

UNIT OVERVIEW

KS2 | CHARITY JOB WEEK

Story Overview

This unit centres on the friends in KS2 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: We Want to Help

Children work as a class to identify one or more opportunities to organise and promote a fundraising event.

Lesson 2: We are a Team part 1

Children will explore their personal skills and qualities that will contribute to their value as part of a business team.

Children will practice communication, reflection, speaking and listening skills in the context of applying for jobs.

Lesson 3: We are a Team part 2

Using the Charity Carwash Entrepreneur Challenge online activity, children explore how they might set prices and begin to consider how to plan to raise the maximum money they are able, setting realistic goals for fundraising and reflect these in a pricing and planning structure. They will learn more about financial planning and choosing what is reasonable to charge for their services.

Children will create a business plan for their charity event, based on the roles and duties they have created.

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 what role your parent/s might be able to play in supporting our charity event.
- Try the Entrepreneur Challenge online calculator activity with your family.
- Think of how families could support marketing the event.



LEARNING OBJECTIVES

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Met?	Link	Links to PSHE Outcomes KS2.
	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
	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
	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
	L19.	that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity)
	L21.	different ways to keep track of money
	L25.	to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes
	L30.	about some of the skills that will help them in their future careers, e.g. teamwork, communication and negotiation
Met?	Links to Financial Education Planning Framework 7-9 years (Young Money)	
	How to manage money <i>Ways to pay</i> I can describe ways of paying that don't involve cash e.g. debit cards, credit cards, online payments. <i>Keeping records</i> I know some different ways of keeping track of my money e.g. counting, keeping receipts.	
	Becoming a critical consumer <i>Decisions about saving and spending</i> I can take account of other people's ideas and opinions when making decisions about saving and spending my money.	
	Understanding the important role money plays in our lives <i>Helping others</i> I know why it is important to help others e.g. by donating to charity.	

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Met?	Links to Financial Education Planning Framework 9–11 years (Young Money)
	<p>How to manage money</p> <p><i>Simple financial records</i></p> <p>I know I need to check and keep basic financial information e.g. receipts, bills, bank statements.</p> <p>I can use simple financial information to plan and manage a basic budget and keep track of my spending.</p>
	<p>Becoming a critical consumer</p> <p><i>Influences on saving and spending</i></p> <p>I know that advertising is used to persuade me to spend my money.</p> <p><i>Value for money</i></p> <p>I can make comparisons between prices when deciding what is the best value for money, including for services such as electricity, phones and the internet.</p>
Met?	Links to Spoken Language Years 1 to 6. Pupils should be taught to:
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Speak audibly and fluently with an increasing command of Standard English.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Gain, maintain and monitor the interest of the listener(s).
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Met?	Links to Mathematics Year 3. Number – addition and subtraction. Pupils should be taught to:
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
Met?	Links to Mathematics Year 3. Measurement. Pupils should be taught to:
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Met?	Links to Mathematics Year 3. Statistics. Pupils should be taught to:
	Interpret and present data using bar charts, pictograms and tables.
	Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using the information presented in scaled bar charts and pictograms and tables.

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Met?	Links to Mathematics Year 4. Number – addition and subtraction. Pupils should be taught to:
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Met?	Links to Mathematics Year 4. Number – fractions (including decimals). Pupils should be taught to:
	Solve simple measure and money problems involving fractions and decimals to two decimal places.
Met?	Links to Mathematics Year 4. Measurements. Pupils should be taught to:
	Estimate, compare and calculate different measures, including money in pounds and pence.
Met?	Links to Mathematics Year 4. Statistics. Pupils should be taught to:
	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
	Solve comparison, sum and difference problems using the information presented in bar charts, pictograms, tables and other graphs.
Met?	Links to Mathematics Year 5. Number – addition and subtraction. Pupils should be taught to:
	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
Met?	Links to Mathematics Year 5. Measurements. Pupils should be taught to:
	Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Met?	Links to Mathematics Year 5. Statistics. Pupils should be taught to:
	Solve comparison, sum and difference problems using the information presented in a line graph.
Met?	Links to Mathematics Year 6. Number – addition and subtraction. Pupils should be taught to:
	Solve problems involving addition, subtraction, multiplication and division.
	Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
Met?	Links to Mathematics Year 6. Measurements. Pupils should be taught to:
	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
Met?	Links to Mathematics Year 6. Statistics. Pupils should be taught to:
	Interpret and construct pie charts and line graphs and use these to solve problems.