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| <b>Learning Objective:</b><br><b>Economics</b><br><b>Does money grow on trees?</b>   |                                 | <b>Learning Outcomes:</b> <ul style="list-style-type: none"> <li>To know where money comes from</li> <li>To know where I can spend my money</li> <li>To understand how to save money</li> <li>To understand how people can earn money</li> <li>To know the difference between wants and needs</li> <li>To understand how raising money can help others</li> </ul><br><b>Thinking Skills:</b> <ul style="list-style-type: none"> <li>I can share views respectfully</li> <li>I can give responses for ideas with evidence or examples</li> <li>I can agree or disagree respectfully</li> <li>I can connect my idea to another idea</li> </ul>   |
| <b>Vocabulary:</b><br><br><b>Economics</b><br><b>Money</b><br><b>Spending</b><br><b>Saving</b><br><b>Want</b><br><b>Need</b><br><b>Finance</b><br><b>Fundraising</b> |                                 |  |
| <b>Suggested Lessons</b>   | <b>Aims of Sessions:</b>        | <b>Content:</b>  |
|  | <b>Recap of prior learning:</b> |  |
| <b>1</b>   |                                 | <p>L.O. To understand where money comes from</p> <p>Skills Focus: I can share my views respectfully</p> <p>Discussion around the word money and what we think it means. Explain that it comes in different forms: coins, notes, cards.</p> <p>Discuss the fact that money must be earned. Model this in the class by 'paying a child' to do a simple job, e.g. sharpening a pencil! This job benefits the class, but also means that the child now has a coin to spend on something (or save it!). Use the attached link for the rest of the lesson, as this provides a step-by-step approach to meeting the learning objective of this lesson.</p> <p><a href="https://www.young-enterprise.org.uk/resources/HSBCUK-KS1">https://www.young-enterprise.org.uk/resources/HSBCUK-KS1</a></p> |
| <b>2</b>   |                                 | <p>L.O. To know how to make wise choices with money</p> <p>Skills Focus: I can agree and disagree respectfully</p> <p>Re-cap on where money comes from. How do we get it? What happens when we get it?</p> <p>Role-play a situation where two children (or two adults) are given two coins. Put options in front of them- one 'sensible' and one 'not sensible'. As a class, decide which one is the best option and why.</p> <p>Use the attached link for the rest of the lesson, as this provides a step-by-step approach to meeting the learning objective of this lesson.</p> <p><a href="https://www.young-enterprise.org.uk/resources/HSBCUK-KS1">https://www.young-enterprise.org.uk/resources/HSBCUK-KS1</a></p>   |

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| 3                                     |  | <p>L.O. To learn about the different ways in which you can earn money</p> <p>Skills Focus: I can connect my idea to another idea</p> <p>Re-cap on prior learning around how we earn money. Talk about the roles and jobs people can have. Ask visitors to share their job roles and what they do to earn money. If they are comfortable, ask them to discuss what they spend their money on (mortgage, food, etc). And the importance of spending money on these first.</p> <p>Ask children to re-cap on the jobs visitors do and discuss if any of these are of interest to them moving forward in life (link to aspirations).</p>  |
| 4                                     |  | <p>L.O. To understand the difference between needs and wants</p> <p>Skills Focus: I can give reasons for my ideas with evidence/examples</p> <p>Discuss the things that children like. For example, their favourite food, their favourite drink, their favourite toy, their favourite TV show. Talk about the key difference between a need and a want. Make a list of what the children need and want in life, based on their suggestions. Using pictures, ask the children to sort them into needs and wants.</p> <p>Peel away from the sorting of material things. Begin to discuss needs and wants from an emotional and physical perspective. Give the children some scenarios –</p> <p>Circle time discussion:<br/> Why can't we always have what we want?<br/> <b>Material things</b><br/> (Why can't I have a present every week?)<br/> <b>Emotional things</b> (why does my younger brother get more attention than me?)<br/> Why can't we have chocolate for breakfast?</p> <p>Children to create a poster of 3 things they need to survive and 3 things they like in life and want, but don't need.</p> |
| 5&6                                   |  | <p><b>Enterprise project</b></p> <p>Relevant to school or community setting and needs. Ideas can be focussed on school requirements (e.g. raising money for new play equipment) or helping the community in a wider context. Although we have set aside two lessons for this, this particular project would be excellent for an overarching sub-theme across the curriculum for the closing stages of the academic year. As a result, there is flexibility in the time needed for this project as well as it's individual focus.</p>   |
| Evidence for assessment will be from: |  | <ul style="list-style-type: none"> <li>• What money is, how it is obtained and that it comes in multiple forms</li> <li>• How to make choices about spending money, saving money and how to keep it safe</li> </ul>  |

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|  | <ul style="list-style-type: none"><li>• The difference between what we need and what we want</li></ul>  |
| <b>Resources needed for project:</b>   | Money<br>Visitor<br>Role-play scenarios<br>Young enterprise link  |
| <b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy. | <ol style="list-style-type: none"><li>1. Explain the need to spend money wisely</li><li>2. Explain the difference between a need and a want</li><li>6. Leadership role in enterprise project.</li></ol> |
| <b>SEND:</b>   | <ul style="list-style-type: none"><li>• For each lesson, prompts, vocabulary and visuals used to support children.</li></ul>  |