleased with</p>	<p>Recognise that people have different talents, abilities and attitudes'</p>	<p>Be aware that there are many different types of workplace, e.g. hospital, farm, office</p>
Spring	<p> <b>Manage career</b></p> <p>Identify someone who has given you ideas about what it means to have a job'</p> <p>Use your imagination to explore your career aspirations and dreams</p> <p> <b>Create opportunities</b></p> <p>Realise that you belong to various groups and communities</p>	<p> <b>Manage career</b></p> <p>Be aware that you find some things easier than others and you have skills you would like to develop</p> <p> <b>Create opportunities</b></p> <p>Be able to describe how you are changing</p>	<p> <b>Manage career</b></p> <p>Decide between different options in order to solve a problem either real or in play</p> <p> <b>Create opportunities</b></p> <p>Understand what a team is. Contribute to an enterprise activity, e.g. produce an item that older year groups may sell, or role play a business role such as shopkeeper</p>
Summer	<p> <b>Balance life and work</b></p> <p>Talk about your roles and chores that you perform at home and school.</p> <p> <b>See the big picture</b></p>	<p> <b>Balance life and work</b></p> <p>Learn about why people wear uniforms and protective clothing. Role play a scenario, e.g. a shop using real coins</p> <p> <b>See the big picture</b></p>	<p> <b>Balance life and work</b></p> <p>Recognise when you have been good or kind towards others</p> <p> <b>See the big picture</b></p>







	Identify and talk about two different types of work	Find out about jobs that grandparents or older people in the community used to do	Be aware of the three 'R's': reduce, reuse, and recycle
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Key Stage 1	2024/25	2025/26	2026/27
Autumn	<div>  <b>Grow throughout life</b> </div> <p>Feeling positive about who they are</p> <ul style="list-style-type: none"> <li><i>History</i> - Me and my family. Toys. Special Occasions</li> <li><i>RE</i> - What is precious to me? Special places.</li> <li><i>Geography</i> - My local area</li> <li><i>Art</i> - Self portraits</li> <li><i>PE</i> - Explore equipment and perform a range of physical activities</li> <li><i>Music</i> - Explore musical instruments</li> </ul> <div>  <b>Explore possibilities</b> </div> <p>Describing tasks that they have carried out</p> <ul style="list-style-type: none"> <li><i>History</i> - Comment on/describe pictures/stories related to themselves.</li> <li><i>RE</i> - Links with Bible stories</li> <li><i>Geography</i> - Describe a community visit</li> <li><i>Art</i> - Describe colours and textures used in art work</li> </ul>	<div>  <b>Grow throughout life</b> </div> <p>Being willing to try something new</p> <ul style="list-style-type: none"> <li><i>History</i> - Talk about events in their own experience</li> </ul> <div>  <b>Explore possibilities</b> </div> <p>Discovering the jobs that help the school to run</p> <ul style="list-style-type: none"> <li><i>History</i> - Show an interest in different occupations and ways of life</li> </ul>	<div>  <b>Grow throughout life</b> </div> <p>Being aware of how they feel when they have learnt something new</p> <ul style="list-style-type: none"> <li><i>History</i> - Enjoy joining in with customs and routines</li> </ul> <div>  <b>Explore possibilities</b> </div> <p>Recognising jobs that involve harvesting, making, providing a service or finding out</p> <ul style="list-style-type: none"> <li><i>History</i> - Show an interest in different occupations and ways of life</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>PE</b> - Follow instructions during physical activities and explain what they did</li> <li>• <b>Music</b> - Respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch)</li> </ul>		
Spring	<div>  <b>Manage career</b> </div> <p>Being aware that they and other people like to enjoy the work they do</p> <ul style="list-style-type: none"> <li>• <b>History</b> - Show an interest in different occupations and ways of life</li> <li>• <b>RE</b> - Being part of a community</li> <li>• <b>Geography</b> - Jobs in the local community</li> <li>• <b>Art</b> - Present art work and give feedback</li> <li>• <b>PE</b> - Benefits of balanced diet and exercise</li> <li>• <b>Music</b> - show enjoyment and expression through musical activities</li> </ul> <div>  <b>Create opportunities</b> </div> <p>Being able to carry out a delegated task</p> <ul style="list-style-type: none"> <li>• <b>History</b> - Enjoy joining in with customs and routines</li> <li>• <b>RE</b> - Links with Bible stories</li> <li>• <b>Geography</b> - Follow instructions in the local area e.g litter picking</li> <li>• <b>Art</b> - Follow instructions during art activity</li> <li>• <b>PE</b> - Listen to and follow instructions during physical exercise</li> </ul>	<div>  <b>Manage career</b> </div> <p>Imagining different possibilities about who they could possibly become</p> <ul style="list-style-type: none"> <li>• <b>History</b> - Show an interest in different occupations and ways of life</li> </ul> <div>  <b>Create opportunities</b> </div> <p>Being able to explain what a visitor told them about their job</p> <ul style="list-style-type: none"> <li>• <b>History</b> - Show an interest in different occupations and ways of life</li> </ul>	<div>  <b>Manage career</b> </div> <p>Being willing to keep going and not give up</p> <ul style="list-style-type: none"> <li>• <b>History</b> - Work together within consistently applied codes of behaviour</li> </ul> <div>  <b>Create opportunities</b> </div> <p>Developing the ability to participate in social play involving imagined workplaces</p> <ul style="list-style-type: none"> <li>• <b>History</b> - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea</li> </ul>

	<ul style="list-style-type: none"> <li><i><b>Music</b> - Listen to and follow instructions during musical activities</i></li> </ul>		
Summer	<div>  <b>Balance life and work</b> </div> <p><b>Being aware of how to use money</b></p> <ul style="list-style-type: none"> <li><i><b>History</b> - Enjoy joining in with customs and routines</i></li> <li><i><b>RE</b> - Play and explore</i></li> <li><i><b>Geography</b> - Money in the local community</i></li> <li><i><b>Art</b> - Money art activities</i></li> <li><i><b>PE</b> - Shared attention with groups of people</i></li> <li><i><b>Music</b> - Money songs</i></li> </ul> <div>  <b>See the big picture</b> </div> <p><b>Recognising when work is depicted in a story</b></p> <ul style="list-style-type: none"> <li><i><b>History</b> - Is curious about people and shows interest in stories</i></li> <li><i><b>RE</b> - Bible stories</i></li> <li><i><b>Geography</b> - Fiction and non-fiction texts</i></li> <li><i><b>Art</b> - Pictures and illustrations in fiction and non-fiction texts</i></li> <li><i><b>PE</b> - Re-enact a story</i></li> <li><i><b>Music</b> - Associate genres of music with characters and stories</i></li> </ul>	<div>  <b>Balance life and work</b> </div> <p><b>Recognising when someone is given work to do which is unfair on them</b></p> <div>  <b>See the big picture</b> </div> <p><b>Exploring the jobs that people do to help them</b></p>	<div>  <b>Balance life and work</b> </div> <p><b>Being aware of health and safety rules at school</b></p> <ul style="list-style-type: none"> <li><i><b>History</b> - Work together within consistently applied codes of behaviour</i></li> </ul> <div>  <b>See the big picture</b> </div> <p><b>Recognising scientific and technological aids that people use in their work</b></p>













Key Stage 2	2024/25	2025/26	2026/27
Autumn	<div>  <b>Grow throughout life</b> </div> <p>Feeling positive about people whose identities and backgrounds are different to theirs</p> <ul style="list-style-type: none"> <li>• <i>History</i> - Looks closely at similarities, differences and change</li> <li>• <i>RE</i> - Different cultures and beliefs</li> <li>• <i>Geography</i> - Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• <i>Art</i> - Paintings from different cultures</li> <li>• <i>PE</i> - Working as a team</li> <li>• <i>Music</i> - Music from different cultures</li> </ul> <div>  <b>Explore possibilities</b> </div> <p>Being aware that jobs are made up of tasks</p> <ul style="list-style-type: none"> <li>• <i>History</i> - Sequence of events on a timeline</li> <li>• <i>RE</i> - Use imagination to create through art, music, dance, play, role-play and stories to represent ideas</li> <li>• <i>Geography</i> - Who can help us in the community</li> <li>• <i>Art</i> - Follow art process</li> <li>• <i>PE</i> - Follow instructions and set tasks</li> <li>• <i>Music</i> - Follow musical rhythm</li> </ul>	<div>  <b>Grow throughout life</b> </div> <p>Being willing to challenge themselves</p> <div>  <b>Explore possibilities</b> </div> <p>Exploring what people do whose jobs involve caring for children and keeping them safe</p>	<div>  <b>Grow throughout life</b> </div> <p>Recognising their successes in learning</p> <div>  <b>Explore possibilities</b> </div> <p>Being able to give examples of jobs in different sectors</p>

Spring	<div data-bbox="271 167 654 252">  <b>Manage career</b> </div> <p><b>Recognising that they and other people like to choose the work they do</b></p> <ul style="list-style-type: none"> <li>• <i>History</i> - Show an interest in different occupations and ways of life</li> <li>• <i>RE</i> - Develop an awareness of the needs, views and feelings of others, beginning to show sensitivity to other's needs and form positive relationships</li> <li>• <i>Geography</i> - Jobs in the local community</li> <li>• <i>Art</i> - Present and explain art work completed</li> <li>• <i>PE</i> - Explain positives and negatives of a task</li> <li>• <i>Music</i> - Mood through music</li> </ul> <div data-bbox="271 826 658 904">  <b>Create opportunities</b> </div> <p><b>Being able to make a positive contribution in group play or teamwork based on a business activity</b></p> <ul style="list-style-type: none"> <li>• <i>History</i> - Describes some of the things that make them unique</li> <li>• <i>RE</i> - Work together within consistently applied codes of behaviour</li> <li>• <i>Geography</i> - Working as a team to create a greener environment</li> <li>• <i>Art</i> - Group art activity</li> <li>• <i>PE</i> - Make a positive contribution in a teamwork PE activity</li> <li>• <i>Music</i> - Take part in musical activities as part of a small group</li> </ul>	<div data-bbox="878 167 1261 252">  <b>Manage career</b> </div> <p><b>Describing a goal or target they are working towards</b></p> <div data-bbox="878 805 1265 884">  <b>Create opportunities</b> </div> <p><b>Thinking about questions they would like to ask a visitor about their job</b></p>	<div data-bbox="1559 167 1942 252">  <b>Manage career</b> </div> <p><b>Being proactive about trying different approaches to solving challenges</b></p> <div data-bbox="1559 805 1946 884">  <b>Create opportunities</b> </div> <p><b>Being aware of how to communicate with co-workers and customers in work settings</b></p>







Summer	 <b>Balance life and work</b>  <b>Being aware of how money can be earned</b> <ul style="list-style-type: none"> <li>• <i>History</i> - Shows interest in different occupations and ways of life</li> <li>• <i>RE</i> - Work together within consistently applied codes of behaviour</li> <li>• <i>Geography</i> - Jobs in the local community</li> <li>• <i>Art</i> - Visit art gallery</li> <li>• <i>PE</i> - Jobs in sport</li> <li>• <i>Music</i> - Jobs in music</li> </ul>  <b>See the big picture</b>  <b>Being aware of how work is portrayed differently in different stories</b> <ul style="list-style-type: none"> <li>• <i>History</i> - Non-fiction texts</li> <li>• <i>RE</i> - Bible stories</li> <li>• <i>Geography</i> - Fiction and non-fiction texts</li> <li>• <i>Art</i> - Illustrations in fiction and non-fiction texts</li> <li>• <i>PE</i> - Re-enact fiction and non-fiction texts</li> <li>• <i>Music</i> - Music through fiction and non-fiction texts</li> </ul>	 <b>Balance life and work</b>  <b>Being aware that they and others can play a part in helping to ensure that people are treated well at work</b>   <b>See the big picture</b>  <b>Exploring the jobs that people do to help each other</b>	 <b>Balance life and work</b>  <b>Recognising how they can help keep themselves safe at school</b>   <b>See the big picture</b>  <b>Being aware of how scientific and technological aids help people do their work</b>







<b>Key Stage 3</b>	<b>2024/25</b>	<b>2025/26</b>	<b>2026/27</b>
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Autumn	<div data-bbox="286 97 683 188">  <b>Grow throughout life</b> </div> <p>Being aware of heritage, identity and values</p> <div data-bbox="280 403 676 491">  <b>Explore possibilities</b> </div> <p>Being aware of the range of possible jobs and the main learning pathways (e.g. university, college and apprenticeships)</p>	<div data-bbox="862 97 1258 188">  <b>Grow throughout life</b> </div> <p>Being aware that learning, skills and qualifications are important for career</p> <div data-bbox="862 403 1258 491">  <b>Explore possibilities</b> </div> <p>Being aware that many jobs require learning, skills and minimum qualifications</p>	<div data-bbox="1556 97 1953 188">  <b>Grow throughout life</b> </div> <p>Being willing to take on challenges that help them to grow. Recognising what they want to learn next and when they are successful</p> <div data-bbox="1556 438 1953 526">  <b>Explore possibilities</b> </div> <p>Identifying common sources of information about the labour market education system</p>
Spring	<div data-bbox="280 742 665 829">  <b>Manage career</b> </div> <p>Imagining a range of possibilities for themselves in their career</p> <div data-bbox="280 976 669 1056">  <b>Create opportunities</b> </div> <p>Being aware that building a career will require them to be imaginative and flexible</p>	<div data-bbox="855 742 1240 829">  <b>Manage career</b> </div> <p>Being aware that different jobs and careers bring different challenges and rewards</p> <div data-bbox="855 976 1245 1056">  <b>Create opportunities</b> </div> <p>Being able to identify a role model and being aware of the value of leadership</p>	<div data-bbox="1550 742 1935 829">  <b>Manage career</b> </div> <p>Learning from setbacks and challenges</p> <div data-bbox="1556 941 1948 1021">  <b>Create opportunities</b> </div> <p>Being aware of the concept of entrepreneurialism and self-employment</p>








Summer	 <b>Balance life and work</b>	 <b>Balance life and work</b>	 <b>Balance life and work</b>
	<p>Being aware of money and that individuals and families have to actively manage their finances</p>  <b>See the big picture</b> <p>Being aware of a range of different media, information sources and viewpoints</p>	<p>Being aware of rights and responsibilities in the workplace and in society</p>  <b>See the big picture</b> <p>Being aware that there are trends in local and national labour markets</p>	<p>Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces</p>  <b>See the big picture</b> <p>Being aware that trends in technology and science have implications for career</p>




Key Stage 4	2024/25	2025/2026	2026/2027
Autumn	 <b>Grow throughout life</b> <p>Being aware of their own heritage, identity and values</p> <p>Pre entry - <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></p> <p>Entry Level - <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></p>  <b>Explore possibilities</b>	 <b>Grow throughout life</b> <p>Considering what learning pathway they should pursue next</p>  <b>Explore possibilities</b> <p>Researching the learning and qualification requirements for jobs and careers that they are interested in</p>	 <b>Grow throughout life</b> <p>Recognising the value of challenging themselves and trying new things</p>  <b>Explore possibilities</b> <p>Researching the labour market and the education system</p>

	<p><b>Recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it</b></p> <p>Pre entry <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></p> <p>Entry Level - <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></p>		
Spring	<div>  <b>Manage career</b> </div> <p><b>Making plans and developing a pathway into their future</b></p> <p>Entry Level - <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></p> <div>  <b>Create opportunities</b> </div> <p><b>Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them</b></p>	<div>  <b>Manage career</b> </div> <p><b>Considering the risks and rewards associated with different pathways and careers</b></p> <div>  <b>Create opportunities</b> </div> <p><b>Being able to discuss roles models and reflect on leadership</b></p>	<div>  <b>Manage career</b> </div> <p><b>Thinking about how they deal with and learn from challenges and setbacks</b></p> <div>  <b>Create opportunities</b> </div> <p><b>Researching entrepreneurialism and self employment</b></p>

Summer	 <b>Balance life and work</b>  <b>Recognising the role that money and finances will play, in the decisions that they make and, in their life and career</b>  <i>Pre entry <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></i>  <i>Entry Level <a href="#">AQA   Programmes   Unit Award Scheme   unit details</a></i>   <b>See the big picture</b>  <b>Evaluating different media, information sources and viewpoints</b>	 <b>Balance life and work</b>  <b>Considering how they want to move through different life stages and manage different life roles</b>   <b>See the big picture</b>  <b>Exploring local and national labour market trends</b>	 <b>Balance life and work</b>  <b>Identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces</b>   <b>See the big picture</b>  <b>Exploring trends in technology and science</b>
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Post 16	2024/25	2025/2026	2026/2027
Autumn	 <b>Grow throughout life</b>  <b>Discussing and reflecting on the impact of heritage, identity and values</b>  <i><a href="#">Lifeskills Challenge   Relationships: My identity - WTE1</a></i>  <i><a href="#">Lifeskills Challenge   Experiencing different cultures - WTE1</a></i>	 <b>Grow throughout life</b>  <b>Reflecting on and recording achievements, experiences and learning and communicating them to others. Planning their next steps in learning and work</b>   <b>Explore possibilities</b>	 <b>Grow throughout life</b>  <b>Seeking out challenges and opportunities for development</b>   <b>Explore possibilities</b>  <b>Actively seeking out information on the labour market and education system to support their career</b>

	<p><a href="#">Lifeskills Challenge / Experiencing different cultures - Entry 1</a></p> <p> <b>Explore possibilities</b></p> <p>Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p> <p><a href="#">Lifeskills Challenge / Exploring jobs - WTE1</a></p>	<p>Having a clear understanding of the learning pathways and qualifications that they will need to pursue their career</p>	
Spring	<p> <b>Manage career</b></p> <p>Actively planning, prioritising and setting targets for their future</p> <p><a href="#">Lifeskills Challenge / Creating a One Page Profile - WTE1</a></p> <p><a href="#">Lifeskills Challenge / Interview preparation - Entry 1</a></p> <p> <b>Create opportunities</b></p> <p>Being creative and agile as they develop their career pathway</p>	<p> <b>Manage career</b></p> <p>Considering the risks and rewards of different pathways and career and deciding between them</p> <p> <b>Create opportunities</b></p> <p>Acting as a leader, role model or example to others</p>	<p> <b>Manage career</b></p> <p>Managing the transition into the post-16 learning context and preparing for post-18 transitions</p> <p> <b>Create opportunities</b></p> <p>Considering entrepreneurialism and self-employment as a career pathway</p>

Summer	 <b>Balance life and work</b>  <b>Beginning to manage their own money and plan their finances</b>	 <b>Balance life and work</b>  <b>Planning for different life stages and considering the different life roles that they want to play</b>	 <b>Balance life and work</b>  <b>Taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them</b>
	 <b>See the big picture</b>  <b>Evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career</b>	 <b>See the big picture</b>  <b>Exploring and responding to local and national labour market trends</b>	 <b>See the big picture</b>  <b>Exploring and responding to trends in technology and science</b>

Post 16	2024/25	2025/2026	2026/2027
Autumn	What is work?	What is work?	What is work?
	<ul style="list-style-type: none"> <li>· What is a career/work/a job?</li> <li>· The good things about getting a job</li> <li>· Pay and benefits that can come with a job</li> </ul> <a href="#">Lifeskills Challenge / Exploring jobs - WTE1</a>	<ul style="list-style-type: none"> <li>· How would I feel when I work</li> <li>· Challenges that can be controlled</li> <li>· Challenges that influence finding a job</li> <li>· Role models to help overcome the challenges</li> </ul>	<ul style="list-style-type: none"> <li>· Things that affect which job you choose</li> <li>· Understanding the language of work</li> <li>· What is career development</li> </ul>
	There is a job for me!	There is a job for me!	There is a job for me!

	<ul style="list-style-type: none"> <li>What sort of help will I need at work?</li> <li>How to ask for help</li> <li>How I can help myself at work</li> </ul> <a href="#">Lifeskills Challenge   Work Experience - WTE1</a> <a href="#">Lifeskills Challenge   Work experience - Entry 1</a>	<ul style="list-style-type: none"> <li>How we can help each other get a job</li> <li>What types of jobs are there?</li> <li>What types of career can you start yourself?</li> </ul>	<ul style="list-style-type: none"> <li>Using the internet to find out more</li> <li>Using career cards to find out more</li> <li>Talking to specialists to find out more</li> <li>What do I already know about careers?</li> </ul>
Spring	What should I choose?	What should I choose?	What should I choose?
	<ul style="list-style-type: none"> <li>What I am interested in</li> <li>What is motivation?</li> <li>What do I not want to do?</li> </ul> <a href="#">Lifeskills Challenge   Identify my own strengths and interests - Entry 1</a>	<ul style="list-style-type: none"> <li>What am I really good at?</li> <li>Do I have a favourite type of career?</li> <li>Which job is for me? My career goal</li> </ul>	<ul style="list-style-type: none"> <li>What is a plan?</li> <li>Why is planning important?</li> <li>How do you plan for a career?</li> </ul>
	I am ready for work!	I am ready for work!	I am ready for work!
	<ul style="list-style-type: none"> <li>What training do I want when I have a job?</li> <li>What to say on a great CV</li> <li>Activities that help me stand out when I interview</li> <li>What does the internet tell my boss about me?</li> </ul>	<ul style="list-style-type: none"> <li>Personal hygiene</li> <li>Feeling good about myself at work</li> <li>Working together to achieve a goal</li> <li>The importance of speaking and listening at work</li> </ul>	<ul style="list-style-type: none"> <li>Being able to speak in front of lots of people</li> <li>Making sure I am organised</li> <li>Knowing how to use a phone at work</li> <li>What is my network?</li> <li>Everyone can help each other</li> </ul>

	<a href="#"><u>Lifeskills Challenge / Creating a One Page Profile - WTE1</u></a>		
Summer	How do I get a job?	How do I get a job?	How do I get a job?
	<ul style="list-style-type: none"> <li>· Where do I find a job?</li> <li>· What are employers looking for?</li> </ul> <a href="#"><u>Lifeskills Challenge / Interview preparation - Entry 1</u></a>	<ul style="list-style-type: none"> <li>· How do I write a CV?</li> <li>· Practise applying for a job</li> </ul>	<ul style="list-style-type: none"> <li>· What is an interview?</li> <li>· What do I need to know for an interview?</li> <li>· Practise interviewing for a job</li> </ul>
	Enterprise	Enterprise	Enterprise
	<ul style="list-style-type: none"> <li>· To be able to ask questions that support the aim of the project and their role within its success</li> <li>· To identify and gather information that is important to the problem-solving process</li> <li>· To have the confidence to generate original ideas</li> </ul>	<ul style="list-style-type: none"> <li>· To demonstrate that they listen to adults and peers at every stage of the process</li> <li>· To be able to do some tasks without prompts or instruction</li> <li>· To understand why organisation is important</li> </ul>	<ul style="list-style-type: none"> <li>· To generate, discuss and analyse different options and ideas as part of a team</li> <li>· To be able to plan times and set realistic goals for their project</li> <li>· To be able to identify when a mistake has been made, either personally or as part of the team</li> </ul>