

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 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.

Learning Objectives



Lesson Overview for this Unit

Although we have suggested delivering this unit as separate lessons these can easily be combined together or split down further to suite and your classes needs.

Lesson 1: Sue Lee's Dilemma

Children will explore a range of feelings and skills related to safety and decision making, where 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 it's 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 Sue's Shopping Calculator activity with your child/family.

Read VMM
ground
rules here



LEARNING OBJECTIVES

KS1 | HERO OR ZERO

Met?	Link	Links to PSHE Outcomes KS2
	1a	To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
	1b	To share their opinions on things that matter to them and explain their views.
	2b	To take part in a simple debate about topical issues.
	2c	To recognise choices they can make, and recognise the difference between right and wrong.
	4a	To recognise how their behaviour affects other people.
	4d	That family and friends should care for each other.
Met?	Link	Links to Financial Capability KS2 (PFEG)
	FR2	Begin to talk about the value of money.
	FU4	Recognise that there are both predictable and unpredictable sources of money.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

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.
	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
	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.
	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Recognising and joining in with predictable phrases.
	Understand both the books they can already read accurately and fluently and those they listen to by.
	Participate in discussion about what is read to them, taking turns and listening to what others say.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

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.
	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
	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.
	Sequencing sentences to form short narratives.
	Re-reading what they have written to check that it makes sense.
	Discuss what they have written with the teacher or other pupils.
	Read aloud their writing clearly enough to be heard by their peers and the teacher.

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Writing Composition Year 2
	Writing narratives about personal experiences and those of others (real and fictional).
	Writing about real events.
	Writing for different purposes.
	Planning or saying out loud what they are going to write about.
	Writing down ideas and/or key words, including new vocabulary.
	Encapsulating what they want to say, sentence by sentence.
	Read aloud what they have written with appropriate intonation to make the meaning clear.
Met?	Links to Mathematics Year 1
	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.
	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 $7 = \square - 9$.
	Recognise and know the value of different denominations of coins and notes

FRAMEWORK REFERENCE

KS1 | HERO OR ZERO

Met?	Links to Mathematics Year 2
	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.
	Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
	Solve problems with addition and subtraction applying their increasing knowledge of mental and written methods.
	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally.
	A two-digit number and ones.
	A two-digit number and tens.
	Two two-digit numbers.
	Adding three one-digit numbers.
	Show that 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.
	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.



Date of unit	
Delivered by	