

Years 3 & 4

# Money at Home

## Thematic Unit





# Contents

<b>About this Thematic Unit</b>			1
<b>Section 01</b> <b>How Do We Use</b> <b>Money at Home?</b>	Activity One	Money at Home	5
	Activity Two	Exploring a Budget	6
	Activity Three	Home Budget	7
		Class Display Opportunity: A Glossary of Financial Words	8
	Activity Four	Spending Spree: Preparation	9
	Activity Five	Spending Spree: Shop Visit	10
	Activity Six	Spending Spree: Receipt Review	11
<b>Section 02</b> <b>How Can We</b> <b>Become More</b> <b>Financially</b> <b>Responsible?</b>	Activity Seven	Home Party Plans	15
	Activity Eight	A Class Party Planner	16
	Activity Nine	Media Mayhem!	17
<b>Section 03</b> <b>How Can We</b> <b>Use Money More</b> <b>Responsibly?</b>	Activity Ten	Money Wise	21
	Activity Eleven	Guess the Price	22
	Activity Twelve	What Should We Do?	23
	Activity Thirteen	Money in other Countries	24
	Activity Fourteen	Jenny's Dilemma	25
<b>Resources</b>			27
<b>Opportunities for Further Learning</b>			28
<b>Suggested Additional Resources</b>			40

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# About this Thematic Unit

This Thematic Unit is linked to the Years 3/4 Ideas for Connected Learning (ICLs) *Houses and Homes* and *Let's Celebrate*. In this unit, children will learn about financial planning at home. They will consider how to spend money wisely and how having to budget is important in their home life.

A range of activities will illustrate how we use money in everyday life. The children will explore different types of money and how they can save their own money for the future. They will consider their own financial decision-making and its effect on others.

*Money at Home* presents a variety of teaching methodologies to support active, enquiry-based learning both by individuals and by groups of children.

Children will have the opportunity to participate in a range of thinking, problem-solving and decision-making challenges which make connections from their own experience to their local school and wider community.

This Thematic Unit presents children with opportunities to develop some of the skills that meet the statutory requirements of the Northern Ireland Curriculum at Key Stage 1. The focus within this unit is outlined below:

Northern Ireland Curriculum Objective	To develop the young person as a contributor to the economy and society
Aim	<p>The aim of this unit is to encourage children to:</p> <ul style="list-style-type: none"> <li>• Begin to understand how money is used at home;</li> <li>• Develop their thinking through a range of problem-solving and decision-making challenges; and</li> <li>• Understand how financial decisions can affect not only themselves but also their school, community and family.</li> </ul>
Key Element	<i>Economic Awareness</i>
Thinking Skills and Personal Capabilities (TSPC)	<p>There is a focus on <b>Managing Information, Thinking Skills and Decision Making</b>:</p> <p><b>Managing Information:</b></p> <ul style="list-style-type: none"> <li>• <i>Use the children's own and others' ideas to locate sources of information; and</i></li> <li>• <i>Select, classify, compare and evaluate information.</i></li> </ul> <p><b>Thinking, Problem-Solving and Decision-Making:</b></p> <ul style="list-style-type: none"> <li>• <i>Generate possible solutions, try out alternative approaches and evaluate outcomes;</i></li> <li>• <i>Examine options and weigh up pros and cons; and</i></li> <li>• <i>Listen actively and share options.</i></li> </ul> <p>There will also be opportunities to develop the skills of Being Creative and Working with Others.</p>

*Continued overleaf*

<b>Cross-Curricular Skills</b>	<p>Where appropriate, learning intentions that relate to cross-curricular skills are signposted. These cross-curricular skills are:</p> <ul style="list-style-type: none"> <li>• Communication (Comm);</li> <li>• Using Mathematics (UMaths); and</li> <li>• Using ICT (UICT).</li> </ul>
<b>Connecting the Learning</b>	<p>This Thematic Unit provides teachers with the opportunities to connect learning across the following areas:</p> <ul style="list-style-type: none"> <li>• Personal Development and Mutual Understanding;</li> <li>• Mathematics and Numeracy; and</li> <li>• The World Around Us.</li> </ul>

## About Financial Capability (Financial Education)

This Thematic Unit focuses on developing children’s financial capability. There are three interconnected and mutually supportive aspects of financial capability:

### Financial Knowledge and Understanding:

- Understanding the concept of money.
- Where does it come from?
- Where does it go?

### Financial Skills and Competence:

- Knowing how to look after and manage money.
- How do we plan to look after our spending?
- How can we evaluate basic risk and return?

### Financial Responsibility:

- Making personal life choices and thinking about the ethics of money.
- Do the choices we make impact on others? If so, how?

Activities to develop financial capability, such as those described in this unit, encourage a sense of responsibility for money in the home environment. Children learn through all of their experiences, especially those that have practical outcomes. This is certainly the case in financial education, where many attitudes are based on what children experience at an early age. Financial decisions and choices such as those described here can therefore help children to develop their role as contributors to society, the economy and the environment.





# SECTION

# 01

How Do We Use  
Money at Home?





# Activity One

## Money at Home

### Suggested Learning Intentions

Children will:

- begin to understand the use of money at home in the context of a weekly shop (UMaths);
- use numeracy skills to solve simple everyday problems (UMaths); and
- make simple choices and monetary decisions (TSPC).

### Suggested Learning and Teaching Activities

Tell the children that they are going to be learning about money in the next few weeks. Explain to the class that in this activity they will explore the importance of how we spend our money, in the context of their parents' or carers' weekly shop.

As an introductory activity, invite the children to think about how *they* would spend money. Encourage them to record their ideas, thoughts and choices using the **Art Spiral**\* approach. Use the following questions as a stimulus for discussion:

- Why did you make those choices?
- How would the cost of items affect your choices?
- In real life can you buy anything you want?

Following this class discussion, divide the children into groups for an **Ideas Funnel**\* and prioritise their choices.

Invite the children to think about the following questions:

- Where does the money we have at home come from?
- What do we use the money we have at home for?
- What choices do your parents/carers make before buying something?
- How do your parents/carers pay for the goods they buy?
- Do your parents/carers buy everything they want and need all the time?

Give each child a letter to take home to their parents/carers explaining the topic and the home learning that will be involved (Resource A).

The first home activity is to create a shopping diary to record how some money is spent at home (Resource B). Ask the children to complete this over the next four weeks. Each Friday, discuss the children's diaries and the types of items they have recorded for that week.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.



# Activity Two

## Exploring a Budget

### Suggested Learning Intentions

Children will:

- generate ideas and possibilities (TSPC); and
- begin to understand the meaning of the word 'budget'.

### Suggested Learning and Teaching Activities

Explain to the children that they are going to explore the idea of a 'budget'.

As an introductory activity, ask them to think about what the word means. Use a simple children's dictionary to kick start the discussion. Invite the children to discuss the following questions:

- Where have you heard the word 'budget' before?
- Do all families have the same budget? Why not?
- Why is it important for your parents/carers to stay within a budget?
- How could you help to keep within the family budget?
- Why is it important for you to have a budget too?

Write each question on a flip chart or an A3-sized piece of paper. Set a time limit, and have the children work in groups to write down their thoughts and responses about one of the questions using a **Post-It Collection\***. Then rotate the pages as part of a **Carousel\*** approach. Follow up with a debriefing session to discuss the children's ideas.

Ask the children to reflect on previous learning. Recap the choices they made in Activity One about the ways money could be spent. Using their completed **Art Spirals\*** as a starting point, ask the following:

- Would your decisions be different now that we have been considering budgets?
- Can you suggest examples of things that cost money in everyday life that depend on a budget (holidays, clothes, house, furniture, car, etc.)?

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.



# Activity Three

## Home Budget

### Suggested Learning Intentions

Children will:

- learn about the home budget that their parents/ carers use when they do their weekly shopping;
- add and subtract money and use these skills to solve problems (UMaths); and
- begin to learn new financial words (UMaths).

### Suggested Learning and Teaching Activities

Explain to the class that they are going to explore further the idea of using a budget at home. Have the children work in pairs to investigate how they would spend a budget, and discuss their choices. Use the Star Price List in Resource C together with Resource D, Spending a Budget. (Choose an appropriate 'Amount I Can Spend' to suit the ability of your children.)

Use a **Think, Pair and Share**\* method to generate the children's ideas about what they think their parents/ carers spend their money on. Use the invented sample budget below to discuss household expenses together:

Weekly budget	£350
Food	£100
Clothes	£0
Car	£50
Electricity	£50
School costs	£40
Rent/Mortgage	£100
Savings	£10

Ask, for example:

- Why is there no money spent on clothes?
- Which items cost the most?
- Why do budgets involve a variety of items?
- Why would parents/carers have a budget like this?

As an additional activity, the children could play shopping games linked to spending within a budget. Alternatively, they could play games in The Children's Mutual book *Making Sense of Money* (email: [msom@thechildrensmutual.co.uk](mailto:msom@thechildrensmutual.co.uk) to request copies of this free resource).

Discuss the children's home shopping diaries (Resource B), and set them the task of talking with their parents/carers about the role of a weekly budget in deciding how the family money is spent.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.



# Class Display Opportunity: A Glossary of Financial Words

## Suggested Learning Intention

Children will

- use descriptive language for a particular effect (Comm).

## Suggested Learning and Teaching Activities

At this point you could set up a glossary 'washing line' across the classroom. As their financial vocabulary expands, allow the children to peg new words to the line together with their meanings. First ask the children to write their own definitions, then compare these with the definitions in a suitable dictionary before settling on a final definition for each word.

You will find suggested new glossary words at the end of several of the activities in this unit. You may wish to add others that emerge in the course of your class discussions.

## New glossary words:

*money, spend, budget, cost*



# Activity Four

## Spending Spree: Preparation

### Suggested Learning Intentions

Children will:

- understand the importance of being careful with money;
- discuss the relevance of value for money and best buys (UMaths); and
- find, select and use information from a given digital source (UICT).



### Suggested Learning and Teaching Activities

Explain to the children that in this activity they will explore the importance of budgeting in their own families. They are going to pretend to buy items in a shop.

If possible, give the children an opportunity to look at shop websites and leaflets listing prices – ideally prices from the shop they are going to visit as part of Activity Five.

Using the pricing leaflets or the internet, have the children work in pairs to choose three items they would like to buy. Provide copies of the blank shopping list in Resource E for the children to record their choices.

Ask the following problem-solving questions:

- What did you notice about the prices of the items you chose to buy?
- Did you notice that some items are different prices depending on their make?
- How do you choose between, for example, Heinz beans and Tesco beans?

Ask the children to find out in pairs:

- if they can keep within a budget of £3;
- if they have enough to buy something for themselves;
- the amount they have spent; and
- the amount of change they would receive.



# Activity Five

## Spending Spree: Shop Visit

### Suggested Learning Intentions

Children will:

- visit a shop and spend money linked to a budget from home (UMaths);
- generate choices (TSPC); and
- compare and contrast prices of some products in the shop (UMaths).

### Suggested Learning and Teaching Activities

Explain to the children that in this activity they are going to explore the importance of budgeting in their own family. As a home learning activity, ask them to bring in £3 and a list of three items their parents/carers would normally buy, and record these on a copy of Resource E.

First ensure that there will be suitable adult supervision at all stages of your shop visit. As for the transport costs, some of the larger supermarkets may be able to help with these if approached by the school.

Explain to the children the plan for the shopping trip. Just before the visit, it would be helpful to look carefully together at an adapted plan of the shop with a broad outline of where the main goods are. The children could take along clipboards and shop plans to help them in their task.

Divide the children into suitable groups, possibly linked to the types of product on their shopping lists. Set a suitable time limit for the activity (depending on the shop) to help the children focus on the task set.

Ensure that the children have clear guidance on what they are looking for and their tasks for the trip. The children should:

- remember they are in a public place and must act responsibly;
- stick to their lists and find the most suitable goods to buy;
- remember that there may be lots of different brands selling the same thing;
- think about cost when they make their choices;
- consider the other people in their families (whether their choices will be suitable for everyone); and
- record the prices carefully alongside the products they have listed on their worksheets (Resource E).

Discuss with the children how they might approach a problem-solving activity incorporated into their shop visit. They will need to work out if, after buying the three items on their shopping lists, they will have enough money left over to buy something for themselves. If they do, they should record their additional item and its cost on their worksheet (Resource E).

Make sure that the children don't skimp the choices of items on their list to choose something for themselves! Stress that the three items they need are the priority.

During the visit, you or the children might choose to buy some items on special offer, such as '2 for 1' or 'buy one get one free'. You can mention these ways to save money in the class discussion in Activity Six.

# Activity Six

## Spending Spree: Receipt Review

### Suggested Learning Intentions

Children will:

- reflect on their shopping spree choices and purchases (TSPC);
- talk about the value of money in the context of their own shopping and choices made; and
- look at receipts and use them to solve simple everyday problems (UMaths).

### Suggested Learning and Teaching Activities

Explain to the class that in this activity they will explore their own shopping receipts to compare and contrast the prices of some products. They will also look at some household shopping receipts and consider how special offers could affect the budget at home. As an introductory activity, the children could evaluate their shop visit using a **Dartboard Evaluation\***.

Draw a large receipt (poster-size) as a model to highlight and explain to the class what types of information we can find on receipts. Focus on finding those parts of the children's receipts that record their purchases. They could locate the total cost and how much change they were given, as well as looking out for any special offers and how discounts are recorded.

Following this discussion, the children could engage in a **Collage\*** activity to represent the purchases they made, using receipts as part of their display. Lead the class in a discussion based on the collages:

- Can they read their receipt?
- Do they know what it means?
- How did they budget?
- Were they able to buy something for themselves?
- If they couldn't do this – what happened?

Ask the children to bring in a shopping receipt from home as a basis for discussion. Divide the children into groups, and use the following questions as a stimulus for discussion:

- What different items did your parents/carers buy in the shop?
- What did their receipt record?
- Do all the receipts look the same, or are they different?
- How are special offers recorded on the receipt?
- How did your parents/carers pay for their goods – cash, card or cheque?

Ask each group to decide on the five most significant things they have found out about receipts and report these back to the class in a plenary session.

### New glossary word:

*receipt*

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.







# SECTION

How Can We Become More Financially Responsible?

# 02



# Activity Seven

## Home Party Plans

### Suggested Learning Intentions

Children will:

- plan a birthday party for home with a budget in mind (TSPC);
- talk about their plans and possible ways in which money could be saved; and
- find, select and use information from a given digital source (UIC).



### Suggested Learning and Teaching Activities

Explain to the class that in this activity they are going to make plans for an imaginary party at home. Their aim is to try to spend as little money as possible but still have a good time.

As an introductory activity, ask the children to use a **Post-It Collection\*** to generate ideas about what they will need to plan a party at home. Organise the children into groups and use a **CAF (Consider All Factors)\*** template (see Resource F) and a **Carousel\*** to allow the children to think about everything they would need for their parties.

Then have the children, work in pairs, to decide on the most suitable food, games and prizes for their party, keeping in mind that they should try to use the smallest amount of money that they can. Suggest that they might consider changing their plans to use cheaper items, or they might be able to obtain some items free of charge. For example, they might choose to use recycled paper to wrap a package for 'pass the parcel'. After discussion, the children create a list of the items they will need to buy.

Provide access to shopping price lists and/or internet shopping websites. Still, working in their pairs, ask the children to find out the prices of the items they need for their party and to record their findings in the most appropriate way: in pictorial form, as a list or in a table.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.

# Activity Eight

## A Class Party Planner

### Suggested Learning Intentions

Children will:

- talk about the value of money and ways in which it can be spent (UMaths); and
- decide how money can be saved, in the context of a budget for a party (UMaths).

### Suggested Learning and Teaching Activities

Explain to the class that in this activity they will explore how they can save money when planning a special party in school. This will include considering how to make or play some games and provide prizes on a limited budget.

As an introductory activity, ask the children to share their findings from the research they carried out in Activity Seven.

In groups, using an **Ideas Funnel\*** method, the children could generate ideas for the party that would not cost any money. Each group could then present their best five ideas to the class and explain how they would save money.

The following are some examples the children may come up with, but any idea is valid if it is possible to do:

- Make an item for a 'prize'.
- Create their own invitations.
- Use old wrapping paper for 'pass the parcel' and party bags.
- Use straws and fairy liquid to make blowing bubbles.
- Make buns, cakes or sweets in class.
- Make reward cards or promise cards, for example a free ride on a bicycle or go-kart, or a 'play with a toy' day.

Set a suitable budget for the party, then build up a large class plan of the party together. Use **Dot Voting\*** to come to an agreement on food, games and prizes.

As a whole class activity, you could calculate the cost of the whole event and discuss the savings made.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.



# Activity Nine

## Media Mayhem!

### Suggested Learning Intentions

Children will:

- understand what media advertising is (Comm);
- know some of the common types of adverts; and
- create, edit and combine text and images on screen (UICr).

### Suggested Learning and Teaching Activities

Explain to the class that in this activity they will look at adverts and explore how these influence their choices. As an introductory activity, ask the children to work in groups to look at a variety of adverts in papers or magazines. Ask them to decide which adverts they like best and why. They could cut some adverts out of magazines and newspapers and rank them in order of preference.

Use an **Art Spiral**\* method, with the children working in the same groups, to display what features make the children want to read an advert and buy the item, for example colourful pictures or persuasive text. The class could then view each group's Art Spiral and look out for common features. Lead a class discussion about the need for adverts and why they target the children's age group. Introduce the word 'media'.

Ask the children to think about some advertisements they see on television. Use a **Think, Pair and Share**\* method to talk about these adverts and what attracts the children to buy the products being advertised.

As a class, discuss why a lot of adverts attract children even though they don't have the money to buy the products.

## Optional Activity

As a follow-up activity, ask the children to think of a product that they really like. Use an ICT paint package to design an advert to encourage people to buy it.

### New glossary words:

*media, adverts*

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.







# SECTION

How Can We Use Money  
More Responsibly?

# 03





# Activity Ten

## Money Wise

### Suggested Learning Intentions

Children will:

- realise that people solve money problems in many different ways (UMaths);
- understand the consequences of losing money or having it stolen; and
- participate in dramatic activity and share their ideas with others (Comm).

### Suggested Learning and Teaching Activities

As an introductory activity, ask the children to think of some ways in which money is important in their lives.

Divide the class into small discussion groups. Use the Making Money Decisions sheet, Resource G, to make individual prompt cards. Allow each group time to discuss each of the prompts, suggest decisions and choices they could make and agree solutions. You could follow this up with a whole class discussion, talking about the children's solutions and how to deal with any other money choices they have to make.

Ask each group to choose one of the prompts and, by sharing their ideas, dramatise an appropriate response to the problem. They could then share this with the rest of the class.

### New glossary words:

*expensive, responsible, save, bank, building society, money box, credit union, post office*



# Activity Eleven

## Guess the Price

### Suggested Learning Intentions

Children will:

- talk about the value of money and alternatives for paying (credit and debit cards) (UMaths); and
- use simple budget sheets to record spending (UMaths).

### Suggested Learning and Teaching Activities

As an introductory activity, explain to the children that they are going to play a game called 'Guess the Price'. Hold up various labels or pictures of everyday items, such as a box of cornflakes, a banana, a book and a watch. Ask the children, working in pairs, to guess the prices and write their guesses on a whiteboard or a piece of paper. Then reveal the real prices and have the children record the information on a simple budget sheet (Resource H). If they guessed within 50p of the correct price, they get a point. The winner is the pair with the most points at the end.

As a follow up to this activity, have a class discussion about the differences in value of various items. Point out to the class that just because something is bigger, it doesn't mean it is more expensive: for example, a packet of cornflakes is not more expensive than a watch.

Now that the children have a list of prices, ask them to think about how adults pay for their shopping. You could use real examples of credit or debit cards and cheques (although cheques are becoming less and less common), or use Colossal Cards (see [www.pfeg.org](http://www.pfeg.org)), to explain how people pay for goods.

You may need to explain the following terms:

- bank account: a service provided by the bank to hold money for people;
- debit card: a card which takes money from the bank when people buy something (the money has to be in their bank account);
- credit card: a card which allows people to buy something now and pay for it later when the bill arrives; and
- cheque: a cheque is a 'promise to pay' note which is given to the shop as payment. This is then sent to the bank, which pays the money from the person's bank account.

The children could then use old cards to pay for goods in a class shop.

### New glossary words:

*credit, debit, bank account, cheque*



# Activity Twelve

## What Should We Do?

### Suggested Learning Intentions

Children will:

- learn to negotiate, listen to and support each other (TSPC);
- consider a specific situation (TSPC); and
- gather their own thoughts and take a viewpoint (TSPC).



### Suggested Learning and Teaching Activities

Explain to the class that in this activity they will explore some situations where they have to make some financial decisions and choices.

Divide the class into two groups and arrange them into **Revolving Circles\***. Tell them that they are going to discuss an issue with one partner, then move to talk to another partner about the same thing. Explain to the children that each person may have a different view to them, and that is fine as long as their view is thought out.

Depending on the time available and the maturity of the class, you may wish to have them discuss one or more of the following issues:

- What would you do if you found £100 in the street?
- Imagine you saw your best friend taking money out of someone's school coat. What would you do?
- Why do we raise money for charity?

Use a debrief session after each issue has been discussed to allow the children to voice opinions.

As a follow-up activity, the children could create a **Graffiti Board\*** related to the issues they have discussed.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.

# Activity Thirteen

## Money in other Countries

### Suggested Learning Intentions

Children will:

- understand that there are different forms of money in other countries (UMaths); and
- compare different currencies (UMaths).



### Suggested Learning and Teaching Activities

Explain to the class that they are going to explore different types of money or currency. Ask them to bring in some examples of euros and dollars from home, if they have any. Use these if they are available, or ask if your local bank can lend your school some notes and coins in different currencies to show as examples.

As an introductory activity, ask the children to generate a list of countries that use the euro or the dollar which they have visited or learned about. The children could explore a large map of Europe and identify all the countries that use the euro. They could also explore a map of the USA, where dollars are used. Give the children, in groups, examples of the notes and ask them to identify the common features and differences.

Explain to the children that they are going to find out the cost of different items they would buy on holiday. Using Resource I, allow them to work in pairs to compare the cost of some items and decide which country they would like to visit.

As a follow-up activity, the children could also try to recreate euros, dollars or sterling by drawing or using clay to make coins. You could incorporate these into structured play time if the children are creating a scene from a holiday or using a travel agency or post office.

### New glossary words:

*currency, euro, dollar, sterling*

# Activity Fourteen

## Jenny's Dilemma

### Suggested Learning Intentions

Children will:

- relate the issues raised in a story to their life (Comm);
- understand the consequences of losing money;
- know how to save money; and
- create, edit and combine text and images on screen (UICT).



### Suggested Learning and Teaching Activities

Explain to the class that they are going to listen to a story very carefully. Then they are going to answer some questions about being careful with money and saving money.

As an introductory activity, ask the class if they know what savings are and how they can save money. Use a **KWL (Know – Want to Know – Learned)\*** method to establish the children's knowledge and what they want to find out about saving.

Then read the story about Jenny's Dilemma (Resource J), stopping at the suggested points to discuss the questions that appear.

After class discussion, the children could review their KWL and discuss any outstanding issues.

Talk to the children about savings and how money can be kept safe, for example in banks, credit unions, post offices or building societies.

As an additional activity the children could use ICT to produce posters to highlight the need for or benefits of saving.

\* See *Active Learning and Teaching Methods for Key Stages 1&2*.

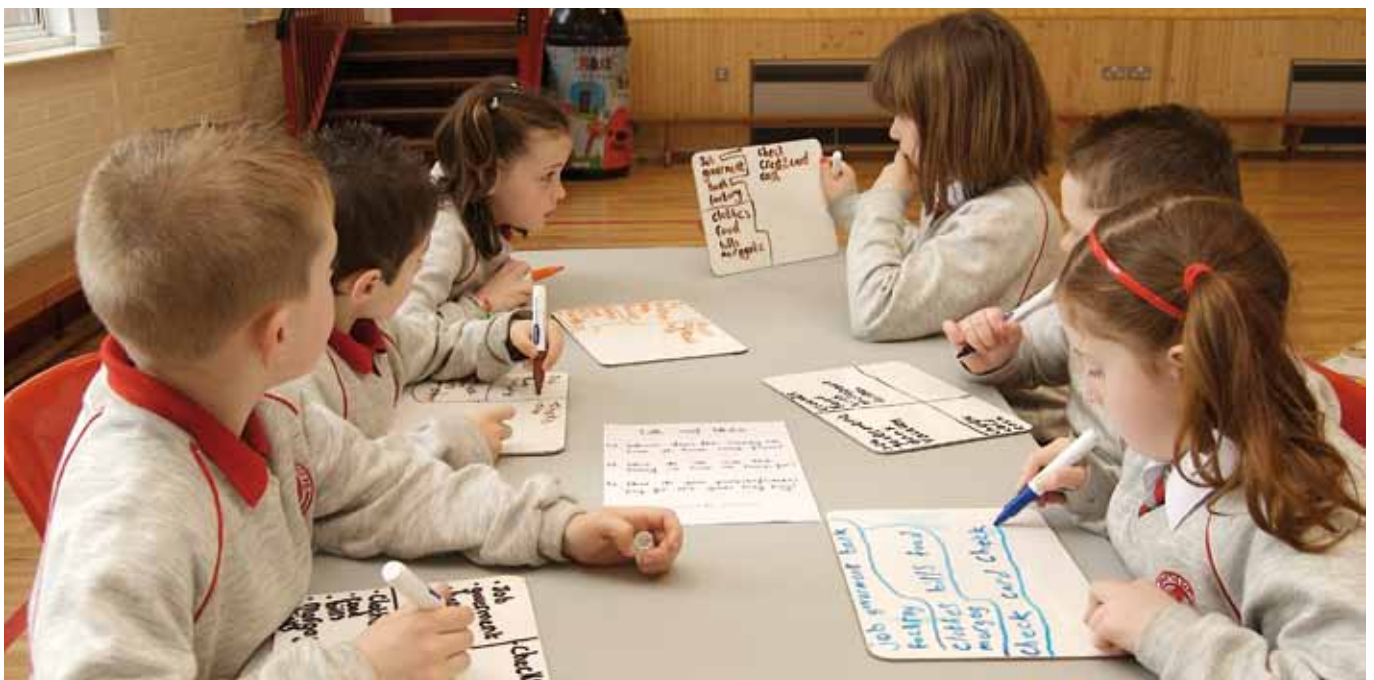


# Resources



# Opportunities for Further Learning

- Incorporate a money theme into structured play – you could create a bank, building society or shop.
- Invite a representative from a credit union or bank into school to set up a savings scheme and discuss the benefits of saving.
- Discover new games which would not cost anything, especially for the playground. Ask the children for ideas.
- Consider having the children tell other classes about what they have learned about money (perhaps in assembly).
- Have an art display to show the activities they have done.
- Allow the children to make money boxes out of scrap materials or clay.
- During a school charity event, ask the children to keep a record of the money made.
- Ask the children to keep a spending diary for a week. They could record their spending at home each day (including money used for school, such as dinner money).





# Resource A

## Letter

School  
Logo

Dear Parent/Guardian,

In class this term the children will be learning about being responsible with money at home.

There will be various opportunities for you to get involved with your child's learning. I will be asking you to:

- keep a short shopping diary which you can use to discuss the choices you make when shopping;
- discuss with your child how the family money is spent;
- provide a family shopping receipt;
- provide your child with a list of three items and £3 which they will use to buy the items on your list; and
- provide some euros and/or dollars, if possible.

As part of this project we hope to visit a local supermarket or shop, where the children will have an opportunity to spend real money. The intention is that, after they buy the three items on your list with the £3 you have provided, they will have money left over for themselves.

Throughout the project I will be sending home various different homework activities to encourage the children to think about financial decisions at home and the choices you have to make.

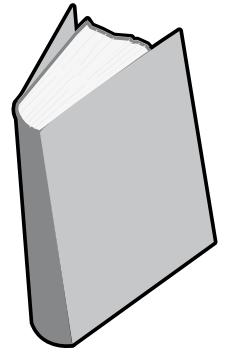
We would appreciate your support and co-operation in this project and are grateful for your interest as the children develop their monetary skills.

Yours sincerely

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# Resource B

## Home Activity: A Shopping Diary



This is a shopping diary for you to complete at home. Use it to talk about the choices your parents or carers make when shopping. Choose one shopping day each week and record just five of the items that were bought.

Date	Items	Cost
Week 1	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Week 2	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Week 3	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Week 4	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>

# SALE

## Resource C Star Price List

**Ice Cream 45p**  
**Cheese 40p**

**Bread 60p**  
**Fruit 35p**  
**Milk 30p**  
**Butter 80p**

**Biscuits 65p**  
**Crisps 25p**  
**Sweets 20p**  
**Comic 55p**  
**Pencil 15p**

**Jam 40p**  
**Rubber 10p**  
**Book 70p**

# Resource D

## Spending a Budget



Amount I Can Spend: \_\_\_\_\_

Choose with a friend what you would buy for the budget your teacher has given you. Use the Star Price List. Think about your choices.

### Spending List

Item	Cost
<b>Total</b>	

# Resource E

## My Shopping List



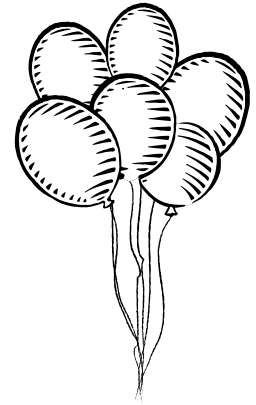
Name: \_\_\_\_\_

Supermarket: \_\_\_\_\_

Item	Cost
1.	
2.	
3.	
Extra item (my choice)	
<b>Total</b>	

# Resource F

## CAF Template



Your group is going to plan a party using as little money as possible. Think about the food, games and prizes you can give out at the party.

Remember to spend as little money as you can!

### Food

- 
- 
- 
- 
- 

Good things about our choices

Bad things about our choices

### Games

- 
- 
- 
- 
- 

Good things about our choices

Bad things about our choices

### Prizes

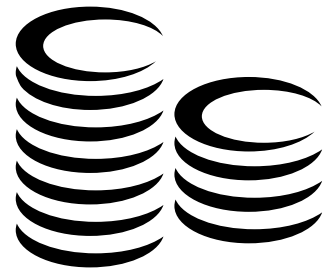
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- 
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Good things about our choices

Bad things about our choices

# Resource G

## Making Money Decisions



This sheet can be photocopied, laminated and cut up for a group or class activity. Allow individual children to choose a card at random for discussion. Each child should have the confidence to put forward his or her thoughts and opinions.

<p>I lost a £5 note that Granny gave me. <b>What should I do?</b></p>	<p>Our family want to go to Spain next year. <b>How could I help save money for this?</b></p>
<p>My friends and I broke my Mum's window with a ball. <b>What should we do?</b></p>	<p>How could I make some money at home to save for something special?</p>
<p>I saw on television what I wanted for Christmas. It is very expensive. <b>What should I do?</b></p>	<p>I had £3 in my coat for the book club at school. The money is gone. <b>What should I do?</b></p>
<p>Mum says I can have a small present for my birthday. I want a bike. <b>What should I do?</b></p>	<p>My friend asked me for £2. I gave the money to him. He has not given it back. <b>What should I do?</b></p>
<p>Mum gave me money to buy things in the shop but I forget what she told me to buy. <b>What should I do?</b></p>	<p>I really want to buy a special PlayStation game, but I do not have enough money. <b>What should I do?</b></p>
<p>I have saved lots of 2p and 5p coins. <b>What should I do with them?</b></p>	<p>Make a wish list. Write down the things you would like to buy, with the most important first.</p>

Resource H  
**Guess the Price!**



Item	Cost
Total	



# Resource 1

## Holiday Spending



On holiday our families spend money on many different things. We might have to use different types of money or currency. The table shows some prices in US dollars (\$), European euros (€) and pounds sterling (£).

If you can remember the price of something that you bought on holiday, add it to the table.

Item	Dollars (\$)	Euro (€)	Sterling (£)
A bottle of Coke	\$1.25	€2.50	£1.00
A hamburger	\$4.50	€6.00	£3.50
An ice cream	\$1.25	€2.00	£0.90
A cup of coffee	\$3.50	€4.00	£2.50
A Mars bar	\$0.70	€0.90	£0.65
A ball	\$5.50	€10.00	£5.00

Think about where you would like to go on holiday. Choose a country where people use pounds sterling, euros or dollars.

Which country would you like to visit? \_\_\_\_\_

What three items would you like to buy if you went to your chosen country?

Item	Cost

# Resource J

## Jenny's Dilemma



Jenny lived in a small house in the country. Her Mum and Dad worked on a neighbouring farm packing vegetables for a big supermarket.

Jenny often went to the farm at weekends with her parents. One day everyone was busy gathering potatoes in the fields. Jenny helped too, and Mr Smith the farmer gave her £10 for gathering potatoes.

Jenny was overjoyed! She had never had £10 before. Her parents worked hard but never had much money for Jenny. Pocket money never happened except at Christmas and birthdays.

Jenny felt wonderful! What could she buy? Her mind raced round and round, making long lists of things she wanted.

As she was running home, after Mum and Dad, Jenny suddenly tripped and fell. Her money flew out of her hand and floated down through a grating to a drain at the road edge.

Jenny began to cry. What should she do? How could she get her money back?

### ***Elicit ideas from the class about what Jenny could do.***

Mum and Dad rushed to help Jenny. Dad lifted up the grating, but the bank note had disappeared. It looked as if all had been lost. Jenny walked sadly home. She thought it would never be possible for her to have £10 again.

That evening, Jenny watched Newsround on TV. The presenter was explaining how water was so precious (even more precious than money!). While she watched TV, Jenny had an idea.

### ***Elicit ideas from the class about what Jenny's idea might be.***

Jenny was determined to save up enough money to cover the loss of the £10. The next day her Mum and Dad each gave her £1. They had felt really sorry for Jenny when she had lost the £10. 'Mum and I will give you £1 each', said Dad, 'That might help to buy something you would like.'

Jenny thanked her parents and carefully placed the two coins in her money box.

A week later, Jenny's Granny gave her another £1 for weeding her garden and brushing the path. Granny was not good on her feet now and needed extra help. Jenny took the precious coin and placed it, too, in her money box.

The following weekend Jenny was helping on the farm with her parents, and Mr Smith handed her £2. 'That's for all the extra jobs you did today in the field,' said Mr Smith, smiling broadly.

Jenny was so excited! Now there would be £5 in her money box!

# Resource J

## Jenny's Dilemma (continued)



Jenny had learned all about saving money in her class at school and how banks, building societies and credit unions can help.

'I think I will open a savings account,' explained Jenny to her parents one evening. 'The bank man who came to school said that the bank can take my money and keep it safe – *and* they'll give me a few more pennies in my account.' Mum and Dad were pleased that Jenny was learning how to save and be careful about money.

Jenny opened her savings account and began to think how she could help Mum and Dad save money. Although Jenny's parents both worked, they did not earn a large amount of money. Mum and Dad had to be careful with what they spent.

Jenny knew her Mum and Dad had a budget of money they could spend each week. She thought about different ways she could help them with the household budget.

***Discuss together ways that Jenny could help her parents save money on their household budget.***

Jenny didn't ask for sweets each time she went shopping with Mum. Her 'best' red shoes were a bit scuffed, but after Mum polished them and got new heels put on them, they didn't look too bad.

Dad fixed her bicycle brakes and chain. Jenny then cleaned her bike thoroughly and polished all the chrome bits. The bike looked sparkling and nearly new. No need for a new one. (That had been on her wish list.)

Jenny turned lights off in the house and tightened water taps to save energy with enthusiasm.

Granny was good at sewing. She fixed Jenny's favourite jeans by sewing a cool badge over the hole on the right leg. Jenny felt good – saving money was not so bad after all!

After a few months Jenny's Mum and Dad really surprised her. 'Jenny, we have noticed how you are not asking for us to buy all the things in the shops you like,' said Dad. 'We have kept within our household budget and saved some money!' said Mum. 'We would like to give you £5 as a special treat because you have been so understanding and careful with all your things,' explained Mum and Dad.

Jenny was overjoyed! She had reached her £10 goal. She thought for a moment and then asked her parents if she could help other children in faraway countries who did not have enough money. Jenny's parents agreed that this was a good idea.

She carefully placed her £5 in an envelope addressed to Newsround, where there had been a report about using money for water wells in an African country. They had appealed for donations towards building wells so that families didn't have to walk too far for their water every day.

Jenny had learned a lot over the last few months. Money had been lost, then saved and given to others less fortunate than her.

Money is important, she thought, but working out how to save and spend money wisely was quite exciting – and a challenge!

# Suggested Additional Resources

## Books

### **Wilbies Gift**

by Sally Chambers  
Publisher: Piccadilly  
ISBN: 1 85340824 7

### **Russell and the Lost Treasure**

by Rob Scotton  
Publisher: Harper Adams  
ISBN: 0 00720625 9

### **If we had a sailboat**

by Jonathan Emmett and Adrian Reynolds  
Publisher: Oxford  
ISBN: 0 19272558 0

### **Great Pet Sale**

by Mick Inkpen  
Publisher: Hodder  
ISBN: 978-0340918173

### **Lunch Money**

by Andrew Clements  
Publisher: Aladdin Paperbacks, S&S  
ISBN: 0 68986683 6.

## Websites

[www.nicurriculum.org.uk/fc](http://www.nicurriculum.org.uk/fc)

[www.pfeg.org](http://www.pfeg.org)

[www.moneyinstructor.com](http://www.moneyinstructor.com)

[www.moneymanagement.org](http://www.moneymanagement.org)

[www.sainsburys.co.uk](http://www.sainsburys.co.uk)

[www.day-tripper.net/supermarket-france.html](http://www.day-tripper.net/supermarket-france.html)



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