

Dundee Guide to Financial Education

2014



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Foreword



This document provides guidance for schools and early years' establishments on embedding financial education into the curriculum. By improving the financial capability of our young people we seek to ensure that they have the knowledge and skills to support them as they become active participants in society and able to contribute to both the local and national economy.

The document provides staff with materials that were initially developed by Glasgow City Council in partnership with Education Scotland and then adapted by the St Paul's Cluster as a Building Capacity in Moderation Project. The intention is that this document will support schools and early years' establishments to continuously improve the experiences, attainment and achievements of our children and young people here in Dundee.

Michael Wood
Director of Education

Dundee City has the third highest share of Deprivation in Scotland's local authorities and 42,125 people in Dundee live in data zones designated as in the 15% Most Deprived in Scotland.

(SIMD 2012)

Vision and Rationale

Vision

Dundee's vision for financial education is that:

- All children and young people develop the personal finance skills they need to prosper, through a planned, coherent programme of financial education.
- Schools and early years' establishments ensure good quality financial education is embedded within the curriculum
- Schools will work with external partners to enhance the financial capability of their children and young people .

Rationale

Financial inclusion means access to appropriate financial products, and the confidence and capability to use them to make a positive difference on lives. Five of Dundee's political wards are considered to be in the most deprived areas in Scotland where families are financially excluded. Many people, particularly those living on low incomes, cannot access mainstream financial products such as bank accounts and low cost loans and often turn to loan sharks, payday loans companies, rent-to-own retailers, and doorstep lenders with serious consequences. This impacts both on individuals and their families which are often the most vulnerable people in our society. For these families, debt quite often, also impacts on their health and wellbeing. Financial education from a young age will improve this situation.

Practitioners in schools and early years' establishments can support Dundee City Council's financial inclusion priorities through early intervention and educational approaches to financial inclusion and capability, and enhanced partnership- working.

Dundee has the highest number of children registered for free school meals and is well above the Scottish average.

Within the context of numeracy across learning, schools and early years' establishments are being encouraged by the Scottish Government and Education Scotland to provide a planned, coherent programme of financial education for all learners. This means organising programmes at local level with support from the local authority and other partners, including banks, credit unions, Save by the Bell and other agencies.

Dundee's percentage of children in 15% most deprived areas is the 3rd highest in Scotland.

Curriculum for Excellence provides an opportunity for teachers to engage with financial education and develop innovative approaches to making connections across learning. Experiences and outcomes within numeracy and social studies, in particular, focus on opportunities to provide active learning experiences to develop financial capability.

56% of Dundee's children live in low income households.

Dundee has 30% of its population living in the 15% most deprived areas of Scotland



However opportunities for financial education exist across the whole curriculum. Enterprise in education, sustainable development education and global citizenship provide platforms to deliver financial education. Financial education can also support critical thinking, working with others, enterprise and employability, problem solving and information and communication technology; all of which will help children and young people to make informed financial choices and develop the attitudes and behaviours they need to become financially capable.

“ You can’t buy everything if you don’t have enough money. ”
P1 pupil

“ He got so much out of his trip to Lidl. Now when we go to the supermarket, he pays much more attention to the price of goods. This will work well for him in the future ”
Parent

“ You get money from a pirate ”
Nursery Child

“ I will never use pay day loans, loan sharks or pawnbrokers, there are so many other options. ”
S2 Pupil St Paul’s

“ I have been amazed at how much the class have enjoyed and engaged with this project and I am so proud of them in how they have committed to making a difference to the lives of others. The depth of learning which has taken place is clearly evident; children have transferred their money handling/counting skills to areas of numeracy and mental calculations. ”
Class teacher

Outcomes

Number, money and measure					
	Early	First	Second	Third	Fourth
Money	<p>I am developing my awareness of how money is used and can recognise and use a range of coins.</p> <p>MNU 0-09a</p> <p><i>(The pre-school years and P1, or later for some.)</i></p>	<p>I can use money to pay for items and can work out how much change I should receive.</p> <p>MNU 1-09a</p> <p>I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.</p> <p>MNU 1-09b</p> <p><i>(To the end of P4, but earlier or later for some.)</i></p>	<p>I can manage money, compare costs from different retailers, and determine what I can afford to buy.</p> <p>MNU 2-09a</p> <p>I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.</p> <p>MNU 2-09b</p> <p>I can use the terms profit and loss in buying and selling activities and can make simple calculations for this.</p> <p>MNU 2-09c</p> <p><i>(To the end of P7, but earlier or later for some.)</i></p>	<p>When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me.</p> <p>MNU 3-09a</p> <p>I can budget effectively, making use of technology and other methods, to manage money and plan for future expenses.</p> <p>MNU 3-09b</p> <p><i>(S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.)</i></p>	<p>I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle.</p> <p>MNU 4-09a</p> <p>I can source information on earnings and deductions and use it when making calculations to determine net income.</p> <p>MNU 4-09b</p> <p>I can research, compare and contrast a range of personal finance products and, after making calculations, explain my preferred choices.</p> <p>MNU 4-09c</p>

The 11 numeracy money outcomes in Curriculum for Excellence are listed in the **table above**. This financial education guide provides illustrations of learning experiences to achieve these outcomes at all levels from early level to fourth curriculum level.

Schools and early years' establishments will be able to identify similar outcomes in other areas of the curriculum particularly in social studies.

The guide provides links to the three aspects of learning which are the responsibility of all staff - numeracy, literacy and health and wellbeing.

Financial education offers schools the opportunity to make wider connections across learning which could support interdisciplinary learning.

How to use the financial education planning grids



The grids provided in the appendix suggest a programme for managing financial education in the context of numeracy across learning.

They outline the progression in financial education based on the money experiences and outcomes. Critically, the programme makes important connections to the development of skills outlined in Building the Curriculum 4.

This format could be used to support planning across other curriculum areas. The tables are available to allow schools to adapt planning to reflect local need.

*(See **Appendix 1** for the complete financial education programme, early level to fourth level exemplars.)*

Schools can also track progress in financial education by preparing similar grids focusing on social studies.

Suggested learning experiences

The experience in bold is the main activity to which all other information on the grid relates. However, you may choose to develop your own activities and experiences. A number

of supplementary activities and contexts to address the money outcome are also given, but not expanded upon.

Aspects of financial capability

While it is very important that young people can carry out financial calculations, it is essential that they develop informed attitudes to the ethical and moral dimensions of money. The four aspects of financial capability – understanding, competence, responsibility and enterprise – are developed progressively from early level to fourth curriculum level. Children and young people should learn to make informed decisions and choices about their personal finances, plan ahead and manage money well, develop an awareness of the social and ethical impact of their financial decisions and apply their financial knowledge and skills in innovative and creative ways. In many ways, the financial capability of young people can only be improved when attitudes and behaviours change. Therefore, young people must be

given the opportunity to discuss topics such as advertising, peer pressure and fair trade, small print, APR if they are to fully develop their financial capability.

Connections across learning

Numeracy, literacy and health and wellbeing outcomes that could be met through the main learning experiences are highlighted in bold. Financial education will also be addressed through other curriculum areas, for example, social studies, business education, home economics, as well as through enterprise initiatives. Money week, a themed week where every class does some work on issues related to money, supports an interdisciplinary approach to financial education. This involves a whole school approach to planning, preparation and delivery and enables the school to link all aspects of the curriculum to the week's central theme of developing financial capability. It is also an opportunity to include visits to the local community and visitors coming into school, including parents/carers.

Developing skills for learning, life and work

As young people are developing financial capability, it is clear that they are also developing skills for life, learning and work. The tick boxes in this section are matched to the skills outlined in Building the Curriculum 4. The comments explain how these skills are developed through the suggested learning experiences.

Suggested resources and websites

These are intended as a starting point for teachers planning financial education. It is likely that schools will adapt and add to this list as practice develops.

Assessment



The financial education programme offers support for the experiences and outcomes that require to be covered at all levels.

Teachers need to consider the assessment of these learning experiences at the planning stage. Building the Curriculum 5 encourages teachers to consider the different ways children and young people demonstrate their learning through what they say, write, make and do. Children should be given the opportunity to demonstrate their breadth of learning, that they can respond to challenge in their learning and that they can apply their learning in new and unfamiliar contexts.

Young learners' participation in money week, enterprise activities and display of learning at an open afternoon showcase event at the end of a money week can provide effective evidence of learning in financial education. Assessment should be based on the success criteria which are derived from the outcomes and experiences. The following table offers a suggested assessment format to support financial education.

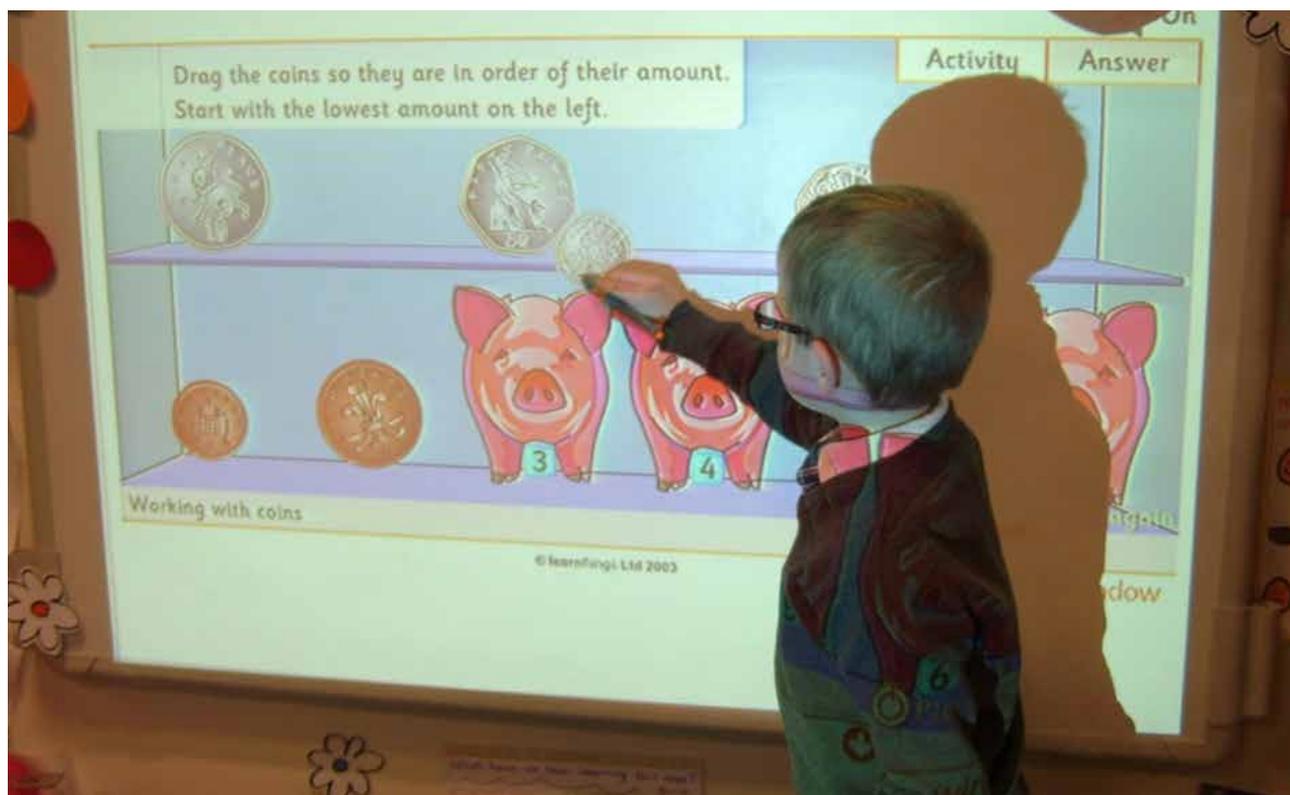
ASSESSMENT	
Success criteria	Suggested learning experiences
Numeracy Outcome MNU 0- 09a Money – Early Level (The pre- school years and P1, or later for some.) I am developing my awareness of how money is used and can recognise and use a range of coins.	
I can recognise coins:	
a) Differentiate coins from other objects, e.g. coins cf. buttons b) Identify coins by, e.g. colour, size, shape c) Name coins, e.g. 1p, 5p.....£1, £2, £5 d) Name other countries' coins	a) Money recognition board/ICT games b) Participation in credit union business; "Shopping" and "Savings" board games; role-play shop/cafe c) Label money wall display d) International Cafe
I am aware of how money is used:	
a) Know that money is needed to buy goods b) Know that money can be saved c) Know that money can be transferred from money bank to a credit union savings account	a) Buying lunch at the International Cafe; role-play customer; buying toys for the nursery b) Money banks c) Discuss/open CU savings account
I can use coins confidently and with accuracy:	
a) Buy goods and give change	a) Role-play shop, International Cafe, sell/buy daily free fruit and water, etc
Numeracy Outcome MNU 1- 09a Money – First Level (To the end of P4, but earlier or later for some.) I can use money to pay for items and can work out how much change I should receive.	
I can use coins and notes when buying goods:	
a) Buy goods in real life scenarios and check correct change is given	a) Campus tuck/Fair Trade shop, Christmas Fayre, etc (Reinforce via role-play situations)
Numeracy Outcome MNU 1- 09b Money – First Level (To the end of P4, but earlier or later for some.) I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.	
I am aware of the different denominations and how they can be used:	
a) Know that different combinations of notes and coins are used in their community	a) Visit local shops, Post Office, bank, credit union, etc (Reinforce e.g. classroom money exchange counter, role- play shop, cafe, etc)

Teachers can explore the National Assessment Resource (NAR) exemplars via the Education Scotland website: for ideas and suggestions for assessing the money outcomes in numeracy.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/>

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/progressandachievement/index.asp>

Monitoring and evaluating financial education



Practitioners in schools and early years' establishments should monitor and evaluate the effectiveness of financial education. Developing a coherent approach to numeracy across learning which includes financial education will ensure that every young person receives a breadth and depth of learning experiences to promote financial capability.

The suggested learning experiences described in this guide are designed to avoid repetition of activities, building a sense of progression. It would also be useful for schools to map across the year the enterprise opportunities and roles taken by young people at particular stages.

The skills and attributes which children and young people develop through financial education will support them as lifelong learners in their adult, social and working lives ready to face the challenges of a changing society and economy. Teachers will need to plan to revisit and consolidate these numeracy skills throughout the schooling of the children and young people.

There should be effective communication at all transition stages giving a valid and reliable account of young people's development in financial capability. This will ensure coherence, progression and breadth of learning and

ascertain the scope of financial education and next steps in learning.

In delivering financial education, schools and early years' establishments will need to ensure that all children and young people have experienced all of the relevant outcomes and experiences as part of their entitlement to a broad general education. It is also important that the quality of learning is evaluated and its impact reflected in the schools' self evaluation.. At the end of the broad general education phase, the S3 profile will also allow the young person's progress and achievements in financial education to be recorded and this will be a useful source of evidence.

Although the senior phase will inevitably focus on qualifications schools should plan programmes of financial education to meet the needs of their learners at this stage.

Conclusion



Curriculum for Excellence offers schools and early years' establishments an ideal opportunity to develop the financial capability of the children and young people of Dundee through the delivery of a planned programme of financial education in the context of numeracy across learning.

The development of the four aspects of financial capability – understanding, competence, responsibility and enterprise are essential to providing young people with the financial skills to be successful now and in the future. These aspects are addressed through themes such as enterprise, sustainable development and citizenship education. Financial education supports schools in developing an interdisciplinary approach to learning and helps them make the connections across learning.

Events such as 'Money Week' give a real focus to financial education and the development of financial capability. Children and young people find the money activities motivating and relevant. It is also an opportunity for partnership working. Parents/carers can also be encouraged to participate, leading to the development of financial literacy within the family.

Such experiences from early years to adulthood will help our children and young people enter education, employment or training with transferable skills required to meet the opportunities and challenges of the modern world.

Appendix 1 sets out exemplars of learning experiences for early level to fourth level money outcomes. **Appendix 2** provides links to resource materials. **Appendix 3** includes two local case studies showing how these exemplars were used.

This guide will, hopefully, support practitioners in developing the financial capability of the children and young people of our city and support Dundee City Council's policy of financial inclusion preparing the young people to meet the financial challenges that lie ahead.

Appendix 1

Numeracy Outcome MNU 0- 09a Money – Early Level (The pre- school years and P1, or later for some.)

I am developing my awareness of how money is used and can recognise and use a range of coins.

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • Shopping Role-play Experience real life situation, e.g. visit supermarket. Experience outdoor learning, e.g. use coins for swimming lockers, public transport, car park, vending machines, shopping trolley, compare size and weight of coins with trolley tokens, etc. Make money banks. • Open savings account with the local credit union • Work with money rhymes 	Understanding	<ul style="list-style-type: none"> • Realise coins come in different denominations • Develop an understanding of the nature and role of money in society, e.g. use money to buy goods and services
	Competence	<ul style="list-style-type: none"> • Assess value for money, e.g. decide on selling prices • Discuss pocket money and savings
	Responsibility	<ul style="list-style-type: none"> • Work cooperatively, e.g. share resources, agree roles
	Enterprise	<ul style="list-style-type: none"> • Apply knowledge and skills, e.g. use language and number skills in work-related situations

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> • MNU 0- 03a Number and number processes I use practical materials and can “count on and back” to help me to understand addition and subtraction, recording my ideas and solutions in different ways. • MNU 0- 20c (IHDA) 	<ul style="list-style-type: none"> • LIT 0- 14a (R) I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. • LIT 0- 04a (LT) • LIT 0- 21b (W) 	<ul style="list-style-type: none"> • HWB 0- 19a (PCC) In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. • HWB 0- 11A (SWB) • HWB 0- 16A (PWB)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	<p>Problem solving skills are developed through, for example, planning for dealing with the situation and taking account of available resources; planning the walk to the shop.</p> <p>Coin recognition will be developed through ICT and classroom games. Handling money will develop children’s fine motor skills.</p> <p>By working cooperatively, children will plan and agree a business plan, for example, roles within shop. Using the various role- play characters and situations, the children will, with staff support, identify, discuss and reflect on their own evidence of learning.</p>
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management	✓	
Working with others	✓	
Leadership	✓	
Physical coordination and movement	✓	
Enterprise and employability	✓	

Suggested resources and websites

See Appendix 2 page 22

Numeracy Outcome MNU 1- 09a Money – First Level

(To the end of P4, but earlier or later for some.)

I can use money to pay for items and can work out how much change I should receive

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • International Café <p>Business enterprise selling event: Use Fairtrade products. Recognise foreign currency. Design advertising posters. Discuss and agree roles.</p> <p>Price products (within children’s own knowledge and understanding of money).</p> <ul style="list-style-type: none"> • Visit a gift shop during school excursion • Read and discuss money stories, e.g. “Arthur’s Pet Business” 	Understanding	<ul style="list-style-type: none"> • Further develop an understanding of the nature and role of money in society, e.g. use money to buy goods and services • Take money and give change
	Competence	<ul style="list-style-type: none"> • Make informed financial decisions, e.g. product choice and pricing
	Responsibility	<ul style="list-style-type: none"> • Analyse potential impact of their financial decisions on other people (Fairtrade) and investigate different standards of living
	Enterprise	<ul style="list-style-type: none"> • Evaluate potential risks and rewards, e.g. discuss what will/will not sell; analyse how profits are made

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> • MNU 1- 03a <p>Number and number processes</p> <p>I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed</p>	<ul style="list-style-type: none"> • LIT 1.10a (LT) <p>I can communicate clearly when engaging with others within and beyond my place of learning, using selected resources as required.</p> <ul style="list-style-type: none"> • LIT 1.14a (R) • LIT 1.21 (W) 	<ul style="list-style-type: none"> • HWB 1- 20a (PCC) <p>I can describe some of the kinds of work that people do and I am finding out about the wider world of work.</p> <ul style="list-style-type: none"> • HWB 1- 11a (SWB)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	<p>Critical thinking skills are developed during the planning and organisation of the activity.</p> <p>Children will plan, agree and take responsibility for tasks. The holistic approach of the enterprise project will give the children the opportunity to develop the ability to make informed choices and decisions about their future learning.</p> <p>ICT skills will be developed using Word to create price lists and simple spreadsheets for adding up takings</p>
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management	✓	
Working with others	✓	
Leadership		
Physical coordination and movement		
Enterprise and employability	✓	

Suggested resources and websites

See Appendix 2 page 22

Numeracy Outcome MNU 1- 09b Money – First Level

(To the end of P4, but earlier or later for some.)

I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • “Bring and Buy” sale Advertising - make posters for display in school/local shops; inform other young learners at assembly. Stalls - discuss stalls/suitable items for sale, categorise goods. Jobs allocation - apply for/ interview for the various jobs, e.g. sales assistants, stallholders display/pricing of goods, bankers, timetabling of classes to visit stalls, managers of stalls, etc. Discuss prices of goods, profit/ loss, value for money. Banking - organise “float”, security of money. Donations - school fund, charity. <ul style="list-style-type: none"> • Use role-play, e.g. bank, recording in-going/out-going money • Set up money exchange counter 	Understanding	<ul style="list-style-type: none"> • Take money and give change • Participate in an enterprise activity
	Competence	<ul style="list-style-type: none"> • Assess value for money, e.g. decide on selling prices • Discuss pocket money and spending/saving choices
	Responsibility	<ul style="list-style-type: none"> • Analyse the potential impact of their financial decisions on other people and the environment, both locally and globally, e.g. discuss charity • Discuss the effects of individuals’ spending patterns on the family
	Enterprise	<ul style="list-style-type: none"> • Evaluate potential risks and rewards, e.g. discuss what will and will not sell in an enterprise project • Work with others to ensure a successful enterprise • Apply knowledge and skills, e.g. use language and number skills in work- related situations

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
MNU 1- 03a Number and number processes I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.	<ul style="list-style-type: none"> • LIT 1- 02a (LT) • When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. • LIT 1- 24a (W) • LIT 1- 15a (R) 	<ul style="list-style-type: none"> • HWB 1- 19a (PCC) • Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others. • HWB 1- 11a (SW)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	Young people will learn through different types of activities. They will begin to recognise and adopt different roles in a range of practical activities. They will work cooperatively with others to achieve shared objectives. Considering their input to future enterprise projects, children will take responsibility for managing their own learning, help to plan their own next steps in learning and set their own learning goals. They will develop communication skills through oral/ written activities to a variety of audiences. They will apply a range of numerical skills linked to everyday skills.
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management	✓	
Working with others	✓	
Leadership	✓	
Physical coordination and movement	✓	
Enterprise and employability	✓	

Suggested resources and websites
See Appendix 2 page 23

Numeracy Outcome MNU 2- 09a Money – Second Level (To the end of P7, but earlier or later for some.)

I can manage money, compare costs from different retailers,
and determine what I can afford to buy

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> Plan a birthday outing Specify budget for 4/5 children. Compare costs. Decide/agree activities. Manage within budget. Consider value for money. <ul style="list-style-type: none"> Birthday money – spend or save? Collect and analyse supermarket receipts 	Understanding	<ul style="list-style-type: none"> Calculate expenditure on various activities Discuss the importance of saving for various events
	Competence	<ul style="list-style-type: none"> Assess value for money Prepare and use budgets Make informed financial decisions, e.g. collect relevant information Make choices
	Responsibility	<ul style="list-style-type: none"> Take increasing responsibility for making decisions with respect to themselves, e.g. how much would it cost for her/him and three friends to go on this outing? Is it within her/his budget? Critically discuss choices
	Enterprise	<ul style="list-style-type: none"> Apply knowledge and skills in a range of situations, e.g. research internet to compare prices Use financial and other resources in an innovative and confident manner, e.g. organise outing

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> MNU 2- 01a Estimation and rounding I can use my knowledge of rounding to routinely estimate the answer to a problem, then after calculating, decide if my answer is reasonable, sharing my solution with others. <ul style="list-style-type: none"> MNU 2- 10b (NMMT) 	<ul style="list-style-type: none"> LIT 2- 25a (W) I can use my notes and other types of writing to help me understand information and ideas, explore problems, make decisions, generate and develop ideas or create new text. <ul style="list-style-type: none"> LIT 2–07a (LT) LIT 2- 14a (R) 	<ul style="list-style-type: none"> HWB 2- 19a (PCC) Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning. <ul style="list-style-type: none"> HWB 2- 06a (MEWB) HWB 2- 11a (SWB)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	Analysing and evaluating skills will be developed when children explore options, plan/organise the outing and discuss the allocation money. Working collaboratively will give the opportunity to develop leadership skills, e.g. valuing the views and contributions of others in the group, showing initiative. Children will research and select relevant information using the internet.
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management		
Working with others	✓	
Leadership	✓	
Physical coordination and movement		
Enterprise and employability		

Suggested resources and websites

See Appendix 2 page 23

Numeracy Outcome MNU 2- 09b Money – Second Level

(To the end of P7, but earlier or later for some.)

I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> Buying goods on the internet/catalogue Use of debit and credit cards and associated risks. Compare with cash transactions. Budgeting. Raise awareness of internet safety. Investigate impact of internet shopping on communities. Investigate different methods of payment. Investigate a bank statement 	Understanding	<ul style="list-style-type: none"> Use methods of payment other than cash Investigate credit cards and store cards Evaluate critically the advantages and disadvantages of credit cards Use catalogues/internet to buy goods
	Competence	<ul style="list-style-type: none"> Analyse financial information, e.g. compare cash and credit prices Make informed financial decisions, e.g. collect relevant information Make choices
	Responsibility	<ul style="list-style-type: none"> Analyse the potential impact of their financial decisions on other people and the local/global environment, e.g. discuss the impact of buying goods on the internet; discuss what effect buying on the internet will have on local businesses
	Enterprise	<ul style="list-style-type: none"> Apply knowledge and skills in a range of situations, e.g. use the internet to compare prices Use numeracy skills to work out different costs of buying goods

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> MNU 2- 20a <p>Data and analysis Having discussed the variety of ways and range of media used to present data, I can interpret and draw conclusions from the information displayed, recognising that the presentation may be misleading.</p> <ul style="list-style-type: none"> MNU 2- 03a (NMMNNP) 	<ul style="list-style-type: none"> LIT 2- 18a (R) <p>To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are.</p> <ul style="list-style-type: none"> LIT 2- 10a (LT) LIT 2- 28A (W) 	<ul style="list-style-type: none"> HWB 2- 20a (PCC) <p>I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interest to my future life.</p> <ul style="list-style-type: none"> HWB 2- 03a (MEWB) HWB 2- 09a (SWB)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	<p>Different contexts will be used to review and evaluate best deal.</p> <p>Children will read a variety of documents and respond appropriately to group discussion. They will be better informed to make responsible financial decisions.</p> <p>ICT skills will be developed when children use the internet to search for, select and process information.</p>
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management		
Working with others	✓	
Leadership		
Physical coordination and movement		
Enterprise and employability		

Suggested resources and websites

See Appendix 2 page 24

Numeracy Outcome MNU 2- 09c Money – Second Level

(To the end of P7, but earlier or later for some.)

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> Charity fund- raising event <p>Young people take responsibility for planning, organising and management of the event.</p> <p>This might include: writing letters to parents/local businesses requesting donations; “thank you” letters; applying for loan to buy, e.g. pots, soil, plants and decorate pots/prepare for sale.</p> <ul style="list-style-type: none"> Set up a Fairtrade shop Read and discuss “Charlie Fly and the Nice Dream” from “On the Money” 	Understanding	<ul style="list-style-type: none"> Calculate expenditure on various activities Shop for items for enterprise project Set up a charity bank account Investigate loans
	Competence	<ul style="list-style-type: none"> Decide on “best- sellers” for enterprise project Decide on selling prices/charges in enterprise project Prepare/use a budget Collect relevant information
	Responsibility	<ul style="list-style-type: none"> Take increasing responsibility for making decisions with respect to themselves, e.g. participate in/lead enterprise project Compare standards of living across different countries
	Enterprise	<ul style="list-style-type: none"> Evaluate/discuss potential risks and rewards, e.g. “speculate to accumulate” Analyse how profits are made Work with others to ensure a successful enterprise Cost fund- raising activities

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> MNU 2- 02a <p>Number and number processes</p> <p>I have extended the range of whole numbers I can work with and having explored how decimal fractions are constructed, can explain the link between a digit, its place and its value.</p> <ul style="list-style-type: none"> MNU 2- 10a (NMMT) 	<ul style="list-style-type: none"> LIT 2- 05a (LT) <p>As I listen or watch, I can make notes, organise these under suitable headings and use these to understand ideas and information and create new texts, using my own words as appropriate.</p> <ul style="list-style-type: none"> LIT 2- 15a (R) LIT 2- 26a (W) 	<ul style="list-style-type: none"> HWB 2- 20a (PCC) <p>I am investigating different careers/ occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interest to my future life.</p> <ul style="list-style-type: none"> HWB 2- 13a (SWB)

Developing skills for learning, life and work	Comments on skills development
Literacy across learning	<p>Children will explore risks, for example, initial outlay/ expected profit and make informed judgements. They will evaluate risk/rewards to inform individual and team decision- making.</p> <p>Children will work cooperatively with others to achieve shared objectives and ensure a successful enterprise. They will plan, agree and take responsibility for tasks. They will review effectiveness of own contribution. Children will identify, discuss and reflect on their own evidence of learning. Organisational and leadership skills will be developed.</p> <p>Children will use ICT programmes, for example, Powerpoint, to enhance presentations to a variety of audiences to promote the event. The internet will be used to research different charities, charitable donations, Fairtrade, etc.</p>
Numeracy across learning	
Thinking skills	
Health and wellbeing across learning	
Personal learning planning and career management	
Working with others	
Leadership	
Physical coordination and movement	
Enterprise and employability	

Suggested resources and websites

See Appendix 2 page 24

Numeracy Outcome MNU 3- 09a Money – Third Level

(S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.)

When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages and explain which offer best value

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> Investigate mobile phone contracts Use internet and other resources to compare and contrast two alternatives, e.g. contracts v pay as you go Visit local phone shops (own time or small group outings). Research cost of utilities, e.g. gas and electricity and compare costs and value. Use spreadsheet for table and graphs. Carry out value v brand taste tests. Research ingredients used. Compare prices in physical retail outlets and on-line outlets. Compare marketing of each type of product and assess impact. 	Understanding	<ul style="list-style-type: none"> Calculate expenditure on various categories of purchases.
	Competence	<ul style="list-style-type: none"> Compare cash and credit prices Critically evaluate different financial services. Calculate 'best value'
	Responsibility	<ul style="list-style-type: none"> Analyse the potential impact of financial decisions made by others on society and the environment
	Enterprise	<ul style="list-style-type: none"> Carry out cost/benefit analysis of different contracts

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> MNU 3- 03a <p>Number and number processes</p> <p>I can use a variety of methods to solve number problems in familiar contexts, clearly communicating my processes and solutions.</p>	<ul style="list-style-type: none"> LIT 3- 06a (LT) <p>I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use suitable vocabulary to communicate effectively with my audience.</p> <ul style="list-style-type: none"> LIT 3- 08a (LT) 	<ul style="list-style-type: none"> HWB 3- 11a (SWB) <p>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</p> <ul style="list-style-type: none"> 3- 19a (PCC)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	<p>This activity will contribute to young people's competence in using number to interpret and analyse information and make informed decisions.</p> <p>In seeking and providing information young people will learn to recognise when they need to work on their own and when they will do best by working with others. Reflecting on discussion with peers should help them to evaluate the effectiveness of their own contribution to group tasks and activities.</p>
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management		
Working with others	✓	
Leadership		
Physical coordination and movement		
Enterprise and employability		

Suggested resources and websites

See Appendix 2 page 25

Numeracy Outcome MNU 3- 09b Money – Third Level

(S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.)

I can budget effectively, making use of technology and other methods to manage money and plan for future expenses

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> Record own weekly finances using spreadsheet to show income, expenditure, saving and investments. Use spreadsheet to look at effect of different financial decisions/approaches. Consider what budgeting means in different contexts. <p>Who does country's budget? Who does school budget?</p> <p>What kind of income and expenditure would we be talking about in these contexts?</p>	Understanding	<ul style="list-style-type: none"> Discuss the use of money to buy goods and services to meet own/families' needs. Talk about wages, salaries, benefits and allowances
	Competence	<ul style="list-style-type: none"> Anticipate income and costs as a student, trainee or new entrant to work
	Responsibility	<ul style="list-style-type: none"> Critically discuss choices and consequences of spending on cigarettes/alcohol
	Enterprise	<ul style="list-style-type: none"> Discuss opportunities for part- time work

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> MNU 3- 08a <p>Fractions, decimal fractions and percentages</p> <p>I can show how quantities that are related can be increased or decreased proportionally and apply this to solve problems in everyday contexts.</p>	<ul style="list-style-type: none"> LIT 3- 21a (W) <p>I can use a range of strategies and resources and spell most of the words I need to use, including specialist vocabulary, and ensure that my spelling is accurate.</p> <ul style="list-style-type: none"> LIT 3- 24a (W) 	<ul style="list-style-type: none"> HWB 3- 19a (PCC) <p>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</p> <ul style="list-style-type: none"> HWB 3- 11a (SWB)

Developing skills for learning, life and work	Comments on skills development
Literacy across learning	<p>This activity allows young people to further develop their confidence and competence in applying numeracy skills while maximising the use of ICT. Spreadsheets are used for budgeting and forecasting and the internet can be used to find information relating to taxation, inflation etc.</p> <p>Becoming aware of the impact of economic decisions (own decisions and Government policy) on life- style should encourage young people to consider future career aspirations.</p> <p>This type of activity will also help to prepare them to manage wages/salaries when in employment.</p>
Numeracy across learning	
Thinking skills	
Health and wellbeing across learning	
Personal learning planning and career management	
Working with others	
Leadership	
Physical coordination and movement	
Enterprise and employability	

Suggested resources and websites

See Appendix 2 page 26

Numeracy Outcome MNU 4- 09a Money – Fourth Level

I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt, and lead a responsible lifestyle.

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • Examine lifestyle choices based on typical income brackets, e.g. single income; 2 income; minimum wage; self- employed or unemployed, to include: <ul style="list-style-type: none"> - personal reflection and group discussion on career aspirations - investigation of salaries and salary scales - analysis of needs and wants at different stages of life - research into types of savings/ investments available - spending and savings plan for different stages (use spreadsheets) • Discuss acceptable levels of debt and examine dangers/pitfalls. 	Understanding	<ul style="list-style-type: none"> • Examine earnings, spending, savings and investments, benefits and allowances
	Competence	<ul style="list-style-type: none"> • Use spreadsheets for budgeting and planning. • Investigate the best methods of purchasing luxury/ expensive goods
	Responsibility	<ul style="list-style-type: none"> • Consider different standards of living
	Enterprise	<ul style="list-style-type: none"> • Investigate risks and returns from different investments, using real life information or stock market simulation games

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> • MNU 4- 07a <p>Fractions, decimal fractions and percentages</p> <p>I can choose the most appropriate form of fractions, decimal fractions and percentages to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions and choices</p>	<ul style="list-style-type: none"> • LIT 4- 09a (LT) <p>When listening and talking with others for different purposes, I can:</p> <ul style="list-style-type: none"> - communicate detailed information, ideas or opinions - explain processes, concepts or ideas with some relevant supporting detail - sum up ideas, issues, findings or conclusions <ul style="list-style-type: none"> • LIT 4- 02a (LT) • LIT 4- 28a (W) 	<ul style="list-style-type: none"> • HWB 4- 03a (MEWB) <p>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</p> <ul style="list-style-type: none"> • HWB 4- 19a (PCC)

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	In discussing career aspirations young people can put themselves in other people's shoes, to hear them accurately and enrich their own learning perspectives. This will enhance their self- evaluation skills.
Numeracy across learning	✓	
Thinking skills	✓	In discussing the importance of planning and responsible financial decision making, young people could also consider how to balance this with an enterprising approach to life and the importance of being creative, flexible and resourceful with a positive attitude to change.
Health and wellbeing across learning	✓	
Personal learning planning and career management	✓	
Working with others	✓	
Leadership	✓	
Physical coordination and movement	✓	
Enterprise and employability	✓	

Suggested resources and websites

See Appendix 2 page 26

Numeracy Outcome MNU 4- 09b Money – Fourth Level

I can source information on earnings and deductions and use it when making calculations to determine net income

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • In preparation for work experience: <ul style="list-style-type: none"> - discuss wages and salaries, income tax and national insurance - obtain information relating to payslips - develop an awareness of differences in salaries and responsibilities • Obtain information on income support and other benefits using internet, e.g. Tax Matters website. 	Understanding	<ul style="list-style-type: none"> • Critically consider the purpose of taxation.
	Competence	<ul style="list-style-type: none"> • Use spreadsheets to calculate net wages. • Investigate financial implications of being off sick.
	Responsibility	<ul style="list-style-type: none"> • Discuss levels of responsibility and salary scales. • Discuss pension schemes/contributions
	Enterprise	<ul style="list-style-type: none"> • Debate the opportunity cost/s of part- time employment. • Reflect critically on careers and remuneration

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> • MNU 4- 03a <p>Number and number processes</p> <p>Having recognised similarities between new problems and problems I have solved before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts</p>	<ul style="list-style-type: none"> • LIT 4- 26a (W) <p>By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience.</p> <ul style="list-style-type: none"> • LIT 4- 14a (R) 	<ul style="list-style-type: none"> • HWB 4- 19a (PCC) <p>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</p>

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	<p>Developing numeracy skills involved in calculation of net income improves problem solving, interpretation and analysis of information, and equips young people with necessary skills for life and work. It also allows them to see the potential of using spreadsheets in calculations.</p> <p>It helps them develop a knowledge and practical understanding of the world of work and realise that government economic policy directly affects their standard of living,</p>
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management	✓	
Working with others		
Leadership		
Physical coordination and movement		
Enterprise and employability	✓	

Suggested resources and websites

See Appendix 2 page 27

Numeracy Outcome MNU 4- 09c Money – Fourth Level

I can research, compare and contrast a range of personal finance products and, after making calculations, explain my preferred choices

Suggested learning experiences	Aspects of financial capability	
<ul style="list-style-type: none"> • Look at savings options. Link with local bank and credit union (through community involvement). • Look at possible ways to purchase a capital item, e.g. laptop. Consider the implications of using hire purchase, a bank loan or cash. • Identify the costs and benefits of mortgaging and renting 	Understanding	<ul style="list-style-type: none"> • Investigate bank, building society and credit union interest rates for savers and borrowers. • Investigate different forms of investment i.e. unit trusts, shares, etc
	Competence	<ul style="list-style-type: none"> • Critically evaluate different financial services
	Responsibility	<ul style="list-style-type: none"> • Discuss the importance of savings and pension provision for the future
	Enterprise	<ul style="list-style-type: none"> • Investigate risks and returns from different investments

Numeracy outcome/s	Literacy outcome/s	Health and wellbeing outcome/s
<ul style="list-style-type: none"> • MNU 4- 07a Fractions, decimal fractions and percentages I can choose the most appropriate form of fractions, decimal fractions and percentages to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions and choices.	<ul style="list-style-type: none"> • LIT 4- 14a (R) Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. <ul style="list-style-type: none"> • LIT 4- 09a (L&T) 	<ul style="list-style-type: none"> • HWB 4- 19a Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.

Developing skills for learning, life and work		Comments on skills development
Literacy across learning	✓	This type of activity develops analytical and evaluative skills in dealing with a range of data and information. In working with others in the sharing of ideas and approaches they benefit from other people's smart ways of thinking and learning, picking up values and habits that develop their own learning. They are also learning about risk in a business context and can discuss possible effects on aspects of health and well being.
Numeracy across learning	✓	
Thinking skills	✓	
Health and wellbeing across learning	✓	
Personal learning planning and career management		
Working with others	✓	
Leadership		
Physical coordination and movement		
Enterprise and employability	✓	

Suggested resources and websites
See Appendix 2 page 28

Appendix 2: Suggested Resources and Websites

Numeracy outcome MNU 0-9a Money – Early Level Learning experiences: shopping; saving

Money Week	http://www.educationscotland.gov.uk/Images/MoneyWk_tcm4-387377.pdf
BBC Bitesize	http://www.bbc.co.uk/education/topics/zx982hv
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Making Sense of Money	http://www.pfeg.org/resources/details/making-sense-money
Talk Money, Talk Solutions	http://www.educationscotland.gov.uk/Images/Talk%20Money%20Talk%20Solutions_tcm4-478391.pdf
Community Learning and Development (CLD): visit local supermarkets/ shops; community business links	
Local credit union	http://www.discoverycu.co.uk
Education Scotland: Early Years Matters	http://www.educationscotland.gov.uk/earlyyearsmatters/
Games Legacy	http://www.gameonscotland.org/Images/LearningJourneyMoneyWeek123_tcm4-748908.pdf
Have Sum Fun	http://www.educationscotland.gov.uk/Images/have%20sum%20fun_tcm4-408745.pdf
Fun to Save	http://www.funtosave.org/Default.aspx
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 1-09a Money – First Level Learning experiences: international café; shopping; enterprise

Money Week	http://www.educationscotland.gov.uk/Images/MoneyWk_tcm4-387377.pdf
BBC Bitesize	http://www.bbc.co.uk/education/topics/zx982hv
BBC Bitesize (Igloo shopping)	http://www.bbc.co.uk/bitesize/firstlevel/mathematics/money_calculations/play/
RBS Pocket Money	https://teachers.rbs-pocketmoney.co.uk/index.html
Fun to Save	http://www.funtosave.org/Teachers/
Saving Squad	http://www.savingsquad.org/Teachers/default.aspx
Building the Curriculum 4: enterprise and employability skills development (page 18)	http://scqf.org.uk/wp-content/uploads/2014/04/BtC4_Skills_tcm4-569141.pdf
Education Scotland: Early Years Matters	http://www.educationscotland.gov.uk/earlyyearsmatters/t/genericcontent_tcm4674283.asp?id=presentationcategory\ Early%20Years%20Matters\ ES%20EY%20Matters%20Issues\ Issue%201
Micro-Tyco	http://www.wildheartsinaction.org/microtyco
Fairtrade	http://www.fairtrade.org.uk
Games Legacy	http://www.gameonscotland.org/Images/LearningJourneyMoneyWeek123_tcm4-748908.pdf
Talk Money, Talk Solutions	http://www.educationscotland.gov.uk/Images/Talk%20Money%20Talk%20Solutions_tcm4-478391.pdf
CLD: visit local café, restaurant, community centre, supermarket; local business links	
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 1-09b Money – First Level

Learning experiences: selling; employment; banking

Money Week	http://www.educationscotland.gov.uk/Images/MoneyWk_tcm4-387377.pdf
BBC Bitesize	http://www.bbc.co.uk/education/topics/zx982hv
BBC Bitesize (Igloo shopping)	http://www.bbc.co.uk/bitesize/firstlevel/mathematics/money_calculations/play/
Talk Money, Talk Solutions	http://www.educationscotland.gov.uk/Images/Talk%20Money%20Talk%20Solutions_tcm4-478391.pdf
CLD: local business links; visit building societies, banks, credit unions	
Save by the Bell	http://www.savebythebell.org.uk
RBS Pocket Money	https://teachers.rbs-pocketmoney.co.uk/index.html
Micro-Tyco	http://www.wildheartsinaction.org/microtyco
Cheers for credit unions!	http://www.educationscotland.gov.uk/resources/c/creditunions.asp
Building the Curriculum 4: enterprise and employability skills development (page 18)	http://scqf.org.uk/wp-content/uploads/2014/04/BtC4_Skills_tcm4-569141.pdf
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 2-09a Money – Second Level

Learning experiences: budgeting; needs versus wants; value for money; spend or save

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
BBC Bitesize	http://www.bbc.co.uk/education/topics/z24k7ty
Money Week	http://www.educationscotland.gov.uk/Images/MoneyWk_tcm4-387377.pdf
Talk Money, Talk Solutions	http://www.educationscotland.gov.uk/Images/Talk%20Money%20Talk%20Solutions_tcm4-478391.pdf
CLD: visitors from local credit union, bank, building society	
Cheers for credit unions!	http://www.educationscotland.gov.uk/resources/c/creditunions.asp
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
RBS Pocket Money	https://teachers.rbs-pocketmoney.co.uk/index.html
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
On the Money	http://www.educationscotland.gov.uk/onthemoney/index.asp
Financial Education Partnership (FEP)	Website currently under construction Contact: FEP@charteredbanker.com
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 2-09b Money – Second Level

Learning experiences: debit/credit cards; budgeting, internet shopping; bank statements

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
Money Week	http://www.educationscotland.gov.uk/Images/MoneyWk_tcm4-387377.pdf
BBC Bitesize	http://www.bbc.co.uk/education/topics/z24k7ty
RBS Pocket Money	https://teachers.rbs-pocketmoney.co.uk/index.html
Save by the Bell	http://www.savebythebell.org.uk
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Saving Squad	http://www.savingsquad.org/Teachers/default.aspx
Financial Education Partnership (FEP)	Website currently under construction
Contact: FEP@charteredbanker.com	
On the Money	http://www.educationscotland.gov.uk/onthemoney/index.asp
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
Money Saving Expert	http://www.moneysavingexpert.com
Compare The Market	http://www.comparethemarket.com
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 2-09c Money – Second Level

Learning experiences: enterprise (fund-raising event); profit and loss; Fairtrade

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
Micro-Tyco	http://www.wildheartsinaction.org/microtyco
Achievers International	http://www.achieversinternational.org/index.php?lang=en
Fairtrade	http://www.fairtrade.org.uk
Rights Respecting School: global citizenship and economic well-being (Article 27)	http://www.unicef.org.uk/Education/Resources-Overview/Resources/Just-Living/
Games Legacy	http://www.gameonscotland.org/Images/LearningJourneyMoneyWeek123_tcm4-748908.pdf
Building the Curriculum 4: enterprise and employability skills development (page 18)	http://scqf.org.uk/wp-content/uploads/2014/04/BtC4_Skills_tcm4-569141.pdf
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Save by the Bell	http://www.savebythebell.org.uk

On the Money	http://www.educationscotland.gov.uk/onthemoney/index.asp
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Various charity websites	
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 3-09a Money – Third Level

Learning experiences: price comparisons – retail/online outlets, e.g., mobile phone contracts, utilities; value for money

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=14+d139769
BBC Bitesize: Lifeskills Maths Managing Finance (National 4)	http://www.bbc.co.uk/education/topics/z8np34j
BBC Bitesize: Lifeskills Maths Managing Finance (National 5)	http://www.bbc.co.uk/education/topics/zt4cwmn
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Adding up to a lifetime (AUTAL)	http://www.addinguptoalifetime.org.uk
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Financial Education Partnership (FEP)	Website currently under construction Contact: FEP@charteredbanker.com
Skint!	http://www.scottishbooktrust.com/learning/adult-learners/skint
Money Saving Expert	http://www.moneysavingexpert.com
Compare The Market	http://www.comparethemarket.com
Tackling Debt	http://www.educationscotland.gov.uk/resources/t/tacklingdebt/index.asp
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 3-09b Money – Third Level
Learning experiences: income and expenditure; budgeting – various contexts

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
BBC Bitesize: Lifeskills Maths Managing Finance (National 4)	http://www.bbc.co.uk/education/topics/z8np34j
BBC Bitesize: Lifeskills Maths Managing Finance (National 5)	http://www.bbc.co.uk/education/topics/zt4cwmn
Games Legacy	http://www.gameonscotland.org/Images/LearningJourneyMoneyWeek34_tcm4-748917.pdf
Rights Respecting School: global citizenship and economic well-being (Article 27)	http://www.unicef.org.uk/Education/Resources-Overview/Resources/Just-Living/
BBC Made of Money	http://www.bbc.co.uk/programmes/b01pwwm9/clips
Money Advice Service: Teenage voices on first financial decisions	https://www.youtube.com/playlist?list=PLzJI8W1q5m7rIK701t2hVi1NY9MBUqAy6
Cheers for credit unions!	http://www.educationscotland.gov.uk/resources/c/creditunions.asp
Small Change	http://www.educationscotland.gov.uk/resources/s/smallchange/index.asp
Tackling Debt	http://www.educationscotland.gov.uk/resources/t/tacklingdebt/index.asp
Money Saving Expert	http://www.moneysavingexpert.com
Financial Education Partnership (FEP)	Website currently under construction Contact: FEP@charteredbanker.com
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
Adding up to a lifetime (AUTAL)	http://www.addinguptoalifetime.org.uk
Skint!	http://www.scottishbooktrust.com/learning/adult-learners/skint
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 4-09a Money – Fourth Level
Learning experiences: managing credit and debt; needs versus wants; savings and investments

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
Rights Respecting School: global citizenship and economic well-being (Article 27)	http://www.unicef.org.uk/Education/Resources-Overview/Resources/Just-Living/

Money Advice Service: Teenage voices on first financial decisions	https://www.youtube.com/playlist?list=PLZJI8W1q5m7rIK701t2hVi1NY9MBUqAy6
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Compare The Market	http://www.comparethemarket.com
Local credit union	http://www.discoverycu.co.uk
Money Saving Expert	http://www.moneysavingexpert.com
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
BBC Bitesize: Lifeskills Maths Managing Finance (National 4)	http://www.bbc.co.uk/education/topics/z8np34j
BBC Bitesize: Lifeskills Maths Managing Finance (National 5)	http://www.bbc.co.uk/education/topics/zt4cwmn
Financial Education Partnership (FEP)	Website currently under construction Contact: FEP@charteredbanker.com
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Tackling Debt	http://www.educationscotland.gov.uk/resources/t/tacklingdebt/index.asp
Small Change	http://www.educationscotland.gov.uk/resources/s/smallchange/index.asp
Adding up to a lifetime (AUTAL)	http://www.addinguptoalifetime.org.uk
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 4-09b Money – Fourth Level Learning experiences: pay slip information; work experience

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
My World of Work	http://www.myworldofwork.co.uk
BBC Bitesize: Lifeskills Maths Managing Finance (National 4)	http://www.bbc.co.uk/education/topics/z8np34j
BBC Bitesize: Lifeskills Maths Managing Finance (National 5)	http://www.bbc.co.uk/education/topics/zt4cwmn
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Building the Curriculum 4: enterprise and employability skills development (page 18)	http://scqf.org.uk/wp-content/uploads/2014/04/BtC4_Skills_tcm4-569141.pdf
Adding up to a lifetime (AUTAL)	http://www.addinguptoalifetime.org.uk
BBC Skillswise	http://www.bbc.co.uk/skillswise/topic/money
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Tax Matters	http://taxmatters.hmrc.gov.uk
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Numeracy outcome MNU 4-09c Money – Fourth Level

Learning experiences: savings options

Money Talks: Family Finances	http://www.educationscotland.gov.uk/resources/m/moneytalksfamilyfinances/introduction.asp?strReferringChannel=learningteachingandassessment&strReferringPageID=tcm:4-628462-64&class=l4+d139769
Money Advice Service: Teenage voices on first financial decisions	https://www.youtube.com/playlist?list=PLZJl8W1q5m7rIK701t2hVi1NY9MBUqAy6
BBC Made of Money	http://www.bbc.co.uk/programmes/b01pwwm9/clips
BBC Bitesize: Lifeskills Maths Managing Finance (National 4)	http://www.bbc.co.uk/education/topics/z8np34j
BBC Bitesize: Lifeskills Maths Managing Finance (National 5)	http://www.bbc.co.uk/education/topics/zt4cwmn
Cheers for credit unions!	http://www.educationscotland.gov.uk/resources/c/creditunions.asp
Local credit union	http://www.discoverycu.co.uk
Financial Education Partnership (FEP)	Website currently under construction Contact: FEP@charteredbanker.com
Adding up to a lifetime (AUTAL)	http://www.addinguptolifetime.org.uk
RBS MoneySense	http://www.moneysense.rbs.co.uk/schools/resources/teachers/primary-schools
Spending Sense	http://www.pfeg.org/resources/details/spending-sense-special-needs-resource
Money Saving Expert	http://www.moneysavingexpert.com
Compare The Market	http://www.comparethemarket.com
Education Scotland: financial education	http://www.educationscotland.gov.uk/learningteachingandassessment/learningacrossthecurriculum/responsibilityofall/numeracy/financialeducation/
Glow	http://www.educationscotland.gov.uk/usingglowandict/

Useful websites for parents/carers

Benefit Money and Debt Advice Services in Dundee	http://www.dundee.gov.uk/sites/default/files/publications/Benefit%2C%20Money%20%26%20Debt%20booklet.pdf
Citizens Advice Bureau (CAB)	http://www.dundeeab.org
Local credit union	http://www.discoverycu.co.uk
Money Advice Service (MAS)	https://www.moneyadvice.org.uk/en?&ft_keyword=money%20advice%20service&ft_section=e&gclid=ClyPi_v5jcECFU7MtAodqh4AVw
You, your kids and money (MAS)	https://www.moneyadvice.org.uk/en/you-your-kids-and-money
Money Saving Expert	http://www.moneysavingexpert.com
BBC Made of Money	http://www.bbc.co.uk/programmes/b01pwwm9/clips
Education Scotland: Every Day's a Learning Day (for parents of children age 3-6)	http://www.education.scot.nhs.uk/Images/EveryDaysaLearningDay3to6_tcm4-689254.pdf
Education Scotland: Parentzone	http://www.education.scot.nhs.uk/parentzone/learningathome/supportingnumeracy/money.asp
Have Sum Fun: parent ideas (for children age 3-8)	http://www.education.scot.nhs.uk/Images/have%20sum%20fun_tcm4-408745.pdf
Fun to Save: parent ideas (for children age 5-7)	http://www.fun2save.org/ParentsAndCarers/Default.aspx
Saving Squad: parent ideas (for children age 7-11)	http://www.savingsquad.org/ParentsCarers/default.aspx
RBS Pocket Money: parent tips (for children age 7-11)	https://rbs-pocketmoney.co.uk/for-parents/for-parents-about.html
RBS MoneySense: parent tips (for children and young people age 11-19)	http://www.moneysense.rbs.co.uk/schools/resources/about-us/parents
My World of Work (Skills Development Scotland)	http://www.myworldofwork.co.uk/section/parents-and-carers
Teenage voices on first financial decisions (MAS)	http://www.youtube.com/watch?v=Qunu1nOcm60&list=PLzJI8W1q5m7rIK701t2hVi1NY9MBUqAy6
Scottish Qualifications Authority	http://www.sqa.org.uk/sqa/41292.html

As the pace of learning is different for every child/young person, the positioning of the above resources within the levels of Curriculum for Excellence is only a guide.

Appendix 3: Case Studies

1. Developing the Financially Capable Child - Early Level

Financial capability improves the aspirations, confidence, decision-making capacity and involvement in community life of our children and young people and helps them realise their full economic potential. A financially skilled workforce benefits the economy. By taking an early intervention approach to financial education, we can equip our children and young people with the skills for learning, life and work, giving them the best start in life and making them ready to succeed.

Within the context of numeracy across learning, schools and early years' establishments are being encouraged by the Scottish Government and Education Scotland to provide a planned, coherent programme of financial education for all learners.

Here are a few examples of how DCC Education Department is demonstrating its commitment.

Sharing good practice

Local practitioners were invited to deliver an early level workshop based on activities carried out in Wallacetown Nursery at a Scottish Financial Education National Conference at Murrayfield Stadium. The workshop provided an opportunity for delegates to consider how a responsive planning approach supports children to have opportunities to lead their own learning but also ensures focused learning and teaching takes place. They demonstrated effective practice in supporting young children from initial experiences, to the development of a range of important skills in numeracy by providing creative, meaningful contexts to introduce children to money using real-life and imaginary situations.

They also discussed how being active agents in their own learning has a positive and lasting impact on children and helps build foundations for becoming financially capable individuals.

2. St Paul's RC Academy Cluster Innovation Project on Financial Education

This project exemplifies joint planning and moderation between one Secondary school and six primary schools in the St Paul's RC Academy cluster, to focus on financial education and consider progression through identified numeracy experiences and outcomes.

CONTEXT

The project involved staff from the St Paul's RC Academy School Cluster, including a Headteacher, Depute Headteacher, Principal Teacher of Business Studies and class teachers from all cluster schools, the local authority financial inclusion officer, Save by the Bell Project, Solar Cities as well as a number of local businesses. The CfE Staff Tutor, and Education Scotland offered additional support in the form of CLPL.

This cluster is in an area of high social deprivation where financial exclusion is both a symptom and a cause of poverty. This work is the beginning of what is hoped to be a preventative approach to financial exclusion by supporting the children to develop their financial capability, as well as working in partnership with local community support agencies to provide financial education to families.

This project focused on the development of approaches to moderation of specific numeracy Experiences and Outcomes from early to fourth level, delivered through interdisciplinary learning.

AIMS:

- Improved learning experiences for all learners within financial education including a smooth progression of learning across transitions.
- The opportunity for practitioners within the cluster to be involved in the moderation and planning of interdisciplinary learning, with the key focus being financial education, from the planning stage.
- Increased capacity of teachers to deliver quality learning and teaching in financial education through dialogue.
- Confidence in assessment, judgments and next steps in learning and moderation practices.

Practitioners within the cluster had the opportunity to be involved in the planning and development of interdisciplinary learning with the key focus being financial education. Early to fourth level numeracy Es and Os were identified. While financial education was the focus, practitioners were encouraged to plan IDL which would be relevant to their particular setting and group of pupils.

Practitioners engaged in professional dialogue, feedback and collaboration, building confidence and expertise in making professional judgments. Effective strategies were shared to improve the learning and teaching experience and impact on learners' achievement. This process involved colleagues in the important debate around progression, allowing them to reach a consensus on learning, teaching and assessment for identified Es & Os.

IMPACT

Learner achievement

Learners who have been involved in this project:

- Approached financial education with much more focus
- Have experienced very relevant and inclusive learning experiences. Across all stages they have been able to see the relevance of financial education and relate it to their own life experience
- Have ownership of their own learning and target setting by being actively and meaningfully engaged in the planning process. They have enjoyed being part of the planning of lessons, such as their contribution to deciding learning activities and agreeing success criteria
- Are through appropriate feedback from self, peers and teachers, clear about what they are learning and know what they will need to learn next because assessment is embedded in the planning process for learning and teaching

Parental involvement

- Parents in all schools, were issued with a letter, asking for comments about the impact of the project on their children. Information for parents, about the Discovery Credit Union, was included in the letter.
- Save by the Bell (Discovery Credit Union) has also been in attendance at Parents' Evenings.

Practitioner Impact

- Improved communication across sectors, with staff benefitting from the professional dialogue, raising awareness of the moderation process and building confidence in the delivery of IDL.
- this has provided practitioners, with a sustainable and manageable platform for collaborative inter-establishment working, with valuable opportunities to share good practice.
- Greater confidence in the moderation process.
- Improved understanding of financial education.
- practitioners are given the opportunity to improve their knowledge and understanding in a safe and supportive environment.
- more robust and consistently high quality assessment practice is enabled by the sharing and understanding of standards, through focused professional dialogue.
- the group is now an effective forum in which to plan and support practitioners in delivering coherent experiences which have more relevance and learning opportunities for young people.

What went well?

- The early intervention approach to financial education is beginning to equip pupils with skills for learning, life and work, giving them the best start in life and making them ready to succeed.
- The delivery of focused financial education learning experiences has improved the confidence, decision-making capacity and

involvement in community life of our pupils.

- The project provided increased opportunities for professional dialogue and collegiate planning and moderation led to staff feeling supported.
- The opportunity for cross sector working where all practitioners were able to contribute. The decision of all practitioners from all sectors to plan every level, allowed for a real enthusiasm to share knowledge and expertise with colleagues and to continue supporting each other.
- The confidence of practitioners in the delivery of financial education and IDL has increased.
- The involvement of a variety of outside partners proved to be a particular positive experience, for both pupils and practitioners, which will be built upon.

Challenges

- Initial concerns emerged over the timescale for the project. However, the development of a timeline and the commitment of the staff involved ensured that in most of the schools the learning experiences took place.
- Two of the primary schools, suffered from staff absence, meaning that they were unable to implement the learning experiences within the timescale.
- St Paul's Academy, were also constrained by the timescale and existing plans. Planned learning however, ensured that the learners were able to gain a range of prior learning, in preparation for their financial education learning, and enable them to contribute to the planning of the learning experiences.
- There was some initial uncertainty among practitioners over the planning of the interdisciplinary learning experiences, as well as the quality and standard of evidence being gathered from learners. Staff therefore received CPD from the CfE Staff Tutor.
- In order to address concerns regarding the delivery of financial education, further CPD was delivered in financial education by Education Scotland.

What would you do differently and why?

In retrospect, we should have delivered CPD around IDL and financial education earlier in the project. This would have allowed the schools who had difficulties in participating in the project more time to deliver the learning experiences.

What are the next steps in further developing this work?

- Continue to build the capacity practitioners with the moderation process.
- Allow for sustainability through moderation activities and professional dialogue at cluster, CPD and network meetings, to help share and apply standards
- Continue to deliver CPD around moderation of planning, learning and teaching and assessment.
- Continue to draw on the links that have been established with outside partners in the local community.
- Continue to engage learners in the moderation process by involving them in planning for learning and assessment through discussing Es and Os.
- Continue to engage with Education Scotland around the financial education CPD. Plans are in place for further 'more active' CPD for staff at a future in-service day.
- Continue to encourage pupils to participate in the Save by the Bell project.
- Engage whole schools in financial education learning experiences e.g. as part of Financial Education Week in June.

St Andrew's RC Primary School

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION

EARLY LEVEL

Carefully select a few connected Es and Os

I am developing my awareness of how money is used and can recognise and use a range of coins. [MNU 0-09a](#)

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. [HWB 0-19a](#)

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. [LIT 0-21b](#)

Key Skills

- To identify
- To recognise
- To problem solve
- To understand
- To explore
- To co-operate
- To making choices

Key Content

- A shop context
After lots of discussion the children voted for a toy shop.

IDL Learning Outcomes (Learning Intentions)

- To be able to recognise and identify different coins
- To be able to use coins to buy goods
- To be able to understand how money is used in real life contexts
- To be able to write lists and labels
- To explore a range of materials for writing
- To be able to create posters/adverts
- To work collaboratively with others

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Shopping lists • Labels • Adverts/posters • A description of our classroom shop • Chalk board bargains for outside class shop • Thank you letters to Lidl supermarket 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Sort different coins into groups • Play Money Bingo, Money Dominoes/ matching pairs/money snap, games with peers • Save pennies in piggy banks (class reward system) • Use coins to purchase goods from class shop and supermarket • Visit a local supermarket to buy food for a healthy tuck shop
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <p>Class discussions regarding</p> <ul style="list-style-type: none"> • Prior knowledge of money and different types of shops • Where do the children go to shop? Favourite shops? • What kind of shop would we like to create in our classroom? • What do we need/want in our classroom shop? • Ask questions/make comments during visit to local shop – what do we see, hear, smell etc. in Lidl? • Role-play – shopkeepers – customers’ dialogue (good manners) 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Shopping lists • Receipts • Posters advertising goods/ opening times • Sales Posters

St Pius RC Primary School

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION

EARLY LEVEL

Carefully select a few connected Es and Os

I am developing my awareness of how money is used and can recognise and use a range of coins. [MNU 0-09a](#)

In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences. [HWB 0-19a](#)

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. [LIT 0-21b](#)

Key Skills

- Identification
- Recognising
- Problem solving
- Understanding
- Exploring
- Co-operating
- Making choices

Key Content

- Class shop in home corner

IDL Learning Outcomes (Learning Intentions)

- To be able to recognise and identify coins
- To be able to use coins to buy goods
- To be able to understand how money is used in real life context
- To be able to write lists and labels
- To explore a range of materials for writing
- To work collaboratively with others

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Shopping lists • Labels 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Sorting coins • Use coins to buy goods • Go on a visit to the local supermarket to buy fruit to make a smoothie
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Discussion - what kinds of shops do you get <ul style="list-style-type: none"> - Where do you shop - What kind of shop would like to have in our class • Roleplay/dialogue in shop - manners 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Shopping lists • Receipts • Posters • Opening hours sign • Price labels • Sales/buy one get one free signs

St Clement's RC Primary School

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION

FIRST LEVEL

Carefully select a few connected Es and Os

I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change. [MNU 1-09a](#)

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. [HWB 1-12a](#)

I can communicate clearly when engaging with others within and beyond my place of learning using selected resources as required. [LIT 1-10a](#)

Key Skills

- Research
- Investigate
- Plan
- Share Information
- Communication

Key Content

- Pricing selected items
- Pay for items and work out change
- Totalling money collected
- Buy affordable items
- Selecting Items to match needs

IDL Learning Outcomes (Learning Intentions)

- Learn about the work of SCIAF
- Learning to purchase items
- Learning that we can only buy what we can afford
- Learning to work out how much money we need to buy a collection of items
- Learning how to contribute to help others in society
- Learn to present information to others.

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> Plan a presentation Invitations 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> Assembly Participate in fund-raising activities Calculate items that can be afforded from a given budget
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> Present information to children in other classes Contribute to discussions 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> Make posters and flyers advertising SCIAF Smoothie Sale Make Smoothies

St Fergus RC Primary School

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION

SECOND LEVEL

Carefully select a few connected Es and Os

I can manage money, compare costs from different retailers, and determine what I can afford to buy. [MNU 2-09a](#)

I can use the terms profit and loss in buying and selling activities and can make simple calculations for this. [MNU 2-09c](#)

Representing my class, school and/or wider community encourages my self worth and confidence and allows me to contribute to and participate in society. [HWB 2-12a](#)

By considering the type of text that I am creating, I can select ideas and relevant information, organise these in logical sequence and use words which will be interesting and/or useful for others. [LIT 1-26a](#)

Key Skills

- Decision making
- Analysing
- Evaluation
- Planning
- Working with others co-operatively
- Problem solving
- Money handling

Key Content

- Enterprise Project – Spring Fayre
- Money made to be donated to Marie Curie

IDL Learning Outcomes (Learning Intentions)

- I can handle money in real life contexts, understanding the value of coins and notes and the concept of change.
- I can work out real life problems with money, including costing and budgeting.
- I can analyse financial information and use this as part of budgeting.
- I can work co-operatively with others when carrying out whole class activities.
- I can work successfully with others to benefit my school/community.
- I can achieve set goals increasing confidence in myself and my class.
- I can organise and share information in a way which will be suitable for my audience.
- I can select appropriate layouts and writing formats for sharing different information.

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Write a costing budget of everything needed to hold the event keeping in mind the allocated budget • Write predictions of sales based on a number of items made to sell multiplied by price • Write a total income and expenses budget to show money/loss • Create posters to advertise the event • In groups, write a poem to accompany the Mothers' Day gift bags which will be sold at the event • Create signs to use at the event, ensuring that they are suitable for purpose and using ICT where appropriate 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Go to Lidl supermarket and buy ingredients to make cakes to sell at the event sticking to the allocated budget • Take on different roles to make up Mother's Day gift sets including organising items to go in bags, wrapping, decorating, labelling, checking, packing and counting completed bags • Set up hall on morning of event and clear up after the event • Find suitable cheek face paint designs to offer at event • Serve customers at event ensuring good customer service • Handle money giving correct change • Count up money after event placing into money bags for banking
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Discuss which type of event the class should hold to raise money • Discuss items/services we can sell to make money at our chosen event – which would make more money? • Discuss a starting budget to work from • Discuss ways in which we can let others know about our event • Discuss what we should put the money we make towards • Discuss the roles we should have during the build up to the event on the day of the event • Discuss costs of items from various retailers to work out best value for money using the internet to research • Discuss the terms profit and loss using real life examples including the outcome of the event • Discuss pricing for different events/items on sale at event 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Make cakes to sell at event • Make posters to advertise event • Make signs to give information at event • Make up Mother's Day gift sets to sell at the event

St Paul's RC Academy

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION THIRD LEVEL

Carefully select a few connected Es and Os

MNU 3-09a When considering how to spend my money, I can source, compare and contrast different contracts and services, discuss their advantages and disadvantages, and explain which offer best value to me.

SOC 3-21a I can understand the necessity for budgeting and determine ways to manage finance, considering possible investment opportunities, savings, risks or borrowing needs.

TCH 3-04a I enhance my learning by applying my ICT skills in different learning contexts across the curriculum

Key Skills

- Remembering/understanding and applying knowledge
- Literacy skills
- Maths & Numeracy skills
- Research and analysis skills
- Enterprise skills
- Discussion skills
- Creating skills
- Presentation and written skills
- Evaluating skills

Key Content

- Investigate different goods & services
- Apply knowledge to classify goods/services as wants or needs
- Apply knowledge to create a personal cash budget
- Apply knowledge to given scenario (finding a mobile phone contract)

IDL Learning Outcomes (Learning Intentions)

- I can appreciate that financial services are a product, much like buying a jacket, and therefore it is important to shop around for the best deal
- I can investigate and be able to explain where in life I might need to compare and contrast services and contracts
- I can calculate and compare different offers before justifying their choice
- I can understand that other choices may be better for different people in different situations
- I recognise that there are different sources of income
- I am aware of the ways that income could be spent
- I recognise the consequences of overspending on a budget
- Understand and analyse the options available when saving, or considering possible investment opportunities
- Understand and analyse the risks involved in borrowing
- I have learned to budget and manage finances
- I know how to identify the relevant and appropriate computer technology for a particular school based task
- I can make use of computer technology to enhance learning
- I can present information using ICT creatively and innovatively

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Write down different goods and services • Write down what you understand by the terms 'need' and 'want' • Write down examples of needs and wants • Write down examples of income and expenditure • Write down a personal cash budget • Write down consequences of overspending • Write own definitions of key terms eg pay-as-you-go, contract • Write down the advantages and disadvantages of different phone contracts • Write down calculations to work out number of texts and minutes required • Write down the costs of different mobile phone contracts for a given scenario 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Use a search engine to find examples of goods, services, wants, needs • Use a search engine to find out the advantages and disadvantages of different mobile contracts • Use Excel to create a personal cash budget • Carry out research in to mobile phone contracts • Use a calculator to work out minutes and texts needed • Use appropriate ICT to present findings on different mobile phone contracts • Visit a mobile phone shop and collect appropriate literature eg different types of mobile contract • Print out in mobile phone adverts and highlight key information
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Discuss the difference between goods & services • Discuss the difference between wants & needs • Discuss the different sources of income available • Discuss the different ways of spending income • Discuss the consequences of overspending on a budget • Discuss key terms on financial mobile phone advertising • Discuss and present findings on the most appropriate form of phone contract 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Create a poster showing different goods/ services • Create a poster showing different wants & needs • Create a cash budget in Excel • Create a group display showing the advantages and disadvantages of different mobile phones • Use appropriate ICT of pupil's own choice to present advice on different mobile phone contracts for a given scenario • Use graphics, clipart, fonts and styles to enhance presentation of advice on mobile phone contracts

St Paul's RC Academy

INTERDISCIPLINARY PLANNING FINANCIAL EDUCATION FOURTH LEVEL

Carefully select a few connected Es and Os

I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle. [MNU 4-09a](#)

I can critically examine how some economic factors can influence individuals, businesses or communities. [SOC 4-20a](#)

I can use ICT effectively in different learning contexts across the curriculum to access, select and present relevant information in a range of tasks [TCH 4-03b](#)

Key Skills

- Remembering/understanding and applying knowledge
- Literacy skills
- Maths & Numeracy skills
- Research and analysis skills
- Enterprise Skills
- Discussion skills
- Creating skills
- Presentation and written skills
- Evaluating skills

Key Content

- Create a promotional campaign to promote responsible use of credit – group project – groups to create using 3 different media

IDL Learning Outcomes (Learning Intentions)

- I know and can explain the meaning of the terms credit, debt, budget, finance(s), cost of living, living within your means etc and give examples
- I can research where credit is available in the real world
- I can describe how credit is used and how it might apply to my everyday life
- I can describe ways of managing credit/debt
- I know and understand the importance of being responsible with money and the implications of being in debt
- I can plan a “virtual lifestyle” given a range of choices, explaining and justifying my decisions
- I can understand the economic factors that influence individuals
- Learn the importance of budgeting
- Further learn to contribute to discussion and debate by offering ideas that reflect reasoned and justified points of view
- I can extract and manipulate information from a wide range of electronic sources
- I can present information using ICT creatively and innovatively

Write	Do
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Write the meaning of terms – credit, debt, budget, finance(s), cost of living, living within your means etc and give examples • Write down where credit is available in the real world • Write about how credit is used and how it might apply to my everyday life • Write down ways of managing credit including budgeting • Write about the economic factors that influence individuals, businesses or communities • Written promotional materials produced (this is not an exhaustive list): <ul style="list-style-type: none"> • A radio script • A song/jingle • A billboard advert • An advert to display on IPTV • A claymation storyboard • A flyer/poster/leaflet • A Comic Life storyboard • Write about impact of different types of promotion 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Listen to a guest speaker eg Discovery Credit Union on the responsible use of credit • Use a search engine to research about the responsible use of credit • Use comparison websites to find information on the responsible use of credit • Find out the costs of different forms of credit using online calculators and tools • Use an internet search engine to find out facts and figures about debt • Use an internet search engine to find out ways to manage debt ie budgeting • Use an internet search engine to find out how economic factors influence individuals • Visit a bank and collect appropriate literature eg how to open up a savings account • Collect literature from other sources on ways to save money eg Solar Cities - reducing energy consumption
Say	Make
<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • Discuss the meaning of the terms credit, debt, budget, finance(s), cost of living, living within your means etc and give examples • Discuss where credit is available in the real world • Discuss how credit is used and how it might apply to my everyday life • Discuss ways of managing credit including budgeting • Discuss the importance of being responsible with money and the implications of being in debt • Discuss the idea of not getting in to debt – putting off expenditure (wants vs needs) • Discuss the economic factors that influence individuals, businesses or communities • Discuss the impact of different types of promotions 	<p>Challenge and enjoyment, Breadth, Progression, Depth, Personalization and choice, Coherence, Relevance (Highlight relevant principles)</p> <ul style="list-style-type: none"> • In groups create 3 different promotional materials to promote the responsible use of credit (this is not an exhaustive list – so long as pupils cover the basic theme): <ul style="list-style-type: none"> • Create and record a radio script • Create a song/jingle • Create a billboard advert • Create an advert to display on IPTV • Create a story board • Create a flyer/poster/leaflet • Create a Comic Life presentation • Create a Scratch game

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