

UNIT OVERVIEW

KS1 | DO THE RIGHT THING

Introduction to Unit

This unit centres on Lily and the moral dilemmas she faces as she tries to be popular at school by bringing the 'best' donation for the charity auction event. Children will explore a range of choices and consequences and develop their sense of moral values in relation to their wants and needs.

Read through and explore the KS1 interactive story book and do the following interactive activities linked to the story.

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 the score sheet to evaluate their improvement over the unit.

Lesson Overview for this Unit

Lesson 1: Lily's Dilemma

Using the interactive story, children explore the choices that Lily makes and the consequences of various options she may choose in relation to taking a valuable ring from her mother's jewellery box for the charity auction at school. Pupils explore through discussion and role play.

Lesson 2: What's the Value?

By exploring objects in their own life (based on an item they will bring in from home, such as a photo or toy), children will begin to understand the sentimental and emotional value that people attach to objects and how this is sometimes as (or more) important than the monetary value. They will consider the value of the experiences they attach to objects.

Lesson 3: Things that Money Can't Buy

Children will explore the value of their actions and consider that some jobs or chores will be done for altruistic reasons or to add value to relationships, using the kindness calculator sheet.

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.

Parents help child to select a sentimental object to take into school for lesson 2 (or take in a photograph of it)

Take home copy of the Kindness Calculator sheet. Children ask their parents to consider a job/s they do to help their children and family and work with the child to calculate how many 'smiles' they think it is worth.



LEARNING OUTCOMES

KS1 | DO THE RIGHT THING

Met?	Ref	Links to PSHE Outcomes
	2a	To take part in discussions with one other person and the whole class.
	2c	To recognise choices they can make, and recognise the difference between right and wrong.
	2f	That they belong to various groups and communities, such as family and school.
	4a	That family and friends should care for each other.
	4d	To recognise how their behaviour affects other people.
Met?	Ref	Links to SEAL
	9	I can stop and think before acting.
	16	I understand that changing the way I think about people and events changes the way I feel about them.
	27	Understanding the feelings of others.
Met?	Ref	Links to Financial Capability KS1 (PFEG)
	FR2	The value of money – begin to talk about the value of money.
	FC5	The cost of unexpected loss – understand the consequences of losing money or having it stolen.
	FU4	Recognise that there are both predictable and unpredictable sources of money.

FRAMEWORK REFERENCE

KS1 | DO THE RIGHT THING

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.
	Articulate and justify answers, arguments and opinions.
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.
	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 | DO THE RIGHT THING

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.
Met?	Links to Writing Composition Year 2
	Writing narratives about personal experiences and those of others (real and fictional).
	Writing about real events.
	Planning or saying out loud what they are going to write about.
	Encapsulating what they want to say, sentence by sentence.
Met?	Links to Mathematics Year 1
	Recognise and know the value of different denominations of coins and notes.
	Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].
Met?	Links to Mathematics Year 2
	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

