

# Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : PSHE      YEAR : A      TERM : Spring 1      YEAR GROUPS : 5/6

## Key Question: How can I keep my money safe?

Previous Knowledge –

- discuss where money comes from; • talk about reasons people go to work; • discuss payment resources we can use to spend money; • consider why and how people might borrow money; • discuss the choices we have about how to spend our money; • explain ways we can keep track of what we spend.

### END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are <b>emerging</b> because they can:	Most children will show that they have reached the <b>expected</b> level because they can:	Some children will have gone beyond the expected level and will show that they are <b>exceeding</b> because they can:
<ul style="list-style-type: none"> <li>&gt; Can I consider the best way to look after money</li> <li>&gt; Can I explain how retailers influence our spending</li> <li>&gt; Can I explain the difference between a need and a want</li> <li>&gt; Can I consider why budgeting is important to us</li> <li>&gt; Can I consider why I should be grateful for money</li> <li>&gt; Can I debate why money is and is not good for us</li> <li>&gt; Can I explain how spending money impacts the environment</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Can I consider the best way to look after money</li> <li>&gt; Can I explain how retailers influence our spending</li> <li>&gt; Can I explain the difference between a need and a want</li> <li>&gt; Can I consider why budgeting is important to us</li> <li>&gt; Can I consider why I should be grateful for money</li> <li>&gt; Can I debate why money is and is not good for us</li> <li>&gt; Can I explain how spending money impacts the environment</li> <li>&gt; Discuss reasons why people take financial risks</li> <li>&gt; Discuss the effect of advertisers</li> <li>&gt; Explain the term 'critical consumer'</li> <li>&gt; Talk about the environmental impact of fair trade, single-use plastic, recycling used goods and making use of reusable materials.</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Can I consider the best way to look after money</li> <li>&gt; Can I explain how retailers influence our spending</li> <li>&gt; Can I explain the difference between a need and a want</li> <li>&gt; Can I consider why budgeting is important to us</li> <li>&gt; Can I consider why I should be grateful for money</li> <li>&gt; Can I debate why money is and is not good for us</li> <li>&gt; Can I explain how spending money impacts the environment</li> <li>&gt; Discuss reasons why people take financial risks</li> <li>&gt; Discuss the effect of advertisers</li> <li>&gt; Explain the term 'critical consumer'</li> <li>&gt; Talk about the environmental impact of fair trade, single-use plastic, recycling used goods and making use of reusable materials.</li> <li>&gt; Discuss how to avoid financial risk</li> <li>&gt; Discuss the advantages of working to a budget</li> <li>&gt; Discuss priorities people have when spending</li> <li>&gt; Discuss how money can affect people's emotional wellbeing</li> <li>&gt; Discuss the importance of paying taxes as a contribution to society</li> </ul>

### ASSESSMENT OPPORTUNITIES

Questioning during lessons, end of unit assessments, work produced by children

<b>ENRICHMENT OPPORTUNITIES</b> Helping children to remember more	<b>SUBJECT SPECIFIC VOCABULARY</b> Form, notes, change, bank, cards, cash Jobs, employer, bank, community Safe, purse, wallet, important Money box, wallet, parents, Bank account Save, spend, want, need, keep track, choices Shopping, pay, order online, bank	<b>CROSS-CURRICULAR LINKS</b> Links that we can make to help children make sense of what we want them to know and be able to do.
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