

Introduction to Unit

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

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

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.

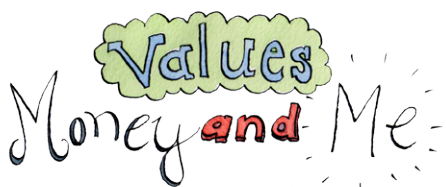
Lesson 4: Good Neighbours

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.

Try the Bert's Shopping Challenge Calculator activity with your family.



LEARNING OUTCOMES

KS2 | FINDERS KEEPERS

Met?	Link	Links to PSHE Outcomes KS2
	1b	To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
	2b	To take part in a simple debate about topical issues.
	2e	To recognise how their behaviour affects other people.
	3f	That family and friends should care for each other.
Met?	Link	Links to SEAL
	16	I understand that changing the way I think about people and events changes the way I feel about them
	30	I can understand another person's point of view and understand how they might be feeling.
	43	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)
	FC3	Know about some official financial records such as bank statements or building society books.
	FC7	Deciding how to spend money.
	FU4	Where money comes from - earnings/benefits/pension.
	FR6	Ethical financial decisions - understand that there is an ethical dimension to financial decisions.



FRAMEWORK REFERENCE

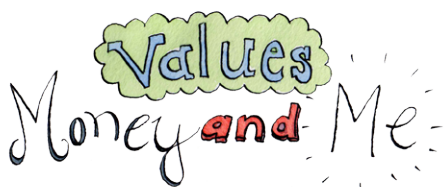
KS2 | FINDERS KEEPERS

Met?	Links to Spoken Language Years 1 to 6
	Articulate and justify answers, arguments and opinions.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
	Consider and evaluate different viewpoints, attending to and building on the contributions of others.
Met?	Links to Reading Comprehension Years 3 to 4
	Reading books that are structured in different ways and reading for a range of purposes.
	Identifying themes and conventions in a wide range of books.
	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	Asking questions to improve their understanding of a text.
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predicting what might happen from details stated and implied.
	Identifying main ideas drawn from more than one paragraph and summarising these.

FRAMEWORK REFERENCE

KS2 | FINDERS KEEPERS

Met?	Links to Writing Comprehension Years 3 to 4
	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
	Discussing and recording ideas.
	Organising paragraphs around a theme.
	In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
Met?	Links to Mathematics Year 3
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
Met?	Links to Mathematics Year 4
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
	Estimate, compare and calculate different measures, including money in pounds and pence.



Date of unit	
Delivered by	