

# Me and My Future (Y6)

## What you have already learnt in year 5.

I am able to make considered decisions about saving, spending and giving  
 I can differentiate between essentials and desires – needs and wants  
 I understand 'value for money' and can make informed choices to get 'value for money'  
 I am able to assess 'best buys' in a range of circumstances  
 I am able to understand and manage feelings about money, my own and others  
 I know about the range of jobs carried out by people and some of the stereotypes surrounding some career choices and I am aware of some of the rights and responsibilities when it comes to treating people fairly  
 I know and understand how I can develop skills to make a contribution in the future  
 I am starting to consider what I like, what I am good at and what I enjoy doing and can talk positively about my strengths  
 I know the importance of making a good impression when going through a selection process and I can demonstrate some of the skills required to do this  
 I know that there are a range of earnings for different jobs  
 I understand that there are a range of benefits from employment, not just financial (making a difference, caring for others, etc)  
 I can identify positive achievements during my time in Year 5  
 I can identify my strengths, areas for improvement and set myself some goals for Year 6

## What you will have learnt by the end of this unit:

- I know that people buy things online and have online bank accounts and passwords to keep money safe
- I can describe how people's careers are different and how they develop in different ways and I am aware that people feel differently about the different types of work they do
- I can reflect on what I have learnt about careers, employability and enterprise activities and experiences and how the learning relates to my choices
- I can describe a range of local businesses and how they are run and the products and / or services they provide
- I understand that employers must treat all employees equally and there are certain protected characteristics under the Equalities Act
- I know how to keep myself safe when working and what the law says to protect workers
- I can recognise and start to demonstrate some of the key qualities and skills that employers are looking for and to be enterprising
- I understand that money we earn also supports the community
- I can identify positive achievements during my time in Primary School
- I can explain what I am worried about and what I am looking forward to in Year 7

## Skills and knowledge I may use from other subjects:

### Maths:

In maths this year, you will become increasingly confident in working with money. You will be able to confidently to solve problems and develop your understanding of adding and subtracting money, as well as multiplying and dividing amounts of money. This will support your learning in this topic, and also going forward into adolescence.

### English:

In English this year, you will continue to read more confidently and fluently, for pleasure as well as for finding out information. You will be able to confidently and articulately explain your reasons for your opinions in detail. You will show understanding for, and consider other people's opinions and their reasons for them, even if they are very different from your own.

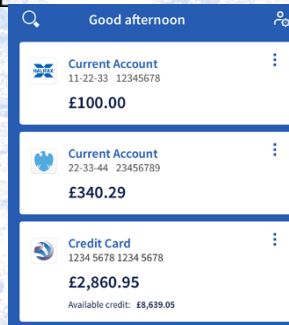
In writing, you will efficiently draft and write by using a wider range of devices to build cohesion within and across paragraphs. This will build your effectiveness of discussion and arguments and justification of opinions. When performing or speaking, you will be able to use appropriate intonation, volume and movement so that the meaning is clear.

## What you will have learnt by the end of Key Stage 2.

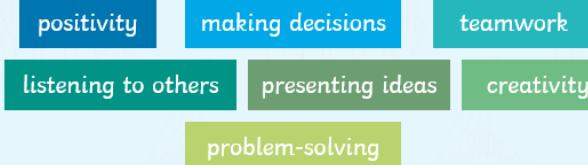
You will have a deep and secure knowledge of money, the forms it takes and different ways to spend and save money. You will understand that people's financial situations are different, that people make very different decisions concerning money and you will be able to appreciate these different decisions. You will know that money is a finite resource, earned in different ways. You will be able to consider giving to those less fortunate than yourself, such as charities, and understand why this is important. You will understand the difference between needs and wants and will have acquired skills to help you make informed decisions about budgeting, saving spending and giving.

You will understand the difference between jobs and careers, and the different skills required for various roles. You will be able to reflect on people's feelings and attitudes towards work and know that they will differ. You will be able to explain the advantages of working, including non-monetary benefits. You will gain skills and knowledge about what employers are looking for, increasing your employability. You will be able to consider your attitude towards learning, and know that choices you make in education will affect your future. You will know how to keep yourself safe when working and what the law says about protecting workers.

You will become confident in reflecting on your own achievements, and setting goals for your future.



Online bank accounts help people to keep track of their money more efficiently. All of your accounts are in one place making them easily accessible. It is extremely important to use passwords to keep money safe online. This also helps when making purchases online, too.



Most jobs and careers can be grouped into 24 areas of work. The 7 skills shown above, are skills and attributes you can practise now and are ones which employers will look out for in the future.

## The World of Work.

- People's careers are different and develop in different ways
- People acquire different skills and attributes depending upon their career choice
- People can feel very differently about the different types of work they do, including positive and negative



The money we earn supports our local community in many different ways such as; being able to purchase items from local small businesses, donating to charity, funding local projects.

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| 1. Accountancy, Banking and Finance    | 13. Leisure, Sport and Tourism         |
| 2. Business, Consulting and Management | 14. Marketing, Advertising and PR      |
| 3. Charity and Voluntary Work          | 15. Media and Internet                 |
| 4. Creative Arts and Design            | 16. Property and Construction          |
| 5. Energy and Utilities                | 17. Public Services and Administration |
| 6. Engineering and Manufacturing       | 18. Recruitment and HR                 |
| 7. Environment and Agriculture         | 19. Retail                             |
| 8. Healthcare                          | 20. Sales                              |
| 9. Hospitality and Events Management   | 21. Science and Pharmaceuticals        |
| 10. Information Technology             | 22. Social Care                        |
| 11. Law                                | 23. Teaching and Education             |
| 12. Law Enforcement and Security       | 24. Transport and Logistics            |

People and their interests change over time and it is likely that what interests you now will not be the same once you are a grown up. However, your current ideas can be used to motivate you and give you ideas of careers for the future.



The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society. It prohibits employers, service providers and providers of education from discriminating against, victimising or harassing people with protected characteristics.



The Employment Rights Act 1996 protects workers from being unfairly dismissed, ensures that they are treated with dignity and respect, are paid the agreed wage on the agreed date and time, and provided with the appropriate resources and equipment to enable him/her to do their job.

Achievements from year 6 are:

My areas of improvement are:

My Goals for year 7 are:



### Key Vocabulary

- Online** - Connected or controlled by a computer.
- Bank Accounts** - A place where money is held.
- Money Safety** - Steps taken to protect money earned and saved.
- Career** - The work a person chooses to do through life.
- Employability** - The quality of being suitable for paid work.
- Enterprise** - A project or undertaking.
- Learning** - Gaining knowledge through study or experience.
- Business** - An organisation engaged in professional activities.
- Products** - article or substance manufactured for sale.
- Services** - A system supplying a public need.
- Equality** - The state of being equal in rights and opportunities.
- Protected Characteristics** - Areas where there is still discrimination commonly held.
- Equalities Act** - Legal document which sets out how to ensure equality.
- Qualities** - An attribute or characteristic of a person.
- Skills** - Powers and abilities that you hold to perform tasks well.
- Enterprising** - Showing initiative and resourcefulness.
- Community** - A group of people living in the same place or sharing characteristics.
- Strengths** - Abilities, skills or talents.
- Improvement** - A change that makes something better than it was.
- Goal** - A result or end that a person works towards.
- Aspiration** - Hope or ambition of achieving something.

### Key Skills:

#### Personal Effectiveness:

- Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goalsetting)
- Resilience (including self-motivation, perseverance and adaptability)
- Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
- Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
- Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, as

#### Interpersonal and social effectiveness:

- Empathy and compassion (including impact on decision-making and behaviour)
- Respect for others' right to their own beliefs, values and opinions
- Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
- Skills for employability, including: Active listening and communication (including assertiveness skills), team working, negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries), leadership skills
- Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
- Valuing and respecting diversity

#### Managing risk and Decision Making

- Making decisions
- Identification, assessment and management of positive and negative risk to self and others

### Opportunities for teaching diversity, equality and expanding cultural capital

- o Opportunity for educational visits from people with different jobs and occupations such as doctor, dentist, vet, nurse, builder, mechanic, engineer, carer, shop assistant, chef etc. Visitors to discuss what skills and attributes are needed for the role and what their job entails. Purpose: To motivate and enthuse children who are considering these careers/jobs for themselves.
- o Opportunity to address stereotypes here with regards to gender and job roles. For example, a female mechanic visitor and a male midwife.
- o Visit from a group of people/parents. Can the children guess their occupation. Another opportunity to address stereotypes.
- o Visit from the bank to discuss money, saving, budgeting and how to manage money.

### Recall and Remember:

Explain how people buy things and keep money safe online:

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Choose three different careers and reflect on which skills and attributes are needed for them, and how learning relates to the choices you make:

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Think of a local business. How is it ran and what are the products/services they provide?

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What is the *Equalities Act* and how does it protect us?

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Explain how you might keep yourself safe when working and how the law protects workers:

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List some key qualities employers look for in their employees:

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How does money support the community?

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List some of your most memorable achievements from throughout your time at Egton CE Primary School:

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Reflect upon what you might be worried about moving into year 7 and what strategies you will use to help you with these worries.

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