

## Story Overview

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This unit centres on Debbie Clayton's pay slip. Children will explore why deductions, such as income tax, are taken from earnings and the purpose of central and local taxation and what it pays for.

## Baseline and Assessment

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Conduct the quiz as a baseline for unit, using the activity to identify gaps in the children's knowledge and understanding and to set the agenda for learning. Record scores for children on score sheet (this is in the teachers area).

Repeat the quiz as a follow up for unit - record follow up scores for children on score sheet to evaluate their improvement over the unit.

## Learning Objectives

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## Lesson Overview for this Unit

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Although we have suggested delivering this unit as separate lessons these can easily be combined together or split down further to suite and your classes needs.

### Lesson 1: Paying for Pride Place

Using the payslip and the deductions factsheet children explore the terms used and what they mean. They then explore the map of Pride Place to find out how services are paid for, focusing on the deductions made on the payslip. They will consider the national and local taxation that allows us to spread the cost for our communities.

### Lesson 2: Paying Together

Extending from lesson 1, they manage a community fund and allocate it to the services in Pride Place, exploring budgets and priorities.

### Lesson 3: How can I Help

Children will explore personal responsibility within a community and how to use it's resources. They explore what difference they could make to save money in and for their community more pro-actively, including giving their time and cultivating pro-community habits.

## Working Together: Activities to Explore at Home

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We suggest that the children revisit the Paying for Pride Place click and explore activity with their parent/carer to explore the information supplied.

Think about how they might be able to get involved in community volunteering with the family (or take some simple and safe independent pro-community action, such as clearing up left rubbish in their street).

Survey parents with the community survey.

Look at working Together Activities for Grown Up Money.

Read VMM  
ground  
rules here



# LEARNING OBJECTIVES

KS2 | A FAIR DAY'S PAY

Met?	Link	Links to PSHE Outcomes KS2
	<b>1a</b>	To talk and write about their opinions, and explain their views, on issues that affect themselves and society.
	<b>1b</b>	To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
	<b>1e</b>	About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future
	<b>2c</b>	To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities.
	<b>2a</b>	To research, discuss and debate topical issues, problems and events.
	<b>2d</b>	That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.
	<b>2e</b>	To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
	<b>2j</b>	That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
	<b>4g</b>	Where individuals, families and groups can get help and support.

# LEARNING OBJECTIVES

KS2 | A FAIR DAY'S PAY

Met?	Link	Links to Financial Capability KS2 (PFEG)
	<b>FU2</b>	Understand that cash isn't the only way to pay for goods and service.
	<b>FU4</b>	Understand how we get money from work in the form of earnings.
	<b>FU5</b>	Know that we may get money when there is no work or insufficient work (benefit payments) and understand how this is paid for.
	<b>FC2</b>	Understand the importance of keeping financial records.
	<b>FC3</b>	Know about some official financial records such as bank statements or building society books.
	<b>FU6</b>	Understand that we need money in retirement (pension) and how this is paid for.
	<b>FU7</b>	Recognise household expenses and regular financial commitments.
	<b>FU8</b>	Begin to understand why money, such as tax or pension contributions, is deducted from earnings.
	<b>FR1</b>	Decide how to spend money.
	<b>FR7</b>	Understand that there is an ethical dimension to financial decisions.

# FRAMEWORK REFERENCE

KS2 | A FAIR DAY'S PAY

Met?	Links to Spoken Language Years 1 to 6
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
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Met?	Links to Writing Composition Years 5 and 6
	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
	Noting and developing initial ideas, drawing on reading and research where necessary.
	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
	Using a wide range of devices to build cohesion within and across paragraphs.
	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
	Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

# FRAMEWORK REFERENCE

KS2 | A FAIR DAY'S PAY

Met?	Links to Mathematics Year 5
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
	Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{1}{5}$ , $\frac{2}{5}$ , $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25.
	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
	Solve comparison, sum and difference problems using information presented in a line graph.
Met?	Links to Mathematics Year 6
	Use their knowledge of the order of operations to carry out calculations involving the four operations.
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
	Solve problems involving addition, subtraction, multiplication and division.
	Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
	Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison.
	Solve problems involving similar shapes where the scale factor is known or can be found.
	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
	Interpret and construct pie charts and line graphs and use these to solve problems.

Date of unit	
Delivered by	

# FRAMEWORK REFERENCE

KS2 | A FAIR DAY'S PAY

Met?	Links to Spoken Language Years 1 to 6
	Articulate and justify answers, arguments and opinions.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Met?	Links to Reading Comprehension Years 3 to 4
	Reading books that are structured in different ways and reading for a range of purposes.
	Identifying themes and conventions in a wide range of books.
	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	Asking questions to improve their understanding of a text.
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predicting what might happen from details stated and implied.
	Identifying main ideas drawn from more than one paragraph and summarising these.