



## Medium Term Curriculum Planning KS1

### NON-NEGOTIABLES

Using Young money, Money Heroes, Nat-west Money Matters materials to instigate your planning of Financial Enterprise based learning. Use schemes as a teaching tool and build on ideas set out in the schemes of work and create a journey of learning building on given materials and teacher experiences.

Constant links between world of work, problem solving, Maths, PSHE, History, Geography and Finance and Enterprise where applicable.

### THINGS TO CONSIDER:

Using Young Money materials, Nat-west money sense materials and Money Heroes documents, read the lesson plans to develop teacher subject knowledge.

### Key stage 1 - Years 1/2

|               | <u>Key Vocabulary</u> | <u>NC Objectives</u>  | <u>Young Money</u> | <u>Nat west money sense.</u> | <u>Money heroes documents</u>                                 |
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| <b>EYFS</b>   |                       | 1) I am beginning to understand that there are different coins and notes.<br>2) I am beginning to describe and name different coins.  |                    |                              | <u>How to manage money.</u><br>Recognising coins              |
|               |                       | 1) I am beginning understand that I can spend money in different places and on different things, e.g. buying toys or going on a bus, and that these may cost different amounts.<br>2) I am beginning to make simple choices about spending money. |                    |                              | <u>Becoming a critical consumer</u><br>Choices about spending |
| <b>Year 1</b> |                       | 1) I know that there are different coins and notes.<br>2) I can describe and name different coins and notes.<br>3) I am beginning to understand that coins and notes can have different values.   |                    |                              | <u>How to manage money.</u><br>Recognising coins.             |

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| Year 1/2 | <ol style="list-style-type: none"> <li>1) I know that I can spend money in different places and on different things and that they may cost different amounts.</li> <li>2) I can make simple choices about how to spend my money.</li> <li>3) I am beginning to understand that people may make different choices about how to spend money.</li> </ol>  |  |  | <p><b><u>Becoming a critical consumer</u></b><br/>         Choices about spending</p>                    |
|          | <ol style="list-style-type: none"> <li>1) I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people.</li> <li>2) I can take account of other people's ideas and opinions when making decisions about saving and spending my money.</li> <li>3) I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money.</li> </ol> |  |  | <p><b><u>Becoming a critical consumer</u></b><br/>         Choices about saving.</p>                     |
|          | <ol style="list-style-type: none"> <li>1) I know that I need to look after my money</li> <li>2) I can choose a safe place to keep my money.</li> <li>3) I understand that money has a value and needs to be taken care of.</li> </ol>  |  |  | <p><b><u>Managing risks and emotions associated with money.</u></b><br/>         Keeping money safe.</p> |

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|  | <ol style="list-style-type: none"> <li>1) I know that money might make me have different feelings e.g. being happy or sad.</li> <li>2) I can describe the way money makes me feel.</li> <li>3) I am beginning to understand that other people may have different feelings to my own about money</li> </ol>                                  |  |  | <p style="text-align: center;"><b><u>Managing risks and emotions associated with money</u></b></p> <p style="text-align: center;">Feeling about money</p> |
|  | <ol style="list-style-type: none"> <li>1) I am beginning to know that I will need to use money in different ways.</li> <li>2) I can name different ways money can be used e.g. saving, spending, giving.</li> <li>3) I am beginning to understand why money is used.</li> </ol>   |  |  | <p style="text-align: center;"><b><u>Understanding the important role money plays in our lives</u></b></p> <p style="text-align: center;">USING MONEY</p> |
|  | <ol style="list-style-type: none"> <li>1) I know the value of the coins and notes I use and can put them in the correct order of value.</li> <li>2) I can recognise and choose the correct value of coins and notes to use and calculate change.</li> <li>3) I can understand the importance of waiting for and checking change.</li> </ol> |  |  | <p style="text-align: center;"><b><u>How to manage money</u></b></p> <p style="text-align: center;">Value of coins and notes</p>                          |

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|               | <ol style="list-style-type: none"> <li>1) I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary.</li> <li>2) I can keep simple financial records e.g. recording the amount saved in a money box and how it has been used.</li> <li>3) I am beginning to understand I might run out of money unexpectedly if I don't keep track of it.</li> </ol> |  |  | <p><b><u>How to manage money</u></b><br/> <b>KEEPING TRACK OF MONEY</b></p>                        |
|               | <ol style="list-style-type: none"> <li>1) I know I have choices about saving and spending my money.</li> <li>2) I can make a simple plan for my saving and spending choices and stick to it.</li> <li>3) I am beginning to understand that people may make different choices about how to save and spend money</li> </ol>  |  |  | <p><b><u>Becoming a critical consumer</u></b><br/>         Choices about savings and spending.</p> |
| <b>Year 2</b> |  |  |  |  |
|               | <ol style="list-style-type: none"> <li>1) I know that my own needs and wants may be different to those of other people.</li> <li>2) I can explain the difference between something that I need and something I might want.</li> </ol>  |  |  | <p><b><u>Becoming a critical consumer</u></b><br/>         Needs and Wants.</p>                    |

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|  |  | 3) I am beginning to understand that we not always be able to have the things we want.   |  |  |   |
|  |  | <p>1) I know I can keep money in different places, and that some places are safe than others, e.g in a money box or a bank.</p> <p>2) I can choose a suitable place to keep my money safe, and explain my choices.</p> <p>3) I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.</p>                               |  |  | <p><b><u>Managing risks and emotion associated with money.</u></b><br/>Looking after my money</p>           |
|  |  | <p>1) I know I can save my money to use later instead of spending it all now</p> <p>2) I can describe why I want to save my money, e.g. for something special or to buy a present for someone else, and where I might save it, e.g. cash at home, in a savings account.</p> <p>3) I am beginning to understand why saving money can be important and how that makes me feel.</p> |  |  | <p><b><u>Managing risks and emotion associated with money.</u></b><br/>Saving money.</p>                    |
|  |  | <p>1) I know my money comes to me in different ays e.g. earning, winning, borrowing, finding, being given.</p> <p>2) I can describe where my money comes from.</p> <p>3) I understand that money will come to me in other ways in the future e.g. being paid for working.</p>  |  |  | <p><b><u>Understanding the important role money plays in our lives.</u></b><br/>Where money comes from.</p> |
|  |  | 1) I know that money has developed in many different forms throughout history e.g. barter, coins, notes, etc.  |  |  | <p><b><u>Understanding the important role money plays in our lives.</u></b></p>                             |

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|          |  | <p>2) I can describe the many forms that money comes in today, and the variety of ways in which it can be used to pay for things.</p> <p>3) I understand that money will continue to develop in a variety of forms in the future.</p> |  |  | How money developed. |
| Summer 2 |  | Fiver challenge   |  |  |                      |