

UNIT OVERVIEW

KS1 | FINDERS KEEPERS

Story Overview

This unit gives a range of opportunities for children to explore their values in relation to found money, the rights and wrongs of keeping such items and the law. The storyline centres on Dale and Kyle who find a bundle of money in the street. On completion of this unit, children will have explored a range of issues in relation to behaviour and its impact on others.

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: Dale & Kyle's Dilemma

Children explore the law in relation to found money.

Pupils consider what they think the boys should do and explore reasoning skills to help make moral decisions.

Lesson 2: You Decide

Using familiar scenarios involving found money or objects, children determine their own moral stance, what is acceptable and what is unacceptable and why.

Lesson 3: Good Neighbours

Children explore the value of relationships, considering what makes a good neighbour and how this might impact on their behaviour toward others.

Lesson 4: Bert's Shopping Challenge

Children use the online activity to consider how to spend money within a budget.

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.



LEARNING OBJECTIVES

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Met?	Link	Links to PSHE Outcomes KS1
	R20.	what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
	R21.	about what is kind and unkind behaviour, and how this can affect others
	R22.	about how to treat themselves and others with respect; how to be polite and courteous
	R24.	how to listen to other people and play and work cooperatively
	R25.	how to talk about and share their opinions on things that matter to them
	L1.	about what rules are, why they are needed, and why different rules are needed for different situations
	L10.	what money is; forms that money comes in; that money comes from different sources
Met?	Financial Education Planning Framework 5-7 years (Young Money)	
	Becoming a critical consumer <i>Choices about saving and spending</i> I am beginning to understand that people may make different choices about how to save and spend money. <i>Needs and wants</i> I can explain the difference between something that I need and something I might want. I am beginning to understand that we might not always be able to have the things we want.	
	Managing risks and emotions associated with money <i>Looking after my money</i> I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.	
	Understanding the important role money plays in our lives <i>Where my money comes from</i> I understand that money will come to me in other ways in the future e.g. being paid for working.	

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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.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
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">• 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.
	Understand both the books they can already read accurately and fluently and those they listen to by: <ul style="list-style-type: none">• Drawing on what they already know or on background information and vocabulary provided by the teacher.• 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 a discussion about what is read to them, taking turns and listening to what others say.
	Explain clearly their understanding of what is read to them.

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Met?	Links to Reading Comprehension Year 2. Pupils should be taught to:
	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> 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.
	<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> 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 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.
Met?	Links to Writing Composition Year 1. Pupils should be taught to:
	<p>Write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. Re-reading what they have written to check that it makes sense.
	Discuss what they have written with the teacher or other pupils.
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"> Writing narratives about personal experiences and those of others (real and fictional). Writing for different purposes. Writing down ideas and/or keywords, including new vocabulary.
	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> Encapsulating what they want to say, sentence by sentence.