MoneySense curriculum topic map **First Level**

Curriculum links:

MNU MNU SOC 1-09a 1-09b 1-21a

Interactive activity

why saving can be important.

Resources:

Lesson plan

Resources:

Lesson plan

Infographic

Resources:

Activity sheets

• Quiz

Interactive activity

• Ouiz

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

NUMERACY ACROSS LEARNING

- MNU 1-03a: I can use addition, subtraction, multiplication N1 and division when solving problems, making best use of the mental strategies and written skills I have developed.
- I have explored numbers, understanding that they represent (MNU) 0-02a quantities, and I can use them to count, create sequences and describe order
- I am developing my awareness of how money is used and can recognise and use a range of coins.
- I can use money to pay for items and can work out how MNU 1-09a much change I should receive.
- I have investigated how different combinations of coins and MNU 1-09b notes can be used to pay for goods or be given in change.

LITERACY ACROSS LEARNING



- LIT 0-01a: I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
- As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen



I listen or watch for useful or interesting information and I use this to make choices or learn new things.



l use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things



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.



words and main ideas of the text, and use this information for a specific purpose. Using what I know about the features of different types of

As I listen or watch: I can identify and discuss the purpose, key

LIT 1-14a texts, I can find, select, sort and use information for a specific purpose

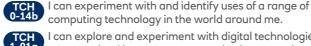
TECHNOLOGIES TCH 0-01a: I can explore digital technologies and use what I



learn to solve problems and share ideas and thoughts. I can explore, play and communicate using digital TCH 0-03a



technologies safely and securely. To help care for the environment, I reduce, reuse and recycle the resources I use.



I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts. 1-030 I can extend my knowledge of how to use digital technology

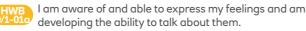


- to communicate with others and I am aware of ways to keep safe and secure I can take appropriate action to ensure conservation of
- materials and resources, considering the impact of my actions on the environment.

SOCIAL STUDIES

- I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.
- By exploring my local community, I have discovered the different roles people play and how they can help.
- I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.
- In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.
- I can consider ways of looking after my school or community and can encourage others to care for their environment.
- I can contribute to a discussion of the difference between my needs and wants and those of others around me.
- I can work out the amount of money I need to buy items, 1-210 understanding that I may not always be able to afford the items I want.

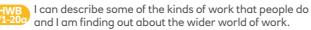
HEALTH AND WELLBEING





emotions that affect how we feel and behave and I am learning ways of managing them.

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.



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What coins and notes do we use?

Pupils explore what coins and notes there are, and how they are used.







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

Curriculum links: (HWB) (H) LT LT LT LT LT SOC SOC SOC 1-160 1-210



How can I keep track of my money?

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



Resources:

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

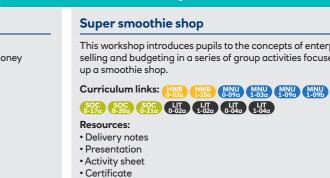
MoneySense workshops

How we use money Pupils explore the difference between 'needs' and 'wants' ways in which families spend money and our choices around how to use money (e.g. spend, save, or donate). Curriculum links: LIT LIT LIT LIT LIT SOC SOC 0-01g 0-02g 1-02g 0-04g 1-04g 0-16g 1-16g Resources:



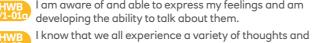
environmentally sustainable way Curriculum links: SOC SOC TCH TCH 0-080 1-080 0-060 1-060

• Delivery guide Video

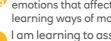


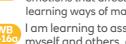
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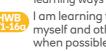














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MoneySense Making sense of money

MoneySense topics

Where can I keep my money safe?

Pupils explore how to keep money safe, identifying safe places to keep money, the different choices involved in keeping money safe, and the consequences of losing money.

WB HWB HWB MNU MNU -01a 1-02a 1-16a 0-09a 1-03a

 Activity sheet Infographics

Why is it important to save money?

Pupils learn about saving money for later, reasons for saving and how it might make them feel, and

Curriculum links: MNU MNU MNU SOC SOC 1-210



Climate Savers virtual assembly

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

Where does money come from?

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

Curriculum links: UT LIT SOC SOC 0-14a 1-14a 0-16a 1-16a

Resources:

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



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

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





 Lesson plan • AR technical guide with printable QR codes



This workshop introduces pupils to the concepts of enterprise, buying. selling and budgeting in a series of group activities focused on setting