

# MoneySense curriculum topic map

## First Level



# MoneySense

## Making sense of money

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

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

### LITERACY ACROSS LEARNING

- L1** LIT 0-01a: I enjoy exploring and playing with the patterns and sounds of language and can use what I learn.
- LIT 0-02a** 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.
- LIT 0-04a** I listen or watch for useful or interesting information and I use this to make choices or learn new things.
- LIT 0-14a** 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 1-02a** 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 1-04a** As I listen or watch: I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose.
- LIT 1-14a** Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.

### TECHNOLOGIES

- T1** TCH 0-01a: I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts.
- TCH 0-03a** I can explore, play and communicate using digital technologies safely and securely.
- TCH 0-06a** To help care for the environment, I reduce, reuse and recycle the resources I use.

- TCH 0-14b** I can experiment with and identify uses of a range of computing technology in the world around me.
- TCH 1-01a** I can explore and experiment with digital technologies and can use what I learn to support and enhance my learning in different contexts.
- TCH 1-03a** 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.
- TCH 1-06a** I can take appropriate action to ensure conservation of materials and resources, considering the impact of my actions on the environment.

### SOCIAL STUDIES

- SOC 0-08a** I explore and appreciate the wonder of nature within different environments and have played a part in caring for the environment.
- SOC 0-16a** By exploring my local community, I have discovered the different roles people play and how they can help.
- SOC 0-17a** I make decisions and take responsibility in my everyday experiences and play, showing consideration for others.
- SOC 0-20a** In real-life settings and imaginary play, I explore how local shops and services provide us with what we need in our daily lives.
- SOC 1-08a** I can consider ways of looking after my school or community and can encourage others to care for their environment.
- SOC 1-16a** I can contribute to a discussion of the difference between my needs and wants and those of others around me.
- SOC 1-21a** I can work out the amount of money I need to buy items, understanding that I may not always be able to afford the items I want.

### HEALTH AND WELLBEING

- HWB 0/1-01a** I am aware of and able to express my feelings and am developing the ability to talk about them.
- HWB 0/1-02a** I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
- HWB 0/1-16a** I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
- HWB 0/1-20a** I can describe some of the kinds of work that people do and I am finding out about the wider world of work.

An education programme brought to you by



### MoneySense topics

#### What coins and notes do we use?

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

**Curriculum links:** N1 MNU 0-09a MNU 1-09a MNU 1-09b SOC 0-20a SOC 1-21a

- Resources:**
- Interactive activity
  - Lesson plan
  - Quiz
  - Activity sheet
  - Infographics



#### What are needs and wants?

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

**Curriculum links:** HWB 0-02a HWB 1-02a LIT 0-02a LIT 1-02a LIT 0-04a LIT 1-04a SOC 0-20a SOC 1-16a SOC 1-21a

- Resources:**
- Lesson plan
  - Activity sheet
  - Video
  - Presentation

#### How can I keep track of my money?

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

**Curriculum links:** MNU 1-03a MNU 1-09a SOC 0-20a SOC 1-21a LIT 0-02a LIT 1-02a LIT 0-04a LIT 1-04a

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

#### 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.

**Curriculum links:** HWB 0-01a HWB 0-02a HWB 1-01a HWB 1-02a HWB 1-16a MNU 0-09a MNU 1-03a MNU 1-09a MNU 1-09b SOC 1-21a

- Resources:**
- Interactive activity
  - Lesson plan
  - Activity sheet
  - Infographics
  - Quiz

#### 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 why saving can be important.

**Curriculum links:** MNU 0-09a MNU 1-09a MNU 1-09b SOC 0-20a SOC 1-21a

- Resources:**
- Interactive activity
  - Lesson plan
  - Quiz
  - Activity sheets
  - Infographic



#### Climate Savers virtual assembly

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

- Curriculum links:** SOC 0-08a SOC 1-08a TCH 0-06a TCH 1-06a
- Resources:**
- Delivery guide
  - Video

#### 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:** HWB 0-20a HWB 1-20a LIT 0-14a LIT 1-14a SOC 0-16a SOC 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.

**Curriculum links:** MNU 0-02a MNU 0-09a MNU 1-03a MNU 1-09a MNU 1-09b LIT 0-02a LIT 0-04a LIT 1-02a TCH 0-03a TCH 1-03a

- Resources:**
- Lesson plan
  - AR technical guide with printable QR codes



### 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:** HWB 0-02a HWB 1-02a LIT 0-01a LIT 0-02a LIT 1-02a LIT 0-04a LIT 1-04a SOC 0-16a SOC 1-16a

- Resources:**
- Video
  - Delivery notes
  - Presentation
  - Activity sheet
  - Certificate

#### Super smoothie shop

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

**Curriculum links:** HWB 0-02a HWB 1-20a MNU 0-09a MNU 1-03a MNU 1-09a MNU 1-09b SOC 0-17a SOC 0-20a SOC 0-21a LIT 0-02a LIT 1-02a LIT 0-04a LIT 1-04a

- Resources:**
- Delivery notes
  - Presentation
  - Activity sheet
  - Certificate