

**Career-Related Learning Plan** for **Leavening Community Primary School**, a small rural school located on the edge of the Yorkshire Wolds, known for its rich curriculum and focus on outdoor learning. This plan leverages the school's strengths and community ties to introduce students to various careers, inspire aspirations, and connect classroom learning to real-world applications.

**Career-Related Learning Plan for Leavening Community Primary School**

**(Ages 2-11)**

**1. Vision & Objectives**

The aim of this plan is to:

* Develop children's awareness of diverse careers, especially those relevant to their rural setting.
* Inspire aspirations and encourage a love for learning.
* Show the relevance of school subjects to real-world jobs.
* Build essential skills like teamwork, communication, and problem-solving.

**2. Yearly Breakdown**

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| **Year Group** | **Activities** | **Learning Outcomes** |
| **Nursery (Ages 2-4)** | - **Farm Visits**: Explore local farms to learn about agriculture. - **Role-Play**: Set up play areas themed around different professions. |

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| - Recognize local jobs in the community. - Develop basic understanding of various roles. |  |

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| **Reception (Ages 4-5)** | - **Community Helpers**: Invite local professionals (e.g., police officers, nurses) to talk about their jobs. – **Storytime**: Read books about different occupations. | - Identify various community roles. - Understand how different jobs help society. |
| **Year 1 (Ages 5-6)** | - **Outdoor Exploration**: Guided walks to learn about nature-related careers. - **Classroom Gardens**: Plant and care for a vegetable garden in the nursery area and at the school allotment. | - Connect nature to potential careers. - Learn responsibility and nurturing through gardening. |
| **Year 2 (Ages 6-7)** | - **Local Business Visits**: Tour nearby businesses (e.g., bakeries, shops). - **Classroom Projects**: Simulate running a small business. | - Understand basic business operations. - Develop teamwork and organizational skills. |
| **Year 3 (Ages 7-8)** | - **Guest Speakers**: Parents and community members share their career experiences during ASPIRE Careers Week. - **Hands-On Workshops**: Participate in simple craft or trade workshops. | - Exposure to a variety of careers. - Develop practical skills and creativity. |
| **Year 4 (Ages 8-9)** | As above with the guest speakers- **Enterprise Projects**: Plan and execute a small fundraising event. - **Environmental Projects**: Engage in conservation activities. | - Learn project planning and execution. - Understand environmental stewardship. |
| **Year 5 (Ages 9-10)** | As above with the guest speakers- **STEM Challenges**: Participate in science and engineering projects through links with <https://www.stem.org.uk/primary/stem-ambassadors>- **Leadership Roles**: Take on responsibilities within the school (e.g., Young Leadership Team, Well being ambassadors, Assembly squad, Buddies for the nursery and reception children and Playground Buddies). | - Develop problem-solving and critical thinking skills. - Build leadership and communication abilities. |
| **Year 6 (Ages 10-11)** |

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|  | As above with the guest speakers and leadership roles- **Career Fair**: Organize an event with various professionals. -**Work experience during transition week**- **Transition Workshops**: Prepare for secondary school with a focus on future aspirations. |

 | -Gain insights into multiple career paths. - Set personal goals and understand the importance of education. |

**3. Implementation Strategies**

* **Leverage Outdoor Learning**: Utilize the school's focus on outdoor education to introduce careers in agriculture, environmental science, and conservation.
* **Community Engagement**: Collaborate with local businesses and professionals to provide real-world insights and experiences.
* **Parental Involvement**: Encourage parents to share their career journeys and skills with students.
* **Cross-Curricular Integration**: Align career-related activities with existing curriculum themes to enhance relevance.

**4. Monitoring & Evaluation**

* **Pupil Reflections**: Collect feedback through drawings, writings, or discussions about their experiences.
* **Teacher Observations**: Monitor engagement and interest levels during activities.
* **Community Feedback**: Gather input from participating community members and parents.
* **Adjustments**: Modify the plan based on feedback to better suit student interests and community resources.

This tailored plan aims to provide **Leavening Community Primary School** pupils with meaningful career-related experiences that are both age-appropriate and connected to their local context.