

Intent:

Careers, Employability and Enterprise Education will broaden children's horizons and raise aspirations, giving children a wide range of experiences of the world including the world of work. This curriculum seeks to introduce children to ideas about the work they might want to do in the future and encourage a first-hand understanding of the world of work. It is about opening doors, showing children the vast range of possibilities open to them and helping to keep their options open for as long as possible. This curriculum encourages a range of attributes, skills, and behaviours that can be encouraged in this early stage of a child's life that will leave them in the best possible position as they begin their transitions to secondary education and to future life.

Enterprise is about trying new things, working with others, using initiative and having ambition. At Stone Hill School, Enterprise is about 'Making Ideas Happen!'.

The intent of the Enterprise curriculum across Key Stages 1 and 2 is to support the development of four core competencies, identified as critical components of what it means to 'be enterprising'. These are: problem solving, communication, teamwork and resilience. Throughout KS1 and KS2, children are taught important Enterprise competencies through everyday curriculum activities and Enterprise projects, developing links with local Enterprise education providers wherever possible.

Class / Project	Week/s	Topic/Theme <i>Key vocabulary including Tier 3 subject specific words</i>	Learning Outcomes Knowledge and Skills To know, to use, to apply...	Links to: Literacy, Numeracy, SMSC, Gatsby Benchmarks
Careers and Employability Class 3 – 6	All year	Invite volunteers from the world of work to visit and chat with children. Research the emergency services. Explore jobs in the community. Find out who can help us in school. Talk about likes and dislikes. One page profiles. To understand the importance of making good choices. Organise career-related learning trips e.g. to a workplace, museum or university. Use online learning materials in the classroom such as games, videos, role play, and individual/group activities. Explore the diverse routes adults have taken to get their current job e.g. vocational (Incl. apprenticeships), academic, starting their own business etc. Vocabulary Work, job, career, employment, university.	Excite and motivate children about their learning by linking and embedding in the curriculum strong connections between education and the world of work. Broaden children's horizons and raise aspiration. Help children see a clear link and purpose between their learning experiences and their future. Challenge stereotypes that children and their parents often have about jobs and the people who do them. Support the raising of standards of achievement and attainment for all children. Help children learn more about their own talents and abilities and instil greater confidence. Reinforce the importance of numeracy and literacy in later life.	LITERACY Reading Look at pictures Reading with support Reading independently Talk or write about text/pictures Ask questions Answer questions Give opinion Listen to an opinion Role play Develop vocabulary Comprehend Writing Make marks on material Practise handwriting Practise spelling Write with support Write independently Write for a purpose Present work Correct own work Act on feedback GPS Use knowledge of the alphabet Start to use punctuation Use correct punctuation Make sounds to communicate Take part in discussion Use new vocabulary Present information and opinions NUMERACY

<p>Enterprise Class 3 Drive in Movie</p>	<p>1 - 2</p>	<p>Junk modelling – vehicles. Painting and decorating junk box vehicle models. Outdoor drive-in movie.</p> <p>Vocabulary Problem solving, communication, teamwork, resilience.</p>	<p>Problem Solving: I have my own ideas. I can make links to real life.</p> <p>Communication: I can share my ideas. I can listen to others’ ideas.</p> <p>Teamwork: I can work in a small group with support.</p> <p>Resilience: I am willing to have a go. I keep trying.</p>	<p>Functional skills/knowledge Recognise coins and understand their value Use coins to make a given total Add coins Find change Know to wait for change/receipt following a transaction</p> <p>Measurement Skills Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp</p> <p>SMSC</p>
<p>Enterprise Class 4 Easter Extravaganza</p>	<p>1 - 2</p>	<p>Create a pop up shop to sell Easter products. Decorating egg cups. Making Easter nests. Making Easter baskets.</p> <p>Vocabulary Problem solving, communication, teamwork, resilience.</p>	<p>Problem Solving: I can think of ideas. I can choose ways to do things.</p> <p>Communication: I can share my ideas. I can listen to others’ ideas.</p> <p>Teamwork: I can work with others to achieve a common goal with support.</p> <p>Resilience: I can initiate activities. I seeking challenge.</p>	<p>Spiritual Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success</p> <p>Moral Offer reasoned views</p> <p>Social Socialise with other pupils and other people Cooperate with others Resolve conflict Engage in British values Demonstrate mutual respect Contribute positively to life in modern Britain</p> <p>Cultural Understand the range of cultures in school Participate positively in art Participate positively in cultural opportunities Interest in different faiths Knowledge of different religions in Britain</p> <p>GATSBY BENCHMARKS 1. A stable careers programme 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces</p>
<p>Enterprise Class 5 The Great Stone Hill Bake Off</p>	<p>1 - 2</p>	<p>Plan a cake sale. Allocate roles. Design cupcakes. Find recipes. Batch produce baked goods. Sell goods to staff and children in school.</p> <p>Vocabulary Problem solving, communication, teamwork, resilience, sale.</p>	<p>Problem Solving: I have found ways to solve problems.</p> <p>Communication: I can take my turn to speak and to listen.</p> <p>Teamwork: I can take turns with other children. I can work with other children to do something together.</p> <p>Resilience: I have a ‘can do’ attitude. I enjoy challenge.</p>	<p>Functional skills/knowledge Recognise coins and understand their value Use coins to make a given total Add coins Find change Know to wait for change/receipt following a transaction</p> <p>Measurement Skills Estimate length/capacity/mass/time/temp Measure length/capacity/mass/time/temp Record length/capacity/mass/time/temp</p> <p>SMSC</p> <p>Spiritual Enjoy learning about themselves Enjoy learning about others Enjoy learning about the world around them Use imagination Be Creative Reflect on own success</p> <p>Moral Offer reasoned views</p> <p>Social Socialise with other pupils and other people Cooperate with others Resolve conflict Engage in British values Demonstrate mutual respect Contribute positively to life in modern Britain</p> <p>Cultural Understand the range of cultures in school Participate positively in art Participate positively in cultural opportunities Interest in different faiths Knowledge of different religions in Britain</p> <p>GATSBY BENCHMARKS 1. A stable careers programme 3. Addressing the needs of each pupil 4. Linking curriculum learning to careers 5. Encounters with employers and employees 6. Experiences of workplaces</p>

<p>Enterprise Class 6 Christmas Enterprise</p>	<p>1 - 6</p>	<p>Egg Protection Squad task (STEAM). Brainstorm Christmas product ideas, select the four best ideas and conduct a market survey to gauge people's interest. Research materials required and provide an order list of their required resources. Create prototypes of products. Create posters to advertise products. Batch produce products. Sell products. Calculate costs. Calculate total sales. Calculate profit.</p> <p><u>Vocabulary</u> Problem solving, communication, teamwork, resilience, sale, profit, advertise.</p>	<p>Problem Solving: I have found new ways to do things.</p> <p>Communication: I respect others' ideas.</p> <p>Teamwork: I know why teams are sometimes better than working by myself. I am happy to help with different jobs in my team</p> <p>Resilience: I can take a risk. I can engage in new experience. I learn through trial and error.</p>	<p>8. Personal guidance</p>
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Intended impact:
Through Careers, Employability and Enterprise Education children will begin to understand the world of work and will have developing knowledge of jobs and employment opportunities in the school and the local community. Children will be able to identify a range of attributes, skills, and behaviours that people need to enter the workforce. Children will have knowledge and experience of local workplaces within the Doncaster area and will understand that people work to make a living. Children will develop the four core enterprise competencies that will allow them to access Enterprise at KS3:

Problem Solving: The ability to collect and examine information, think creatively, and analyse situations to generate solutions to problems.

Teamwork: The ability to build team engagement, collaborate, share knowledge and explain ideas to others whilst recognising your own and others creativity.

Communication: The ability to listen, write and speak effectively to present and exchange information and ideas in a creative, clear and concise manner.

Resilience: The ability to persist when facing setbacks whilst adjusting to pressure and creatively adapting to different/varying circumstances.
The achievement of learning outcomes will also support development of learning behaviours that underpin all curriculum areas.