

# UNIT OVERVIEW

KS1 | DO THE RIGHT THING

## Story Overview

This unit centres on Lily and the moral dilemmas she faces as she tries to be popular at school by bringing the 'best' donation for the charity auction event. Children will explore a range of choices and consequences and develop their sense of moral values in relation to their wants and needs.

Read through and explore the KS1 interactive storybook and do the following interactive activities linked to the story.

## 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: Lily's Dilemma

Using the interactive story, children explore the choices that Lily makes and the consequences of various options she may choose in relation to taking a valuable ring from her mother's jewellery box for the charity auction at school. Pupils explore through discussion and role-play.

### Lesson 2: What's the Value?

By exploring objects in their own life (based on an item they will bring in from home, such as a photo or toy), children will begin to understand the sentimental and emotional value that people attach to objects and how this is sometimes as (or more) important than the monetary value. They will consider the value of the experiences they attach to objects.

## Lesson 3: Things that Money Can't Buy

Children will explore the value of their actions and consider that some jobs or chores will be done for altruistic reasons or to add value to relationships, using the kindness calculator sheet.

## 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.

Parents help the child to select a sentimental object to take into school for lesson 2 (or take in a photograph of it).

Take home a copy of the Kindness Calculator sheet. Children ask their parents to consider a job/s they do to help their children and family and work with the child to calculate how many 'smiles' they think it is worth.



# LEARNING OBJECTIVES

KS1 | DO THE RIGHT THING

Met?	Ref	Links to PSHE Outcomes
	<b>R2.</b>	to identify the people who love and care for them and what they do to help them feel cared for
	<b>R8.</b>	simple strategies to resolve arguments between friends positively
	<b>R21.</b>	about what is kind and unkind behaviour, and how this can affect others
	<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
Met?	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.	
	<b>Understanding the important role money plays in our lives</b> <i>Where my money comes from</i> I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.	

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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.
	Ask relevant questions to extend their understanding and knowledge.
	Articulate and justify answers, arguments and opinions.
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>• Discussing the significance of the title and events.</li><li>• Making inferences on the basis of what is being said and done.</li><li>• Predicting what might happen on the basis of what has been read so far.</li></ul>
	Participate in 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 on the basis of what is being said and done.</li><li>• Answering and asking questions.</li><li>• Predicting what might happen on the basis of what has been read so far.</li><li>• 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.</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>

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Met?	Links to Writing Composition Year 1. Pupils should be taught to:
	<p>Write sentences by:</p> <ul style="list-style-type: none"><li>• Saying out loud what they are going to write about.</li><li>• Composing a sentence orally before writing it.</li><li>• Sequencing sentences to form short narratives.</li><li>• Re-reading what they have written to check that it makes sense.</li><li>• Discuss what they have written with the teacher or other pupils.</li></ul>
Met?	Links to Writing Composition Year 2. Pupils should be taught to:
	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"><li>• Writing narratives about personal experiences and those of others (real and fictional).</li><li>• Writing about real events.</li></ul>
	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"><li>• Planning or saying out loud what they are going to write about.</li><li>• Encapsulating what they want to say, sentence by sentence.</li></ul>
Met?	Links to Mathematics Year 1. Measurement. Pupils should be taught to:
	<p>Measure and begin to record the following:</p> <ul style="list-style-type: none"><li>• Recognise and know the value of different denominations of coins and notes.</li><li>• Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</li></ul>
Met?	Links to Mathematics Year 2. Measurement. Pupils should be taught to:
	<ul style="list-style-type: none"><li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li><li>• Find different combinations of coins that equal the same amounts of money.</li><li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li></ul>

Date of unit

Delivered by