

# UNIT OVERVIEW

KS1 | HERO OR ZERO

## Story Overview

This unit centres on Sue Lee and her friend Mrs Goleska. When Mrs Goleska asks Sue to help her out by taking some old things to the charity shop she doesn't realise she has put her son's army service medal in the bag too. Mrs Goleska's son was lost in conflict overseas. This unit explores the sentimental and emotional value of objects and how some things are priceless because of the associations they hold. On completion of this unit, the children will have explored a range of issues in relation to values, being caring, avarice, and motivations for getting and selling old or second-hand items.

## 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 the children on 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: Sue Lee's Dilemma

Children will explore a range of feelings and skills related to safety and decision making, where the temptation to acquire money may be influencing what they do or feel.

### Lesson 2: Irreplaceable You

Children will develop safety skills in relation to risky situations involving the temptation of money. Children will explore the emotional value attached to sentimental objects.

### Lesson 3: New to You

Children explore the value and pricing of second-hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

## Extra Lesson: New to You (differentiated)

Children explore the value and pricing of second-hand items. They consider how much monetary value is lost over time and the historical and sentimental value of items. They consider the histories of items and how their usefulness may alter over time.

NB: There is a differentiated version of this activity for more able or older children.

## 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 Sue's Shopping Calculator activity with your child/family.



# LEARNING OBJECTIVES

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Met?	Link	Links to PSHE Outcomes KS1
	H11.	about different feelings that humans can experience
	H12.	how to recognise and name different feelings
	H14.	how to recognise what others might be feeling
	H15.	to recognise that not everyone feels the same at the same time, or feels the same about the same things
	H20.	about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better
	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
Met?	Links to 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.
	Use relevant strategies to build their vocabulary.
	Articulate and justify answers, arguments and opinions.
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
	Participate in discussions, presentations, performances, role play, improvisations and debates.
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><li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li><li>• Recognising and joining in with predictable phrases.</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>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Checking that the text makes sense to them as they read, and correcting inaccurate reading.</li><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 a discussion about what is read to them, taking turns and listening to what others say.

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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"><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><li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li></ul>
	<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"><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></ul>
	<p>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.</p>
	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
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></ul>
	<p>Discuss what they have written with the teacher or other pupils.</p>
	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
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><li>• Writing for different purposes.</li></ul>

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	<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>• Writing down ideas and/or keywords, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul>
	Read aloud what they have written with appropriate intonation to make the meaning clear.
<b>Met?</b>	<b>Links to Mathematics Year 1. Number – number and place value. Pupils should be taught to:</b>
	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
	Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
	Given a number, identify one more and one less
	Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
	Read and write numbers from 1 to 20 in numerals and words.
<b>Met?</b>	<b>Links to Mathematics Year 1. Number – addition and subtraction. Pupils should be taught to:</b>
	Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
	Represent and use number bonds and related subtraction facts within 20
	Add and subtract one-digit and two-digit numbers to 20, including zero
	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .
<b>Met?</b>	<b>Links to Mathematics Year 1. Measurements. Pupils should be taught to:</b>
	<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> </ul>

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Met?	Links to Mathematics Year 2. Number – number and place value. Pupils should be taught to:
	Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward.
	Recognise the place value of each digit in a two-digit number (tens, ones).
	Identify, represent and estimate numbers using different representations, including the number line.
	Compare and order numbers from 0 up to 100; use $<$ , $>$ and $=$ signs.
	Read and write numbers to at least 100 in numerals and in words.
	Use place value and number facts to solve problems.
Met?	Links to Mathematics Year 2. Number – addition and subtraction. Pupils should be taught to:
	<p>Solve problems with addition and subtraction:</p> <ul style="list-style-type: none"> <li>Using concrete objects and pictorial representations, including those involving numbers, quantities and measures,</li> <li>Applying their increasing knowledge of mental and written methods.</li> </ul>
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	<p>Add and subtract numbers using concrete objects, pictorial representations, and mentally.</p> <ul style="list-style-type: none"> <li>A two-digit number and ones.</li> <li>A two-digit number and tens.</li> <li>Two two-digit numbers.</li> <li>Adding three one-digit numbers.</li> </ul>
	Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
Met?	Links to Mathematics Year 2. Measurements. Pupils should be taught to:
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.
	Find different combinations of coins that equal the same amounts of money.
	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.