

How to manage money

Value of coins and notes				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know the value of the coins and notes I use and can put them in the correct order of value.	I can recognise and choose the correct value of coins and notes to use and calculate change.	I can understand the importance of waiting for and checking change.	<p><b>Mathematics: Year 2 Measurement.</b></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> <li>Find different combinations of coins that equal the same amounts of money.</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul>	<p><b>Big Question:</b> Where does our money come from?</p> <p><b>Activity:</b> Where do I get my money</p> <p><b>Milo's Money:</b> Pocket 1: Spending Pocket 2: Making MORE money</p>
Keeping track of money				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know there are ways of keeping track of my money and what I spend e.g. keeping a spending diary.	I can keep simple financial records e.g. recording the amount saved in a money box and how it has been used.	I am beginning to understand I might run out of money unexpectedly if I don't keep track of it.	<p><b>Mathematics: Year 2 Measurement.</b></p> <ul style="list-style-type: none"> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</li> </ul> <p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L13: Money needs to be looked after; different ways of doing this.</li> </ul>	<p><b>Big Question:</b> How can we look after our money?</p> <p><b>Activity:</b> Respecting the things we all have: borrowing and lending 2. Keeping track of our money.</p> <p><b>Milo's Money:</b> Pocket 2: Saving</p>

## Becoming a critical consumer

Choices about saving and spending				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know I have choices about saving and spending my money.	I can make a simple plan for my saving and spending choices and stick to it.	I am beginning to understand that people may make different choices about how to save and spend money.	<p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L11: People make different choices about how to spend and save money.</li> </ul>	<p><b>Big Question:</b> How does money make us feel?</p> <p><b>Activity:</b> What can we do with our money?</p> <p><b>Big Question:</b> What can we use our money for?</p> <p><b>Activity:</b> Making choices.</p> <p><b>Big Question:</b> How does our money help other people?</p> <p><b>Activity:</b> How can we help others?</p> <p><b>Milo's Money:</b> Pocket 2: Saving Pocket 5: Sharing Pocket 6: Being Generous Pocket 7: Making Choices</p>
Needs and wants				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know that my own needs and wants may be different to those of other people.	I can explain the difference between something that I need and something I might want.	I am beginning to understand that we might not always be able to have the things we want.	<p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L12: the difference between needs and wants, that sometimes people may not always be able to have the things they want.</li> </ul>	<p><b>Big Question:</b> What can we use our money for?</p> <p><b>Activity:</b> What do we need money for? How do we spend our money? Needs and wants</p> <p><b>Milo's Money:</b> Pocket 3: Wants and Needs</p>

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### Managing risks and emotions associated with money

Looking after my money				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know I can keep money in different places, and that some places are safer than others e.g. in a money box or a bank.	I can choose a suitable place to keep my money safe, and explain my choice.	I am beginning to understand the consequences of losing money or having it stolen, and how it might make me feel.	<p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L13: Money needs to be looked after; different ways of doing this.</li> </ul>	<p><b>Big Question:</b> How does money make us feel?</p> <p><b>Activity:</b> Money makes me feel ...</p> <p><b>Big Question:</b> How can we look after our money?</p> <p><b>Activity:</b> Looking after our money. Respecting the things we all have: borrowing and lending 1 and 2.</p> <p><b>Milo's Money:</b> Pocket 2: Saving</p>
Saving money				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know I can save my money to use later instead of spending it all now.	I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account.	I am beginning to understand why saving money can be important and how that makes me feel.	<p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L11: People make different choices about how to spend and save money.</li> </ul>	<p><b>Big Question:</b> How can we look after our money?</p> <p><b>Activity:</b> Looking after our money. Respecting the things we all have: borrowing and lending 1 and 2.</p> <p><b>Milo's Money:</b> Pocket 2: Saving</p>

## Understanding the important role money plays in our lives

Where my money comes from				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know my money comes to me in different ways e.g. earning, winning, borrowing, finding, being given.	I can describe where my money comes from.	I understand that money will come to me in other ways in the future e.g. being paid for working.	<p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L10: What money is; forms that money comes in; that money comes from different sources.</li> </ul>	<p><b>Big Question:</b> Where does our money come from?</p> <p><b>Activity:</b> Where do I get my money? Where do adults get their money?</p> <p><b>Milo's Money:</b> Pocket 4: Making MORE money Pocket 6: Being Generous</p>
How money developed				
Knowledge	Skills	Attitudes	Curriculum Links	Lifesavers/Milo's Money Links
I know that money has developed in many different forms throughout history e.g. barter, coins, notes etc	I can describe the many forms that money comes in today, and the variety of ways in which it can be used to pay for things.	I understand that money will continue to develop in a variety of forms in the future.	<p><b>Mathematics: Year 2 Measurement.</b></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value.</li> </ul> <p><b>PSHE Core theme 3: Living in the wider world.</b></p> <ul style="list-style-type: none"> <li>L10: What money is; forms that money comes in; that money comes from different sources.</li> </ul>	<p><b>Big Question:</b> Where does our money come from?</p> <p><b>Activity:</b> Where do I get my money? Where do adults get their money?</p> <p><b>Milo's Money:</b> Pocket 1: Spending</p>

**Vocabulary: £ and p, cost, price, sell, total, choice, choose, customer, bank, value, need, want, earn, win, pocket money, chores, work, barter, change.**