

## Introduction to Unit

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This unit centres on the friends in KS1 at Pride Place Primary School and their fundraising activities for charity. Children will explore how they can plan a charity event, pricing goods and services and undertaking basic financial planning and prediction as part of this process.

## Baseline and Assessment

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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

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### Lesson 1: Who Shall We Help?

Children choose a 'good cause' for their fundraising event and plan as a group to run the event.

### Lesson 2: We are a Team

Children explore the value of skills in the workplace by identifying their strengths as part of a working team, the roles they might play and how the team can work together.

### Lesson 3: Counting on You

Children work as a class to identify coins and undertake some simple calculations based on a line of 'pennies' fundraising event. They will set goals for fundraising.

## Working Together: Activities to Explore at Home

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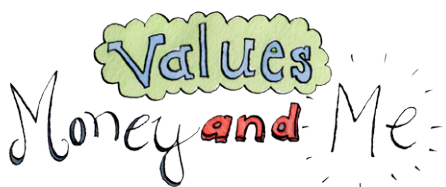
We suggest that the children read the story at home with their family if this is practical and appropriate. This will familiarise the family with the unit and its content and promote discussion on the issues raised. They can view online or you can provide a printed version from the teachers' area.

- Design a poster for the planned charity event.
- Consider how families might contribute pennies to the event.

# LEARNING OUTCOMES

KS1 | CHARITY JOB WEEK

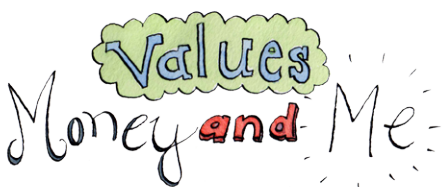
Met?	Link	Links to PSHE Outcomes KS1
	<b>1e</b>	How to set simple goals.
	<b>1d</b>	To think about themselves, learn from their experiences and recognise what they are good at.
	<b>2a</b>	To take part in discussions with one other person and the whole class.
	<b>2f</b>	To contribute to the life of the class and school.
	<b>2g</b>	To realise that money comes from different sources and can be used for different purposes.
	<b>1d</b>	To listen to other people, and play and work cooperatively.
Met?	Link	Links to SEAL
	<b>21</b>	I can set a challenge or goal, thinking ahead and considering the consequences for others and myself.
	<b>22</b>	I can break a long-term plan into smaller achievable steps, plan to overcome obstacles, set success criteria and celebrate when I achieve them.
	<b>39</b>	I can work well in a group, cooperating with others to achieve a joint outcome.
	<b>40</b>	I can tell you what helps a group to work well together.
Met?	Link	Links to Financial Capability KS1 (PFEG)
	<b>FUI</b>	Coin recognition – recognise the coins and notes that we use.
	<b>FC1</b>	Keeping money safe – know how we can keep money safe.
	<b>FC4</b>	Be able to consider possible ways of spending money.
	<b>FR2</b>	Begin to talk about the value of money.



# FRAMEWORK REFERENCE

KS1 | CHARITY JOB WEEK

Met?	Links to Spoken Language Years 1 to 6
	Listen and respond appropriately to adults and their peers.
	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.
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.
	Drawing on what they already know or on background information and vocabulary provided by the teacher.
	Checking that the text makes sense to them as they read and correcting inaccurate reading.
	Discussing the significance of the title and events.
	Making inferences on the basis of what is being said and done.
	Predicting what might happen on the basis of what has been read so far.
	Participate in discussion about what is read to them, taking turns and listening to what others say.
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.
	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.



# FRAMEWORK REFERENCE

KS1 | CHARITY JOB WEEK

Met?	Links to Mathematics Year 1
	Stories with familiar settings.
	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 | CHARITY JOB WEEK

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, including a two-digit number and ones.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and tens.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers.
	Add and subtract numbers using concrete objects, pictorial representations, and mentally, including adding three one-digit numbers.
	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.
	Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
	Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
	Ask and answer questions about totalling and comparing categorical data.



Date of unit	
Delivered by	