

# UNIT OVERVIEW

KS1 | CHARITY JOB WEEK

## 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 the 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 the score sheet (this is in the teachers' area).

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

## Learning Objectives

Each Lesson Outline includes the learning outcomes children should achieve.

Unit links to PSHE Association Guidelines, the Financial Education Planning Framework from Young Money (formerly pfeg) and the National Curriculum are overleaf.

## Lesson Overview for this Unit

Deliver as separate lessons, combine or split down further to suit your children's needs. See each Lesson Outline for more detail.

### 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 its 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

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Met?	Link	Links to PSHE Outcomes KS1
	<b>R22.</b>	about how to treat themselves and others with respect; how to be polite and courteous
	<b>R24.</b>	how to listen to other people and play and work cooperatively
	<b>R25.</b>	how to talk about and share their opinions on things that matter to them
	<b>L4.</b>	about the different groups they belong to
	<b>L5.</b>	about the different roles and responsibilities people have in their community
	<b>L10.</b>	what money is; forms that money comes in; that money comes from different sources
Met?	Links to Financial Education Planning Framework 5-7 years (Young Money)	
	<b>How to manage money</b> <i>Value of coins and notes</i> I know the value of the coins and notes I use and can put them in the correct order of value. <i>Keeping track of money</i> I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary.	
	<b>Managing risks and emotions associated with money</b> <i>Looking after my money</i> I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank.	

# LEARNING OBJECTIVES

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Met?	Links to Spoken Language Years 1 to 6. Pupils should be taught to:
	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. Pupils should be taught to:
	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Being encouraged to link what they read or hear read to their own experiences.</li> </ul>
	Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> <li>Discussing the significance of the title and events.</li> <li>Making inferences based on what is being said and done.</li> <li>Predicting what might happen based on what has been read so far.</li> </ul>
	Participate in a discussion about what is read to them, taking turns and listening to what others say.
Met?	Links to Reading Comprehension Year 2. Pupils should be taught to:
	Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> <li>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.</li> <li>Discussing the sequence of events in books and how items of information are related.</li> </ul>
	Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Making inferences based on what is being said and done.</li> <li>Answering and asking questions.</li> <li>Predicting what might happen based on what has been read so far.</li> </ul>
	Participate in a 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.

# LEARNING OBJECTIVES

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Met?	Links to Mathematics Year 1. Number – number and place value. Pupils should be taught to:
	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.
Met?	Links to Mathematics Year 1. Number – addition and subtraction. Pupils should be taught to:
	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 $7 = x - 9$ .
Met?	Links to Mathematics Year 1. Measurement. Pupils should be taught to:
	Measure and begin to record the following: <ul style="list-style-type: none"> <li>Recognise and know the value of different denominations of coins and notes.</li> </ul>
Met?	Links to Mathematics Year 2. Number – number and place value. Pupils should be taught to:
	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.

# LEARNING OBJECTIVES

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Met?	Links to Mathematics Year 2. Number – addition and subtraction. Pupils should be taught to:
	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.</li> <li>Applying their increasing knowledge of mental and written methods.</li> </ul>
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> <li>A two-digit number and ones.</li> <li>A two-digit number and tens.</li> <li>Two two-digit numbers.</li> <li>Adding three one-digit numbers.</li> </ul>
Met?	Links to Mathematics Year 2. Measurement. Pupils should be taught to:
	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 the addition and subtraction of money of the same unit, including giving change.
Met?	Links to Mathematics Year 2. Statistics. Pupils should be taught to:
	Interpret and construct simple pictograms, tally charts, block diagrams and 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.