Diagram

Description automatically generated

‘Money Matters’ progression of knowledge and skills at Grange Primary School

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| --- | --- | --- | --- |
| Early Years: Nursery and FS2 | Year 1 | Year 3 | Year 5 |
| Economic Wellbeing | Economic Wellbeing | Economic Wellbeing | Economic Wellbeing |
| •Understand what money is and look at representations of money.  •Understand that money is needed to buy items.  •Look at various ways to make up amounts of money. | • Understand what money is and its different forms.  • Describe some ways money can be looked after.  • Recognise that people make different choices about how to spend/save money.  • Talk about some things we all need and some things we want but don’t need. | • Explain some different ways to pay for things.  • Explain some different ways to keep track of money.  • Identify that people have different attitudes towards saving/spending.  • Recognise that people make spending decisions based on needs, wants and priorities.  • Identifying the ways that money can impact on people’s feelings.  • Recognise that people’s spending decisions can affect others and the environment | • Understand what a bank account is and how this is linked to payment.  • Understand the risks associated with money and ways of keeping money safe  • Identify the risks involved in gambling activities.  • Explain some ways to get help if they are concerned about gambling or other financial risks.  • Reflect on the role that money plays in people’s lives, attitudes towards it and what influences decisions about spending and saving.  • Identify the impact that having or not having money can have on a person’s wellbeing.  • Explain some ways that money is/can be distributed to benefit the community |
| Work, Aspirations and Careers | Work, Aspirations and Careers | Work, Aspirations and Careers | Work, Aspirations and Careers |
| • Show interest in different occupations.  • Talk about the lives of the people around them and their roles in society.  •Talk about members of their immediate family and community. | • Know that everyone has different strengths and talents, in and out of school.  • Name some different jobs that people do. | • Recognise positive things about themselves and their achievements.  • Identify some of the skills that may help them in their future careers. | • Identify how skills can help them with their future career.  • Identify jobs that they might like to do in the future.  • Discuss their views on how or why someone may or may not choose a certain career.  • Recognise a variety of routes into careers.  • Explore some strategies to challenge stereotypes and to understand the impact this can have on aspirations. |