

Values

Money and Me

CHARITY JOB WEEK

KS1 Learning Resources



Story Overview

This unit centres on the friends in KS1 at Pride Place Primary School and their fundraising activities for charity. Children will explore how they can plan a charity event, pricing goods and services and undertaking basic financial planning and prediction as part of this process.

Baseline and Assessment

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

Lesson Overview for this Unit

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: Who Shall We Help?

Children choose a 'good cause' for their fundraising event and plan as a group to run the event.

Lesson 2: We are a Team

Children explore the value of skills in the workplace by identifying their strengths as part of a working team, the roles they might play and how the team can work together.

Lesson 3: Counting on You

Children work as a class to identify coins and undertake some simple calculations based on a line of 'pennies' fundraising event. They will set goals for fundraising.

Working Together: Activities to Explore at Home

We suggest that the children read the story at home with their family if this is practical and appropriate. This will familiarise the family with the unit and it's content and promote discussion on the issues raised. They can view online or you can provide a printed version from the teachers' area.

- Design a poster for the planned charity event.
- Consider how families might contribute pennies to the event.

LEARNING OBJECTIVES

KS1 | CHARITY JOB WEEK

Met?	Link	Links to PSHE Outcomes KS1
	1e	How to set simple goals.
	1d	To think about themselves, learn from their experiences and recognise what they are good at.
	2a	To take part in discussions with one other person and the whole class.
	2f	To contribute to the life of the class and school.
	2g	To realise that money comes from different sources and can be used for different purposes.
	1d	To listen to other people, and play and work cooperatively.
Met?	Link	Links to Financial Capability KS1 (PFEG)
	FU1	Coin recognition – recognise the coins and notes that we use.
	FC1	Keeping money safe – know how we can keep money safe.
	FC4	Be able to consider possible ways of spending money.
	FR2	Begin to talk about the value of money.

FRAMEWORK REFERENCE

KS1 | CHARITY JOB WEEK

Met?	Links to Spoken Language Years 1 to 6
	Listen and respond appropriately to adults and their peers.
	Articulate and justify answers, arguments and opinions.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
Met?	Links to Reading Comprehension Year 1
	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.
	Being encouraged to link what they read or hear read to their own experiences.
	Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Checking that the text makes sense to them as they read and correcting inaccurate reading.
	Discussing the significance of the title and events.
	Making inferences on the basis of what is being said and done.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about what is read to them, taking turns and listening to what others say.
Met?	Links to Reading Comprehension Year 2
	Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
	Discussing the sequence of events in books and how items of information are related.
	Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Making inferences on the basis of what is being said and done.
	Answering and asking questions.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

FRAMEWORK REFERENCE

KS1 | CHARITY JOB WEEK

Met?	Links to Mathematics Year 1
	Stories with familiar settings.
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
	Given a number, identify one more and one less.
	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
	Read and write numbers from 1 to 20 in numerals and words.
	Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
	Represent and use number bonds and related subtraction facts within 20.
	Add and subtract one-digit and two-digit numbers to 20, including zero.
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
	Recognise and know the value of different denominations of coins and notes.

FRAMEWORK REFERENCE

KS1 | CHARITY JOB WEEK

Met?	Links to Mathematics Year 2
	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Recognise the place value of each digit in a two-digit number (tens, ones).
	Identify, represent and estimate numbers using different representations, including the number line.
	Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
	Read and write numbers to at least 100 in numerals and in words.
	Use place value and number facts to solve problems.
	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	Find different combinations of coins that equal the same amounts of money.
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.
	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	Ask and answer questions about totalling and comparing categorical data.



Date of unit	
Delivered by	



Lesson 1 Who Shall We Help?

You will need:

- Interactive Storybook: Charity Job Week KSI
- **RESOURCES 1.1 – 1.7**
Top Tips for Fundraising factsheet
- **RESOURCES 1.8 – 1.9**
Ballot Sheets – one per child
- Ballot Box (an old shoe box will do)

Lesson Outcomes

Children choose a 'good cause' for their fundraising event and plan as a group to run the event.

Children will participate in voting.

NB: It will be useful for you to undertake some preparatory research about local charitable or fundraising opportunities before this lesson. There is a proforma sheet to add these in Top Tips for Fundraising factsheet.

The Activity

- Read the Interactive Storybook: Charity Job Week KSI with the children and in response to the question on the last page "Which charity would you choose?" link to this lesson.
- Ask children to think of charities or charity events they know about.
- Using the Top Tips for Fundraising factsheet, the internet and/or local newspapers, discuss the various charities/causes that the children may be able to support with their charity fundraising event.

They can choose 2 from the categories set out on the ballot papers and choose if they wish to select a national or local charity.

You may need to explain some of the terms used before voting.
- Ask the children not to discuss their preferences before voting.
- Collate the votes on the results sheet and present the winners to the class.
- Mathematics link: If you have time, present the findings as a graph or bar chart.
- Discuss the results and the children's feelings about the choices they made.

Be aware they may be, or have family or friends affected by the issues the chosen charity category supports, so be sensitive in these discussions.

(In the case of a tie a re-vote will apply between the tied categories.)
- Once the final category is determined, the teacher will research and select an appropriate charity for the children to support with their line of pennies activity.
- There are a range of national charities and their websites in the Top Tips for Fundraising factsheet. Information on local charities can be obtained from your local library service, volunteer organisation or by a search on the internet for an appropriate directory.

Take the
quiz here



TOP TIPS FOR FUNDRAISING

FACTSHEET

It's great to get involved in fundraising, and you can have a lot of fun helping others. Fundraising helps to build the sort of communities we all want.

The important thing with fundraising is that it should be:



- Safe
- Easy to understand
- Easy to take part in
- Fun

Top Fundraising Tips

- Make sure you know who you want to raise money for and why. When you are planning to raise money it is important you always keep your goal in focus.
- Create a timeline. Set down dates and goals for your fundraising to make the event successful.
- Set up a committee. These could be classmates, family members and anybody else who wants to help you. A good committee will help to plan the event, and save you time.
- Make a list of who else will help you. Ask people to donate to your event and to ask them to help to get others to donate. This might even be a way to give a local business some good publicity.
- Don't think too big. Set small goals. You should aim for a small successful event to make sure that your event becomes an annual event that grows each year.
- Ask local celebrities to help. Don't feel like you have to get a famous boy band or some big star in order to make your event successful. Your local mayor or local band can be enough.
- Promote your event. Make lots of publicity like posters or even put an advert in the local paper or school newsletter – do this at least a month before and then again the week before the event.
- Get people to help you on the day. You need as many people as possible to help you on the day. This means you can make sure the day is a success.
- Always follow up the next day. Phone people or write a personal thank you note to everyone who gave money or helped in some way.
- If there are too many people to write to, put a thank you in the newsletter.



TOP TIPS FOR FUNDRAISING

FUNDRAISING IDEAS FACTSHEET

You can have a lot of fun helping others! Here are some good fundraising ideas:

- **Non uniform day** - pay to go to school with no uniform
- **Fancy dress day** - pay to go to school in fancy dress
- **Second hand book sale** - take your old books to sell
- **Charity car wash** - wash your teachers'/friends' cars or bikes
- **Treasure map** - find hidden treasure on a map
- **Sponsored silence** - don't speak for 2 hours
- **Sponsored dance** - dance for 1 hour
- **Sponsored spell** - make sure the words are hard to spell!
- **Sponsored sing** - sing for as long as you can!
- **Table top sale** - sell your old toys (make sure they are not broken)
- **Home made cards and gift tags** - use recycled cards
- **Welly throwing** - how far can you throw a welly?
- **Wet sponge challenge** - throw a wet sponge at a teacher!
- **Line of pennies** - make a long line of coins with your spare money
- **Graffiti wall** - write something on a special wall (make sure it is polite)
- **Bike challenge** - obstacle course for cyclists
- **Home made cakes stall** - sell cakes made by you or your family

Can you think of any more?



TOP TIPS FOR FUNDRAISING

NATIONAL CHARITIES FACTSHEET

Some national charities you might like to support

British Red Cross
www.redcross.org.uk

Médecins Sans Frontières
www.msf.org

British Heart Foundation
www.bhf.org.uk

Cancer Research
www.cancerresearchuk.org

Salvation Army
www.salvationarmy.org

Oxfam
www.oxfam.org

Samaritans
www.samaritans.org

Child line
www.childline.org.uk

National Society for the
 Prevention of Cruelty to
 Children (NSPCC)
www.nspcc.org.uk

National Autistic Society
www.autism.org.uk

National Deaf Children's
 Society
www.ndcs.org.uk

The Guide Dogs for the Blind
 Association
www.guidedogs.org.uk

A charity that deals with the
 important
 issue of bullying
www.bullying.co.uk

Mind
www.mind.org.uk

Mencap
www.mencap.org.uk

Age UK
www.ageuk.org.uk

Royal Society for the
 Protection of Birds (RSPB)
www.rspb.org.uk

Royal Society for the
 Prevention of Cruelty to
 Animals (RSPCA)
www.rspca.org.uk

Woodland Trust
www.woodlandtrust.org.uk



TOP TIPS FOR FUNDRAISING

TEACHER PREPARATION TASK FACTSHEET

Teacher Preparation Task

Write some of your local charities or current fundraising opportunities the children may like to support here.

(E.g. local hospice, animal shelter, school project, ecological or seasonal project)

TOP TIPS FOR FUNDRAISING

PLANNING A CHARITY 'LINE OF PENNIES' FACTSHEET

Find a venue

First decide where the fundraising event will take place.

This might be:

- School Playground (if it is dry)
- School Hall
- Classroom / corridor

Note: Make sure you have plenty of room!

Advertise your event

Make sure you advertise your fundraising activity strongly using:

- Posters / flyers
- Local media - many local newspapers and radio stations will not charge to promote charity events
- Word of mouth - everyone in your school tells someone
- In all communications make sure you have all your contact information and details of who you are raising funds for

The equipment you will need

- Bags to put the counted pennies in at the end (you can get special money bags from the bank)
- Lots of space
- Poster making materials
- Lots of volunteers to line up the pennies and count them

Ideas for collecting pennies

- Ask your family, friends and neighbours to collect pennies for you
- Look down the side of the settee and chairs!
- Save the pennies in your change from shopping and bus fares
- Put a money jar next to the telephone at home
- Donate some of your pocket money
- Do some extra jobs round the home and get paid in pennies

CHARITY EVENT



1. I would like us to support: (choose 1)

a local cause (helping my community)

a national cause (helping everywhere)

2. I would like us to raise money for a charity or cause that helps: (choose 2)

Animals and birds

Children

Sick people

People with disabilities

Poor people

The environment

Elderly people

BALLOT RESULTS

Voting Totals - enter totals in box

a local cause (helping my community)

a national cause (helping everywhere)

Animals and birds

Children

Sick people

People with disabilities

Poor people

The environment

Elderly people



Lesson 2 We are a Team

You will need:

- **RESOURCE 2.1**
My Skills and Qualities Sheet
- enough to share amongst groups
- **RESOURCES 2.2**
Letter of Application

Lesson Outcomes

Children explore the value of skills in the workplace by identifying their strengths and qualities as part of a working team, the roles they might play and how the team can work together.

Children undertake peer and self assessment.

The Activity

- Working in pairs the children complete the questionnaire about their skills and qualities and identify what jobs they may be able to help with at a line of pennies charity fundraising event.
- Consider which jobs will be needed to make up their team for the charity event and decide who would be good for the roles. Each role relates to a small team, there should be roles to suit all abilities.

E.g.

- Collecting the pennies
- Making the publicity
- Preparing the venue
- Laying the pennies out
- Measuring and calculating the totals

Encourage children to come up with their own job ideas to add to the event.

Extend: English

Ask the children to write a simple letter to the head teacher asking if they can hold a fundraising event and outlining some qualities about themselves that make them a good member of the school community and a good member of a fundraising team.

It may be useful to use the template provided or alternatively they can write their own letters.

Take the
quiz here



MY SKILLS & QUALITIES

QUESTIONNAIRE

Name: _____

I am good at:

- writing
 - reading
 - talking/giving instructions
 - art and design
 - being organised
 - following instructions
 - adding up numbers
 - tidying up
 - passing on information to others
 - other (add your own)
-

Tick the jobs you think you might like to do.

- Helping collect pennies
- Lining up pennies
- Counting
- Adding up
- Measuring
- Writing down the numbers
- Clearing up and bagging pennies
- Moving chairs and getting the room ready
- Making posters/colouring in
- Making posters/writing
- Publicity (putting up posters/taking leaflets around school)
- Reading and helping with instructions

Dear

We would like to hold a charity event to raise money for a good cause.

The activity we would like to do is:

I would like to help with the event because I am good at:

If we could run a charity day to raise money I would be able to help by:

Signed

Print Name





Lesson 3 Counting on You

You will need:

- Interactive Storybook.
- **RESOURCE 3.1**
Pennies Calculation Activity Sheet - per group.
- **RESOURCE 3.2**
String and/or Penny Lines cut out into strips x 30 sheets (each is 1 metre of pennies).
- **RESOURCE 3.3**
Penny Line Calculation Cards cut out in sets as required.

Lesson Outcomes

Children work as a class to identify coins and undertake some simple calculations based on a 'line of pennies' fundraising event. They will set goals for fundraising.

The Activity

- Read the Interactive Storybook as a class.
- Using string make a line on the floor (classroom/playground/hall etc.) showing how long a line of pennies they would like to collect.
- Measure the string with a metre rule / penny line or tape measure.
- Calculate how many pennies they will need to collect to make the line.

Extend: Mathematics

Children work in groups, using the Pennies Calculation Activity Sheet and the Penny Lines to assist them in working out the number of pennies.

- Use the Penny Line Calculation Cards, setting them out and building them into a variety of sums, writing the answers to the blank answer cards.
- Explain that you will be doing a real line of pennies and ask children to calculate how many pennies and how long a line they could make if each child contributed:
- One penny (class number x 1 x 2cm)
- Two pennies (class number x 2 x 2cm)
- Three pennies (class number x 3 x 2cm)
- Revisit the original line (string) and calculate how many pennies each child would need to collect to complete the line (total line length divided by number children in class = number pennies they would need to contribute each).
- Review the target line and decide on a realistic goal of how many pennies they would like to aim to collect for their charity event and how long the target line would be. They may wish to put the final goal on their posters (see other lesson in unit).
- Calculate as outlined above using 2 pennies / 10 pennies etc.

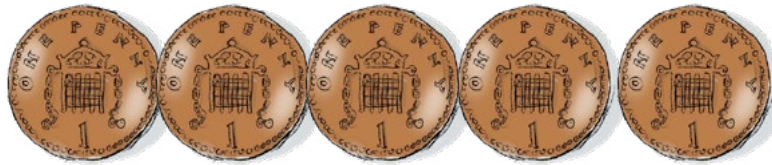
Take the
quiz here



How long is the line?

Each penny measures 2 cm across

This means



5 pennies = 10cm

So

10 pennies = 20 cm

50 pennies = 1 metre

100 pennies = 2 metres

500 pennies = 10 metres


You can use the rows of pennies to help you measure
Try these sums

How many pennies in a line measuring 3 metres?

How many metres would 200 pennies make?

PENNY LINES

PUPIL ACTIVITY SHEET

 Copy and cut into strips - each strip = 20cm (5 rows = 1 meter)



PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KS1 | CHARITY JOB WEEK

1 Penny
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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KSI | CHARITY JOB WEEK

5 Pennies
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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KS1 | CHARITY JOB WEEK

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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KSI | CHARITY JOB WEEK

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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KSI | CHARITY JOB WEEK

100 Pennies
2 metres

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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KSI | CHARITY JOB WEEK

500 Pennies
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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KS1 | CHARITY JOB WEEK



PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KS1 | CHARITY JOB WEEK

Answer

Answer

Answer

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PENNY LINE CALCULATION CARDS

PUPIL ACTIVITY SHEET

KSI | CHARITY JOB WEEK



Dear Parent/Carer

Your child has been working hard on the Values, Money and Me programme. She/he is bringing this activity home in the hope you can do some learning together that they can take back into school.

The unit we have been working on is called Charity Job Week KS1. The lessons in this unit are:



Lesson 1: Who Shall I Help?

Children choose a 'good cause' for their fundraising event and plan as a group to run the event.

Lesson 2: We Are A Team

Children explore the value of skills in the workplace by identifying their strengths as part of a working team, the roles they might play and how the team can work together.

Lesson 3: Counting On You

Children work as a class to identify coins and undertake some simple calculations based on a line of 'pennies' fundraising event. They will set goals for fundraising.

We would like you to do the following activities if it is practical (or more if you wish)

- Read the Charity Job Week KS1 interactive story online with your child.
- This can be found at: www.valuesmoneyandme.co.uk/teachers/charity-job-week-ks1
- or read the story sheets provided by the teacher.
- Design a poster for the planned charity event.
- Consider what role you might be able to play in supporting the event / donate pennies or collect pennies from family and friends.

