



AZVgcê\HXdiãcy



Thursdays 11.45-12.00

&S Bcj Yá Vf'lc (8 Wá Vf

BBC2

These notes relate to re-transmitted programmes, and were conceived within the 5-14 framework. While the 5-14 terminology has been retained, teachers are encouraged to consider the content in terms of its contribution to promoting successful learners, confident individuals, responsible citizens and effective contributors.

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; ^VcXVa: Yj XM ^dc

Attainment outcome focus: Financial Capability

Levels A/B

<p>Problem Solving Working With Others</p>	<p>Financial understanding - understanding the concept of money - where does it come from and what do we use it for?</p> <p>Financial responsibility - making informed personal life choices</p> <p>Financial competence - knowing how to look after and manage money - planning and keeping track of our spending</p> <p>Financial enterprise - using financial resources confidently</p> <p>- discussing money as suggested in the follow-up activities for each programme</p> <p>- participate in a range of activities which will encourage their development of the four areas</p> <p>h tiU ment, fur pc nt oenk l iifrom - vichsc spc m ° e L L iin ca rPupils vry - elng Q L standing L L</p>	<p>'After the programme' discussions using the 'what, where, why' questions as starting points</p> <p>Suggested activities following each programme</p> <p>Worksheet: design a £5 note</p> <p>Worksheet: make a poster to advertise selling at a car boot sale</p> <p>Worksheet: write a set of rules to help save electricity at school</p>	<p>Pupils should demonstrate an understanding of the development of money as we know it today and appreciate that to take money from the bank we first have to have money in it</p> <p>Pupils should begin to show an understanding that the quality of a product can affect its price and that people are paid for the job they do</p> <p>Pupils should have formed a basic understanding of what a budget is</p>
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: cf Dfc/flà a YCbY

- Real money in 1p, 2p, 5p, 10p, 50p and £1 coins, with enough of each to allow comparison of different ways of reaching the same value
- £1 and £5 notes for children to examine
- A selection of foreign currencies
- drawing and colouring tools

: cf Dfc/flà a YHk c

- A selection of catalogues, both general use and for school equipment
- drawing and colouring tools
- A letter to parents asking for toys for the bring and buy sale
- Money to use as change at the sale

: cf Dfc/flà a YHfYY

- A selection of magazines and newspapers, to enable children to look at adverts, including car adverts

The generic verse of the 'Money' song is given here. Additional verses are printed in the Parent Prompt sheets of the unit.

Money song

To buy new clothes or food to eat
To fill our homes with light and heat
There's one thing that we all need, Money!

When they end their working day
Mums and Dads take home their pay
Then decide to spend or save, Money!

A holiday, a sweet or two,
What you buy is up to you,
Be careful with your money,
Try to keep an eye on what you buy, Money!

Programme One

— Transmission date 20 November 2008

The Happy Gang learn that we need money to pay for all sorts of different things, and that to get money from banks and supermarkets we need to have money in the bank first. They also learned what people did before money was invented.

money barter shells paper coins foreign supermarket bank

*K \U*did Mr P want to buy to eat?

*K \Y*did Spatz get his money from?

*K \B*did people use the barter system?

*K \m*did Mr P think he had lots of money?

Financial education

- 1 Use real money to show various equivalent values, such as that 20p is equal to two 10ps.
- 2 Talk about the barter system, and how we can still use it today (for example, by swapping one sweet for three crisps).
- 3 Ask the children to bring in a selection of coins from abroad, and make a display showing their equivalent value in British currency.
- 4 Talk about what a supermarket checkout operator means when they ask a customer 'Do you want cashback'.
- 5 Design a new fun Automatic Teller Machine for a bank named after your school.

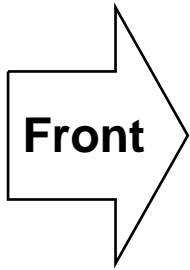
Name _____

Design a £5 note

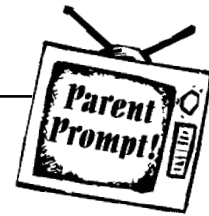
Look closely at a £5 note.

Discuss all the information on it. Pay attention to the pictures as well as the writing.

Then design a £5 note for your school. Make sure your school badge is included in the pictures. Colour the money using your school colours.



When you have finished, compare your £5 note with a real one to make sure you haven't missed any information.



Name _____

What's money for?

Today we saw that we need money to pay for all sorts of things!

The **What is Money?** song

At the car park or the pool
On the bus that goes to school
Need a drink to keep your cool?
Money.

Long before money was made
People bartered and they'd trade
'This for that' was how they paid
Money.

Then shells became the currency
Until someone made coins one day
And now we have a different way
We can use plastic when we pay!
Money.

Money play

Work together to find out how many different combinations you can think of which will make

£1

For example, you could use just two coins,

50p + 50p,

or 100 separate pennies.

It's good to talk

Next time you go food shopping together look at the special offers the store has and discuss if they are really best value.

Name _____

For sale!

Imagine you are going to sell one of your old toys at a car boot sale.

Design a poster to advertise what you're selling.

Discuss with a partner how much you are going to charge.

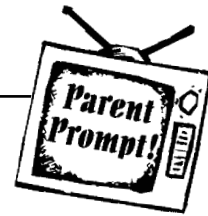
Name

Programme Three

— *Transmission date 4 December 2008*

The Happy Gang are paid £1000 Nicky goes on a spending spree for new clothes and
Mr P watches the adverts on television and ew! s M s M a!

Name



Name _____

The cost of living

Today we found out that we have to pay for things that we need to live.

The **Budget** song

To make your money plans succeed
You have to know just what you need
So do your sums and then proceed.
Money.

You can't have everything you see
You have to budget carefully
Save something for a rainy day.
Money.

You need to save if you intend
To buy a gift for your best friend
So keep some by it won't go wrong
If something costly comes along.
Money.

It's good to talk

Discuss all the things we *need* to live, such as food, drink, clothes, warmth and a place to live.

Watch it!

Watch some adverts on the television together. Discuss which ones you like, and which ones you dislike. Can adverts influence our thinking and make us want to buy things?