

## Introduction to Unit

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This unit gives a range of opportunities for children to explore their values in relation to found money (or property), 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. It explores these moral perceptions about money within the context of citizenship, how our attitudes might differ in relation to friends or strangers and the morality of this. Children are invited to explore the wider values relating to morality, relationships and communities.

## Baseline and Assessment

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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.

## Lesson Overview for this Unit

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### 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.

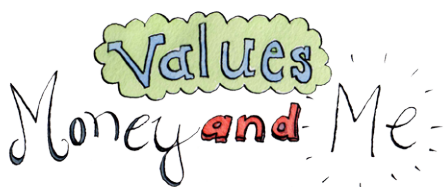
### Lesson 3: Good Neighbours

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

## Working Together: Activities to Explore at Home

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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 OUTCOMES

KS1 | FINDERS KEEPERS

Met?	Link	Links to PSHE Outcomes KS1
	<b>1b</b>	To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
	<b>2b</b>	To take part in a simple debate about topical issues.
	<b>4a</b>	To recognise how their behaviour affects other people.
	<b>4d</b>	That family and friends should care for each other.
Met?	Link	Links to SEAL
	<b>16</b>	I understand that changing the way I think about people and events changes the way I feel about them
	<b>30</b>	I can understand another person's point of view and understand how they might be feeling.
	<b>43</b>	I can solve problems by thinking of all the options, identifying advantages and disadvantages, choosing a solution and evaluating it later on.
Met?	Link	Links to Financial Capability KS1 (PFEG)
	<b>FR1</b>	Consider the variety of ways in which we spend money
	<b>FR3</b>	Financial satisfaction – Begin to recognise that satisfaction derived from spending money varies according to the nature of the purchase.



# FRAMEWORK REFERENCE

KSI | FINDERS KEEPERS

Met?	Links to Spoken Language Years 1 to 6
	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
	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.
	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.
	Explain clearly their understanding of what is read to them.

# FRAMEWORK REFERENCE

KSI | FINDERS KEEPERS

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.
Met?	Links to Writing Composition Year 1
	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
	Writing narratives about personal experiences and those of others (real and fictional).
	Writing for different purposes.
	Writing down ideas and/or key words, including new vocabulary.
	Encapsulating what they want to say, sentence by sentence.



Date of unit	
Delivered by	