

CDI Learning Aims – Key Stage 2

| Learning Area | Learning Aim |
|---|---|
| Grow throughout life | being able to explain how they acted on help |
| | recognising what they want to learn next and when they are successful |
| | being willing to take on challenges that help them to grow |
| | recording and commenting on what they have experienced and achieved |
| | relating to people whose identities and backgrounds are different to theirs |
| Create opportunities | identifying possible new jobs that might be needed in the future |
| | responding to trusted adults who can help them identify their needs |
| | reflecting on what they achieved and what they would do differently or better next time |
| | exploring how people relate to each other in work settings |
| | being able to take on different work-related roles in group play or teamwork, including as leader when required |
| | explaining what they found out from a visitor about setting up their own businesses |
| Balance life and work | being able to explain the idea of division of labour with reference to the work that is done in the home |
| | being aware of what charities do and how they can be a charity worker |
| | recognising that people seek different rewards when considering paid work that they'd like to do |
| | being aware that imbalances between people's life and work affects their wellbeing |
| | recognising what they can do to help keep themselves and others safe at school |
| | being aware that people's work needs change during their lives |
| | recognising unfair barriers to opportunity and being willing to challenge them |
| | being able to make decisions about saving, spending and budgeting |
| See the big picture | being aware of what the author is encouraging them to think about when work is a theme in a story |
| | being able to consider if the information they have found is accurate/reliable |
| | being aware of trends that hint at how working life may change for them by the time they embark on their careers |
| | exploring the benefits and possible drawbacks of scientific and technological developments that affect how people do their work |
| | exploring jobs and ways of working that help to protect the environment |
| exploring what they and others can do to prevent people having to do harmful work | |

| | |
|------------------------------|---|
| Explore possibilities | being able to explain what tasks they would like and like least about particular jobs |
| | finding out about the qualities and skills needed to do a caring job |
| | being able to design a scheme for classifying a set of jobs |
| | being able to explain what interests them about particular jobs |
| | exploring the connection between uniforms and status |
| | recognising that the subjects and topics that they take further can lead to qualifications and making progress in their careers |
| Manage career | being aware that choice and opportunity make careers possible |
| | recognising their achievement when they have learnt something new even if they found it difficult initially |
| | making a step-by-step plan to enable them to achieve something they would like to be able to do |
| | being aware that having back-up plans can help overcome disappointment or bring a different reward if their main plan does not work out |
| | being able to weigh up the pros and cons of a choice they are thinking of making |