

MoneySense Foundation and KS1 curriculum topic map



MoneySense Making sense of money

This topic map illustrates how the range of MoneySense resources links to the Northern Ireland curriculum. MoneySense is a free and impartial financial education programme from Ulster Bank that has helped millions of young people learn about money. The programme has received the Financial Education Quality Mark from Young Money, and it's easy to use, interactive and fun. MoneySense provides everything you need to teach pupils how to manage money.

MATHEMATICS AND NUMERACY

- M** **Money**
- Talk about things that they want to spend money on (Foundation). Decide how to spend money (Key Stage 1).
 - Understand the need to pay for goods (Foundation). Recognise coins and use them in simple contexts (Key Stage 1).
 - Talk about different ways we can pay for goods, for example, cash, cheque, credit/debit card.
 - Use number skills in shopping activities.
 - Add and subtract money up to £10, use the conventional way of recording money, and use these skills to solve problems.
 - Talk about the value of money and ways in which it could be spent, saved and kept safe.

- NU** **Understanding numbers**
- Count a variety of objects, for example, number of cups, apples, crayons (Foundation).
 - Count, read, write and order whole numbers, initially to 10, progressing to at least 1000 (Key Stage 1).
 - Carry out simple mental calculations, for example, 1 more than/less than within 10; 2 more than/less than within 10.

LANGUAGE AND LITERACY

- T&LI** **Talking and Listening**
- Participate in talking and listening in every area of learning, for example, discuss how they should behave when they are near roads, discuss the benefits of a healthy lifestyle.
 - Take turns at talking and listening in group and paired activities, for example, explain the rules of a game.
 - Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities, for example, respond to an educational broadcast, discuss car parking near their school.

- R** **Reading**
- Read, explore, understand and make use of a range of traditional and digital texts.
 - Use a range of strategies to identify unfamiliar words.

- W** **Writing**
- Express thoughts, feelings and opinions in imaginative and factual writing.
 - Spell correctly a range of familiar, important and regularly occurring words, for example, look, come, after.
 - Develop increasing competence in the use of grammar and punctuation, for example, use full stops, question marks and commas.
 - Use a legible style of handwriting, for example, begin to join letters.

PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING

- FE** **Feelings and Emotions**
- Beginning to recognise how they feel, for example, when they are happy, sad, angry, afraid, lonely.

- SA** **Self-awareness**
- Identifying their favourite things, for example, their favourite stories, TV programmes, foods, activities in school, their likes and dislikes.
 - Recognising what they can do, for example, their personal skills such as dressing themselves, using a knife and fork, their physical skills such as running, jumping, skipping, cutting, threading.

- RSC** **Relationships in the School Community**
- Beginning to understand the interdependent nature of the class/school community and themselves as participant members.
 - Forming good relationships with adults and other pupils.
 - Show independence and know when to seek help.
 - Show respect when working and playing together and recognise the need for rules.

- HS** **Health and Safety**
- Exploring appropriate personal safety strategies and identifying situations that are safe, and those where personal safety may be at risk.

THE WORLD AROUND US

- WAU**
- Show curiosity about the living things, places, objects and materials in the environment.
 - Be aware of the local natural and built environment and their place in it.
 - Understand the need to respect and care for themselves, other people, plants, animals and the environment.
 - Explore: How do things change?
 - What kind of changes happen, have happened, or might happen?
 - How can we make change happen?

GEOGRAPHY

- G**
- The effect of people on the natural environment over time.
 - How people and places have changed over time. Positive change and how we have a responsibility to make an active contribution.

SCIENCE AND TECHNOLOGY

- ST**
- Changes in the local natural environment, including how they can affect living things.

WHOLE CURRICULUM AIMS AND OBJECTIVES

- EcA**
- Learn to manage their money and build up savings.
 - Interpret information in order to make informed choices as consumers.
 - Develop an understanding of the importance of using resources carefully in the classroom.
 - Develop an awareness of some environmental issues.

- EM**
- Work independently and as a member of a team.
 - Develop perseverance, initiative and flexibility.
 - Be willing to take calculated risks when appropriate.
 - Use critical and creative thinking to solve problems and make decisions.

- SD**
- Identify the main reasons why people set up their own business.
 - Appreciate the environment and their role in maintaining and improving it.
 - Understand how actions can affect the environment.

MoneySense topics

What coins and notes do we use?

This topic explores what coins and notes there are and how they are used.

Curriculum links:

M NU O&A T&LI EcA Em

Resources:

- Interactive activity
- Lesson plan
- Quiz
- Activity sheet
- Infographics



What are needs and wants?

Pupils explore the difference between 'needs' and 'wants', considering how we prioritise the things we buy in terms of importance.

Curriculum links:

Fe RRR SA M NU T&LI EcA

Resources:

- Lesson plan
- Activity sheet
- Video
- Presentation

How can I keep track of my money?

Pupils explore ways of knowing how much money they receive and spend by making simple records.

Curriculum links:

SA Fe RRR RSC M NU O&A T&LI

EcA EM

Resources:

- Interactive activity (e-storybook)
- Lesson plan
- Activity sheet
- Presentation

Where can I keep my money safe?

This topic explores how to keep money safe – identifying safe places to keep money, the different choices involved in keeping money safe and the consequences of losing money.

Curriculum links:

SA Fe HS M T&LI EcA

Resources:

- Interactive activity
- Lesson plan
- Quiz
- Activity sheet
- Infographics

Why is it important to save money?

In this topic pupils learn about saving money for later, reasons for saving and how it might make them feel, and why saving can be important.

Curriculum links:

SA Fe M NU T&LI

R W EcA EM

Resources:

- Interactive activity
- Lesson plan
- Quiz
- Infographic
- Activity sheets

Where does money come from?

This topic explores where people get money from, including working to earn money. It also helps pupils understand about earning and saving for the future.

Curriculum links:

SA RRR M NU

T&LI WAU EcA EM

Resources:

- Interactive activity
- Lesson plan
- Quiz
- Infographics
- Activity sheet



Augmented reality games: What do I know about selling spending and saving?

This interactive lesson uses augmented reality to introduce pupils to the financial concepts of selling, spending, and saving.

Curriculum links:

M NU T&LI EcA

Resources:

- Lesson plan
- AR technical guide with printable QR codes



Climate Savers virtual assembly

Climate Savers virtual assembly engages pupils with the topic of climate change and discusses actions that can be taken to save money in an environmentally sustainable way.

Curriculum links:

M NU Fe WAU G ST SD

Resources:

- Delivery guide
- Video

MoneySense workshops

How we use money

Pupils explore the difference between 'needs' and 'wants', ways in which families spend money, and our choices around how to use money (e.g. spend, save, or donate).

Curriculum links:

M NU RSC Fe SA T&LI EcA EM

Resources:

- Video
- Delivery notes
- Presentation
- Activity sheets
- Certificate

Super smoothie shop

This workshop introduces pupils to the concepts of enterprise, buying, selling and budgeting in a series of group activities related to setting up a smoothie shop.

Curriculum links:

M NU RSC Fe SA T&LI EcA EM

Resources:

- Delivery notes
- Presentation
- Activity sheets
- Certificate

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