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| **Key stage:** 4 | **Year: 1** | **Term: 2b** | | | **Subject: PSHE- Finance** | **Assessment focus: Living in the wider world** |
| **Objectives:**  Pupils should be taught   * About where money comes from and what it is used for * About how to keep money safe * Ways of managing money | | | | | | **Key words:**  Money, coin, note, bank, pocket money, pay, work, gift, save, buy, cash machine, card, till, |
| **Essential skills and attributes developed:**  Self organisation, making decisions |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level.**  **These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | |
| **Low (p3-4)** | | | **Middle (P5-7)** | | | **High (P8+)** |
| **Key skills (expected outcomes)** | | | | | | |
| * Use gesture to gain attention * Goes to adult for help/ support * Show anticipation * Repeats action * Anticipates activity due to surroundings * Watches and interacts with familiar adult when in outside activity * Enjoys the company of another * Is attentive to everyday sounds * Is aware of sequence of events * Passes objects when requested * Shows anticipation when specific equipment is distributed e.g. coat * Completes task requested | | | * Show awareness of the purpose of equipment * Searches out specific pieces of equipment * Explores a new environment * Play alongside pupil in role-play * Says please and thank you when reminded * Identifies resources required for specific activity e.g. shopping * Locates resources required * Make choices between non-tangibles e.g. shall we go to the shop or the cafe * Makes requests * Accepts you cannot take what you want * Acts out directed group role play * Stay with known adult when out | | | * Discusses roles in role play * Responds to adult questions * Contribute to group activity * Say please and thank you independently most of the time * Listen to the ideas of peers * Discuss what is needed for an activity e.g. shopping trip * Collect personal belongings without reminding * Put personal things in the correct place * Speak appropriately to others * Discuss what the group are going to do * Add to discussion planning an event * Know how to keep their things safe |
| **Activities** | | | | | | |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staff   * Sorting/ matching activities related to topic * Exploring resources related to topic * Songs involving money * Shared activities e.g. hydro, sensory room, messy play, tac pac, massage * Rebound therapy * Visiting places where money is used * PECS | | | * Identifying money * Use money in real life situations * Make decisions regarding money * Role play- shop, bank, * Matching/ sorting activities * Identify uses of money | | | * Discussions- have we ever received money and where from? How do we spend our money? Where do other people get their money from? How can we keep our money safe at home and out and about? Why do people save money * Use money in real life situations * Budget/ plan for an activity e.g. day out, trip to cafe, shopping, party * Worksheets, PowerPoint’s based on money * Problem solving activities |
| **Web links:**  [**https://www.young-money.org.uk/resources/details/financial-education-planning-framework-311-years**](https://www.young-money.org.uk/resources/details/financial-education-planning-framework-311-years)  [**http://www.nicurriculum.org.uk/docs/inclusion\_and\_sen/sld/responding\_responsibly/money\_matters.pdf**](http://www.nicurriculum.org.uk/docs/inclusion_and_sen/sld/responding_responsibly/money_matters.pdf)  [**file:///E:/PSHE%20Coordinator/Resources/Money/Banking%20Made%20Clearer.pdf**](about:blank)  [**file:///E:/PSHE%20Coordinator/Resources/Money/Resource%20pack%20for%20people%20\_earning%20disabilities.pdf**](about:blank)  [**http://www.bild.org.uk/about-bild/ourwork/money-skills/money-skills-videos/**](http://www.bild.org.uk/about-bild/ourwork/money-skills/money-skills-videos/) | | | | **Outdoor learning opportunities:**  Visit bank, shopping, cafe, cash machine | | **Resources:**  Real and plastic money, bank/ cash machine role play props |