

# UNIT OVERVIEW

KS2 | 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.

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



# LEARNING OBJECTIVES

KS2 | FINDERS KEEPERS

Met?	Link	Links to PSHE Outcomes KS2
	<b>H38.</b>	how to predict, assess and manage risk in different situations
	<b>R15.</b>	strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
	<b>R27.</b>	about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret
	<b>R28.</b>	how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
	<b>R30.</b>	that personal behaviour can affect other people; to recognise and model respectful behaviour online
	<b>R33.</b>	to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
	<b>R34.</b>	how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
	<b>L1.</b>	to recognise reasons for rules and laws; consequences of not adhering to rules and laws
	<b>L3.</b>	about the relationship between rights and responsibilities
	<b>L22.</b>	about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
	<b>L24.</b>	to identify the ways that money can impact on people's feelings and emotions

Met?	Financial Education Planning Framework 7-9 years (Young Money)
	<p><b>Becoming a critical consumer</b></p> <p><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.</p> <p><i>Spending and saving priorities</i> I can make spending decisions based on my priorities, needs and wants.</p>
Met?	Financial Education Planning Framework 9-11 years (Young Money)
	<p><b>Becoming a critical consumer</b></p> <p><i>Value for money</i> I know that some things are better value for money than others. I understand why making informed decisions will help me make the most of the money I have.</p>

# LEARNING OBJECTIVES

KS2 | FINDERS KEEPERS

Met?	Links to Spoken Language Years 1 to 6. Pupils should be taught to:
	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. Pupils should be taught to:
	Develop positive attitudes to reading, and an understanding of what they read, by: <ul style="list-style-type: none"><li>• Reading books that are structured in different ways and reading for a range of purposes.</li><li>• Identifying themes and conventions in a wide range of books.</li></ul>
	Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"><li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li><li>• Asking questions to improve their understanding of a text.</li><li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>• Predicting what might happen from details stated and implied.</li><li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li></ul>
Met?	Links to Writing Composition Years 3 to 4. Pupils should be taught to:
	Plan their writing by: <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li><li>• Discussing and recording ideas.</li></ul>
	Draft and write by: <ul style="list-style-type: none"><li>• Organising paragraphs around a theme.</li><li>• In non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li></ul>

# LEARNING OBJECTIVES

KS2 | FINDERS KEEPERS

<b>Met?</b>	<b>Links to Mathematics Year 3. Number – addition and subtraction. Pupils should be taught to:</b>
	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
<b>Met?</b>	<b>Links to Mathematics Year 3. Measurement. Pupils should be taught to:</b>
	Add and subtract amounts of money to give change, using both £ and p in practical contexts.
<b>Met?</b>	<b>Links to Mathematics Year 4. Number – addition and subtraction. Pupils should be taught to:</b>
	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
<b>Met?</b>	<b>Links to Mathematics Year 4. Measurement. Pupils should be taught to:</b>
	Estimate, compare and calculate different measures, including money in pounds and pence.

Date of unit

Delivered by