

# MoneySense KS2 curriculum topic map



# MoneySense

## Making sense of money

This topic map illustrates how the range of MoneySense resources links to the DfE national curriculum. MoneySense is a free and impartial financial education programme from NatWest 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.

## ENGLISH

- Er1** Maintain positive attitudes to reading and understanding of what they read by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Er2** Understanding what they read by distinguishing between statements of fact and opinion.
- Es1** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; articulate and justify answers, arguments and opinions.
- Es2** Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Es3** Participate in discussions, presentations, performances, role play, improvisations and debates.
- Ew** Draft and edit narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

## MATHS

- Y4**
  - M** **Measurement:** Estimate, compare and calculate different measures, including money in pounds and pence.
  - N** **Number:** Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Y5**
  - M** **Measurement:** Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.
  - N** **Number:** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Y6**
  - M** **Measurement:** Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
  - N** **Number:** Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.

## CITIZENSHIP

- 1e** Learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future.
- 1f** Learn to look after their money and realise that future wants and needs may be met through saving.
- 2b** Learn why and how rules and laws are made and enforced, why different rules are needed in different situations, and how to take part in making and changing rules.
- 2j** Understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.
- 3a** Learn what makes a healthy lifestyle, including what affects mental health, and how to make informed choices.

## COMPUTING

- Co** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## GEOGRAPHY

- Gh** Understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- Gi** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

## PSHE

- H1** What positively and negatively affects their physical, mental and emotional health.
- H2** How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- H3** About choices that support a healthy lifestyle and recognise what might influence these.
- H6** To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- H7** To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.
- H14** To recognise when they need help and to develop the skills to ask for help.
- H16** About strategies and behaviours that support mental health — including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.
- H19** A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
- H20** Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.
- H21** To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.
- H22** Learn strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- H23** About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

## SCIENCE\*

- SE** **Electricity** - identify common appliances that run on electricity.
- SI** **Living things** - recognise that environments can change and that this can sometimes pose dangers to living things.  
\*Year 4 only.

- L16** Learn what is meant by enterprise and begin to develop enterprise skills.
- L17** The different ways to pay for things and the choices people have about this.
- L18** To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'.
- L19** That people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity).
- L20** To recognise that people make spending decisions based on priorities, needs and wants.
- L21** Different ways to keep track of money.
- L22** About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.
- L24** To identify the ways that money can impact on people's feelings and emotions.
- L25** To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.
- L28** About what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).
- L29** That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.
- R1** To recognise and respond appropriately to a wider range of feelings in others.
- R29** Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).
- R31** To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
- R34** How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

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## MoneySense topics

### How can I pay for things?

Pupils explore cash, cheques, bank cards, online payments and the best way to pay in different situations.

**Curriculum links:** L13 L14 L17 L18 M Es1

- Resources:**
- Interactive activity (with quizzes)
  - Lesson plans
  - Presentation (PowerPoint)
  - Activity sheets
  - Video
  - Infographic



### How do I plan a simple budget?

Pupils explore how to create a budget and how key financial documents can be used to monitor expenses and income.

**Curriculum links:** L13 L14 L18 L21 M Es1 1f

- Resources:**
- Video (with quizzes)
  - Interactive activity
  - Lesson plan
  - Presentation (PowerPoint)
  - Activity sheet

### What affects my choices about money?

Pupils explore different influences on people when making decisions about how to spend and save money, and the impact these influences might have.

**Curriculum links:** L13 L15 L18 L19 L20 L24 Es1 M 1f

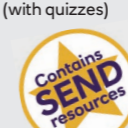
- Resources:**
- Lesson plan
  - Presentation (PowerPoint)
  - Activity sheet

### How can I use a bank account?

Pupils are introduced to the main services and types of accounts offered by banks, and banking charges are explained.

**Curriculum links:** L13 L14 L18 L21 Es1 1f

- Resources:**
- Interactive activity (with quizzes)
  - Lesson plans
  - Presentation (PowerPoint)
  - Activity sheet
  - Video
  - Infographics



### How can I keep my money safe?

Pupils look at ways to keep money safe, the risks associated with spending online and identifying the consequences of scams.

**Curriculum links:** L15 L22 H22 Es1 Es2 1f C Co

- Resources:**
- Video (with quizzes)
  - Interactive activity
  - Lesson plan
  - Presentation (PowerPoint)
  - Activity sheets
  - Fact sheet

### How does money affect my feelings?

Pupils explore how our financial circumstances can affect our emotional wellbeing, and are introduced to the concept of debt, and its potential impact.

**Curriculum links:** L1 L13 L14 L15 H1 H2 H3 H6 H7 H14 H16 H19 H20 H21 H23 R1 R29 R31 R34 L18 L19 L24 SI Es1 Es2 Ew 1f 3a

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

### Raising money for charity

Pupils are introduced to fundraising events for charity and learn how to plan and set up an event, including budgeting.

**Curriculum links:** L13 L15 L19 L24 M Es1 Es2 Ew 2j

- Resources:**
- Interactive activities (with quizzes)
  - Lesson plans
  - Presentation (PowerPoint)
  - Activity sheet
  - Video

### What are the links between jobs and money?

Pupils explore the ways in which jobs and money are connected, and how choices affect future goals.

**Curriculum links:** L13 L25 L28 L29 M Es1 Es2 1e

- Resources:**
- Video
  - Interactive activity
  - Lesson plans
  - Presentations (PowerPoint)
  - Activity sheets



### How do I understand information about money from around the world?

Pupils explore different foreign currencies and perform basic calculations of exchange rates.

**Curriculum links:** M Es1 Gi

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

### How are payments changing?

This topic looks at the different places we spend money – both online and in-store – as well as payment methods including contactless, apps, online banking and with cryptocurrency.

**Curriculum links:** L17 L20 L24 M Es1 Es2

- Resources:**
- Delivery guide
  - Presentation (PowerPoint)
  - Activity sheets

### How can I pay for things?

This topic explores cash, cheques, bank cards, online payments and the best way to pay in different situations.

**Curriculum links:** L17 M Es1

- Resources:**
- Interactive
  - Lesson plan (flipped learning)
  - Presentation (PowerPoint)
  - Activity sheet



## MoneySense workshops

### It's party time

Pupils work in groups to present to the rest of the class a fully costed, reasonably priced, birthday party for a child.

**Curriculum links:** L18 L20 L24 M Es1 Es2 1f

- Resources:**
- Video
  - Delivery notes
  - Presentation (PowerPoint)
  - Activity sheets
  - Certificate

### Fraud scene investigators

Pupils are required to help solve a crime which has been committed against their friend. They are then asked to create and present a report warning others of the dangers of identity theft and fraud.

**Curriculum links:** L22 L24 Es3 Ew Er1 Er2 2b

- Resources:**
- Delivery notes
  - Presentation (PowerPoint)
  - Activity sheets
  - Certificate

### Save our pennies, save our planet

Pupils learn about the concept of saving money through choosing more environmentally friendly behaviours and explore daily activities that use a lot of energy.

**Curriculum links:** L5 L7 L13 L15 L20 M Es1 Es2 Se SI Gh 1f 2j

- Resources:**
- Delivery notes
  - Presentation (PowerPoint)
  - Information sheet
  - Video
  - Activity sheets
  - Certificate

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