

Introduction to Unit

This unit centres on Tara and her Mother. Tara is now old enough to get some pocket money and to save up for things she may wish to buy.

On completion of this unit the children will have explored a range of issues in relation to realistic saving, earning, planning and budgeting. It uses the story along with the Spend and Save Calculator to encourage children to develop a sense of responsibility about earning and managing money and what it can buy.

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: Sharing the Chores/ Jobs at Home

Children explore being part of a family and the individual's contributions to the running of the household. They consider roles and responsibilities in the home and if and when young people should be paid, or not, for doing chores/jobs.

Lesson 2: Exploring Needs and Wants

Using a range of needs and wants, including basic human needs, children are encouraged to consider some of the priorities that adults may need to set when operating with limited funds and how this might affect them and their family.

Lesson 3: Spend and Save Calculator

Children explore how they might make, save and spend money, set goals for spending and create staged plans to reach goals. They will learn more about planning and choosing what to buy within a budget over time.

Working Together: Activities to Explore at Home

We suggest that the children revisit the "I Want It!" Interactive Storybook 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. Ask children to take home a copy of the appropriate homework activity.

KS1 (Could I help with that?) or KS2 (Chore/job challenge survey and Different views on chores/jobs questionnaire) and complete them with member/s of the family/suitable adult.

Ask children to take home a copy of the Needs and Wants sheet and complete them again with member/s of the family/suitable adult. Hopefully this will facilitate discussion on the difference between adult and child perspectives on wants and needs.

Return completed sheets to school. Collate, discuss and compare as appropriate.

Do the Spend and Save Calculator activity at home.

LEARNING OUTCOMES

KS1/2 | I WANT IT!

Met?	Link	Links to PSHE Outcomes KS2
	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.
	2e	To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences.
	4a	To recognise how their behaviour affects other people.
	3f	That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.
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 KS2 (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

KS1/2 | I WANT IT!

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.
	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 Years 3 and 4
	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	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.
	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Met?	Links to Writing Composition Years 3 and 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.
	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).
	Assessing the effectiveness of their own and others' writing and suggesting improvements.

FRAMEWORK REFERENCE

KS1/2 | I WANT IT!

Met?	Links to Mathematics Year 3
	Add and subtract numbers with up to three digits, using formal written methods of columnar 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 comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
	Estimate, compare and calculate different measures, including money in pounds and pence.



Date of unit	
Delivered by	