

Year 3 Skills Progression

Art and Design	Exploring and developing ideas (ONGOING)	Evaluating and developing work (ONGOING)	Drawing	Painting
	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	<ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements. • Plan, refine and alter their drawings as necessary. • Use their sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at their own level. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc.
	Printing	Textiles/collage	3 D form	Breadth of study
	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • to explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching. Cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. • Cut and join wood safely and effectively. • Make a simple papier mache object. • Plan, design and make models. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions

Design and Technology	Developing, planning and communicating ideas	Working with tools, equipment, materials and components to make quality products (inc-food)	Evaluating processes and products
	<ul style="list-style-type: none"> • Generate ideas for an item, considering its purpose and the user/s • Identify a purpose and establish criteria for a successful product. • Plan the order of their work before starting • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing 	<ul style="list-style-type: none"> • Select tools and techniques for making their product • Measure, mark out, cut, score and assemble components with more accuracy • Work safely and accurately with a range of simple tools • Think about their ideas as they make progress and be willing change things if this helps them improve their work • Measure, tape or pin, cut and join fabric with some accuracy • Demonstrate hygienic food preparation and storage • Use finishing techniques strengthen and improve the appearance of their product using a range of equipment including ICT 	<ul style="list-style-type: none"> • Evaluate their product against original design criteria e.g. how well it meets its intended purpose • Disassemble and evaluate familiar products

Geography	Geographical enquiry		Direction/Location	Drawing maps	Representation
	<ul style="list-style-type: none"> • Begin to ask/initiate geographical questions. • Use NF books, stories, atlases, pictures/photos and internet as sources of information. • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. 		<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. 	<ul style="list-style-type: none"> • Know why a key is needed. • Use standard symbols.
	Using maps	Scale/Distance	Perspective	Map Knowledge	Style of map
<ul style="list-style-type: none"> • Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) 	<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) 	<ul style="list-style-type: none"> • Begin to draw a sketch map from a high view point. 	<ul style="list-style-type: none"> • Begin to identify points on maps A,B and C 	<ul style="list-style-type: none"> • Use large scale OS maps. • Begin to use map sites on internet. • Begin to use junior atlases. • Begin to identify features on aerial/oblique photographs. 	

French	Listening and Speaking/Oracy	Reading and Writing/Literacy	Stories, Songs, Poems and Rhymes	Grammar
	<ul style="list-style-type: none"> • repeat modelled words; • listen and show understanding of single words through physical response; • repeat modelled short phrases; • listen and show understanding of short phrases through physical response. • name nouns and present a simple rehearsed statement to a partner; • present simple rehearsed statements about themselves, objects and people to a partner; • present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. • say simple familiar words to describe people, places, things and actions using a model; • say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> • read and show understanding of familiar single words; • read and show understanding of simple phrases and sentences containing familiar words. • copy simple familiar words to describe people, places, things and actions using a model; • write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; • write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<ul style="list-style-type: none"> • listen and identify specific words in songs and rhymes and demonstrate understanding; • listen and identify specific phrases in songs and rhymes and demonstrate understanding. • join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling. 	<ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • recognise and use partitive articles; • name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person; • name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; • use a simple negative form (ne... pas); • show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use; • recognise and use the first person possessive adjectives (mon, ma, mes); • recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase; • conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement; • use simple prepositions in their sentences; • use the third person singular and plural of the verb 'être' in the present tense.

History	Chronological understanding	Knowledge and understanding of Events, People and Changes in the Past	Historical Interpretations	Historical Investigations	Presenting, Organising and Communicating
	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Present, communicate and organise ideas about the past using models, drama role play and different genres of writing

RE	Beliefs and teachings (from various religions)	Rituals, ceremonies and lifestyles (from various religions)	How beliefs are expressed	Time to reflect and personal growth	Values (in your own life and others lives)
	<ul style="list-style-type: none"> describe the key teachings and beliefs of a religion; begin to compare the main festivals of world religions; refer to religious figures and holy books. 	<ul style="list-style-type: none"> identify religious artefacts and how they are involved in daily practices and rituals; describe religious buildings and how they are used; explain religious ceremonies and rituals and their importance for people's lives and sense of belonging. 	<ul style="list-style-type: none"> begin to identify religious symbolism in different forms of art and communication; looking at holy texts and stories, explain meaning in a story; express their beliefs in different forms, with respect for others' beliefs and comparing beliefs. 	<ul style="list-style-type: none"> understand that personal experiences and feelings can influence their attitudes and actions; offer suggestions about why religious and non-religious leaders and followers have acted the way they have; ask questions that have no agreed answers, and offer suggestions as answers to those questions; understand that there are similarities and differences between people and respect those differences. 	<ul style="list-style-type: none"> make informed choices and understand the consequences of choices; describe how shared values in a community can affect behaviour and outcomes; discuss and give opinions on morals and values, including their own.

Music	Singing songs with control and using the voice expressively.	Listening, Memory and Movement.	Controlling pulse and rhythm
	<ul style="list-style-type: none"> • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. 	<ul style="list-style-type: none"> • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).
	Exploring sounds, melody and accompaniment.	Control of instruments	Composition
	<ul style="list-style-type: none"> • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. 	<ul style="list-style-type: none"> • Identify melodic phrases and play them by ear. • Select instruments to describe visual images. • Choose instruments on the basis of internalised sounds. 	<ul style="list-style-type: none"> • Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups.

Computing	Algorithms		Computational thinking		Problem solving	Networks: knowledge and understanding	Networks: using and applying
	<ul style="list-style-type: none"> Use logical reasoning to explain how a simple algorithm works. 		<ul style="list-style-type: none"> Use sequence, selection and repetition in programs. 		<ul style="list-style-type: none"> Analyse and tackle problems by decomposing into smaller parts. 	<ul style="list-style-type: none"> Demonstrate a knowledge of computer systems and hardware by describing input and output devices used in everyday life 	<ul style="list-style-type: none"> Use software or search engines effectively.
	Digital literacy: knowledge and understanding	Digital literacy: using and applying	E-safety: personal knowledge and understanding		E-safety: responsibilities	Data: knowledge and understanding	Data: using and applying
<ul style="list-style-type: none"> Become discerning in evaluating digital content. 	<ul style="list-style-type: none"> Identify and select appropriate information using straightforward lines of enquiry. Use different approaches to search and retrieve digital information, including the browser address bar and shortcuts. 	<ul style="list-style-type: none"> Identify ways to keep safe when using ICT. Think before sending and suggest consequences of sending/posting. 		<ul style="list-style-type: none"> Recognise online behaviours that would be unfair. Show respect for individuals and intellectual property 	<ul style="list-style-type: none"> Identify how to select information to put into a data table. Recognise which information is suitable for their topic. 	<ul style="list-style-type: none"> Design a questionnaire to collect information. 	

PSHE	Health and wellbeing				
	Healthy lifestyles (physical wellbeing)	Mental health	Ourselves, growing and changing	Keeping safe	Drugs alcohol and tobacco
	<ul style="list-style-type: none"> • H1. how to make informed decisions about health • H2. about the elements of a balanced, healthy lifestyle • H3. about choices that support a healthy lifestyle, and recognise what might influence these • H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle • H5. about what good physical health means; how to recognise early signs of physical illness • H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn 	<ul style="list-style-type: none"> • H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • H17. to recognise that feelings can change over time and range in intensity • H18. about everyday things that affect feelings and the importance of expressing feelings • H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> • H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • H26. that for some people gender identity does not correspond with their biological sex • H27. to recognise their individuality and personal qualities • H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 	<ul style="list-style-type: none"> • H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming • H38. how to predict, assess and manage risk in different situations • H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) • H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about 	<ul style="list-style-type: none"> • H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others • H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); • H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping

	<ul style="list-style-type: none"> • H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) • H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer • H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online • H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health 	<ul style="list-style-type: none"> • H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • H24. problem-solving strategies for dealing 	<ul style="list-style-type: none"> • H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for¹ • H34. about where to get more information, help and advice about growing and changing, especially about puberty • H35. about the new opportunities and responsibilities that increasing independence may bring • H36. strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact • H43. about what is meant by first aid; basic techniques for dealing with common injuries² • H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say • H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ 	<ul style="list-style-type: none"> • H50. about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns
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PSHE	Relationships				
	Families and close positive relationships	Friendships	Managing hurtful behaviour and bullying	Safe relationships	Respecting self and others
	<ul style="list-style-type: none"> • R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different • R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another 	<ul style="list-style-type: none"> • R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing • R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships • R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face • R13. the importance of seeking support if feeling lonely or excluded • R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them 	<ul style="list-style-type: none"> • R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour • R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support • R21. about discrimination: what it means and how to challenge it 	<ul style="list-style-type: none"> • R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); • R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns • R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know • R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact • R26. about seeking and giving permission (consent) in different situations • R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret 	<ul style="list-style-type: none"> • R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online • R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

	<ul style="list-style-type: none"> • R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty • R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice 	<ul style="list-style-type: none"> • R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • R16. how friendships can change over time, about making new friends and the benefits of having different types of friends • R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary 		<ul style="list-style-type: none"> • R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this • R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) 	<ul style="list-style-type: none"> • R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
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PSHE	Living in the wider world				
	Shared responsibilities	Communities	Media literacy and digital resilience	Economic wellbeing: Money	Economic wellbeing: Aspirations, work and career
	<ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 	<ul style="list-style-type: none"> • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and groups make to the community • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced 	<ul style="list-style-type: none"> • L11. recognise ways in which the internet and social media can be used both positively and negatively • L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results • L13. about some of the different ways information and data is shared and used online, including for commercial purposes • L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information • L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images • L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 	<ul style="list-style-type: none"> • L17. about the different ways to pay for things and the choices people have about this • L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' • L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) • L20. to recognise that people make spending decisions based on priorities, needs and wants • L21. different ways to keep track of money • L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe • L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations • L24. to identify the ways that money can impact on people's feelings and emotions 	<ul style="list-style-type: none"> • L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them • L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid • L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • L31. to identify the kind of job that they might like to do when they are older • L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)