



Unit Plan				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Group lesson- Introduce lessons, get students to create a mind map of what they know already and what they would like to know about money and finance.</p>	<p>Independent Activity – Students complete Session 1: Needs and Wants on the MyBnk website https://learning.mybnk.org/courses/family-money-twist-years-3-6/lessons/session-1-needs-and-wants-in-the-home-2/</p>	<p>Independent Activity – Students complete Session 2: Budgeting on the MyBnk website https://learning.mybnk.org/courses/family-money-twist-years-3-6/lessons/session-2-budgeting/</p>	<p>Independent Activity – Students complete Session 3: Saving and Delayed Gratification on the MyBnk website https://learning.mybnk.org/courses/family-money-twist-years-3-6/lessons/session-3-saving-and-delayed-gratification/</p>	<p>Group lesson – Bring students back together to check in with their mind maps. Students also share one activity they have completed and write one goal</p>
20-30 mins	60 mins	60 mins	60 mins	20-30 mins
<p>Learning Objective: to communicate information in a clear and organised way</p>	<p>PSHE Objective: to recognise that people make spending decisions based on priorities, needs and wants</p>	<p>PSHE Objective: to understand there are different ways to keep track of money</p>	<p>PSHE Objective: to recognise that people have different attitudes towards saving and spending money</p>	<p>Learning Objective: to summarise our learning</p>
<p>Wider Curriculum Links: English, PSHE</p>	<p>Wider Curriculum Links: English, PSHE, Design and Technology, Art, Maths</p>	<p>Wider Curriculum Links: English, PSHE, Design and Technology, Art, Maths</p>	<p>Wider Curriculum Links: English, PSHE, Design and Technology, Art, Maths</p>	<p>Wider Curriculum Links: English, PSHE</p>

These lessons are designed to be completed as part of distance learning.

Group lessons can be completed over online calls but can be modified at teacher discretion to meet the needs of your remote learning situation.

Independent activities are self-guided on the MyBnk learning platform. Students will need to create a username and password to access the sessions on the website. This is free to do but requires an email address. They can do so here:

<https://learning.mybnk.org/courses/family-money-twist-years-3-6/>

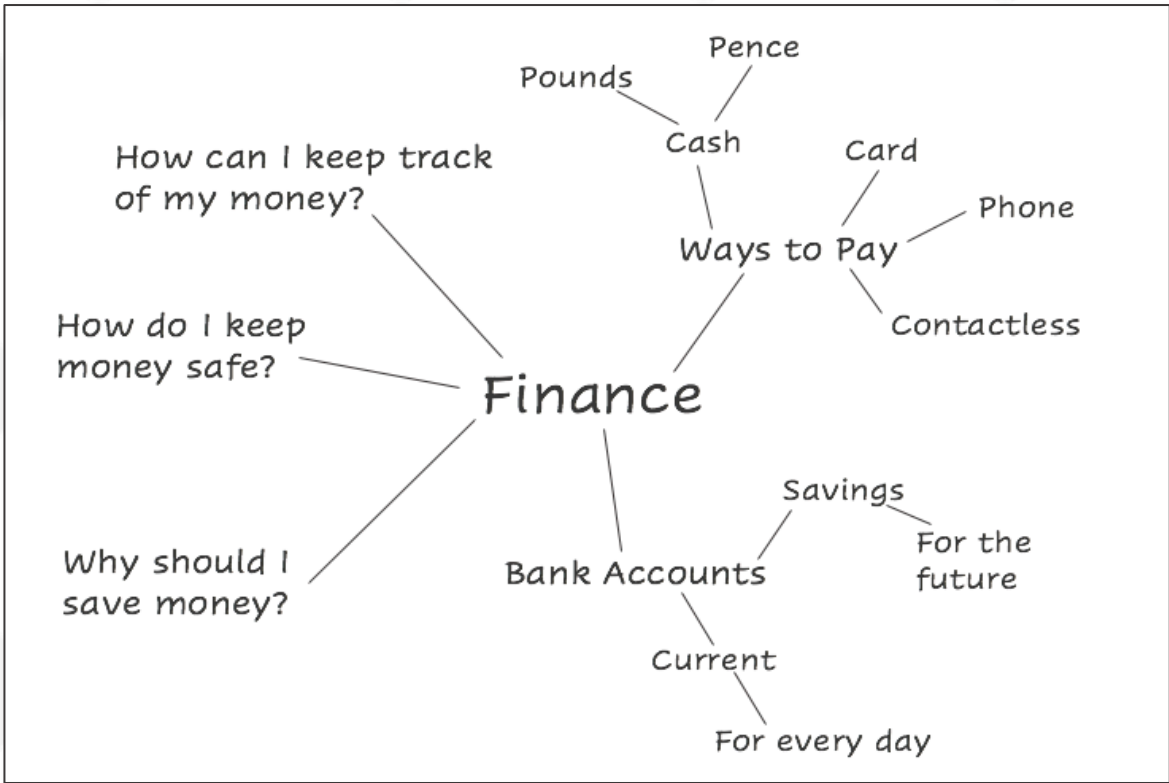
Monday

Learning Objective: to communicate information about money in a clear and organised way	Success Criteria: I can organise my ideas around a theme. I can ask questions to explore and develop ideas. I can participate in discussions.	Vocabulary: Finance
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Structure	Planning	Time
Starter	<p>Introduce the MyBnk lessons and explain that they are going to be learning about money over the next few lessons. While they will have to use some Maths skills, they are going to be specifically focusing on how they can manage their money.</p> <p>If you have had MyBnk sessions before, ask the students what they can remember from the sessions.</p> <p>If you have not had MyBnk sessions before, explain that we are a charity that teaches young people age 5-25 about finance. Have students share anything they know about money already.</p> <p>Tell students you are going to play an alphabet game to get them thinking more about what they already know. You are going to say a letter of the alphabet and they are going to say a word relating to money that starts with that letter. For instance, if you said C they could say coins. You don't have to do every letter and if they can't come up with a word that is okay.</p> <p><u>Some example options:</u> B - Budget, bills, banks C - Change, coins, current account, cards, credit, contactless S - Saving/save, savings account, salary, sale N - Notes, needs A - ATM, accounts P - Pounds, pence, pay</p>	5-10 mins
Input/Activity	<p>Tell students that they are going to create a mind map of:</p> <ul style="list-style-type: none"> -What they already know about money/finance -What they would like to learn about money/finance <p>Remind students that to create a mind map they will have to organise their ideas. Show an example mind map (see one provided below) and talk through how they can structure their ideas into groups around a theme using words and phrases.</p>	10-15 mins

	<p>Knowledge they might want to include could be things like ways they know you can pay for things, any methods for managing their money, anything they know about banks or financial systems, et cetera. Equally these could all be areas they have questions about.</p> <p>Give students time to create their mind map now. If you wish for them to complete their mind maps after the call, take some examples of things they know and questions they have so all students have ideas of what to write later.</p>	
Wrap Up	<p>Share mind maps. What do students already know and particularly what do they want to find out? Tell them they are going to return to their mind maps after the programme, so they should keep hold of them.</p> <p>Either give them the link to MyBnk's learning platform or remind them where this can be found if it was already sent. You may want to document students learning by having them send you photos of what they have completed each day or have them write a three sentence reflection on their learning daily. If you would like to do something like this, tell your students what is expected of them when giving them the link to the platform.</p> <p>Website: https://learning.mybnk.org/courses/family-money-twist-years-3-6/</p>	5 mins

Example Mind Map:



Friday

Learning Objective: to summarise our learning	Success Criteria: I can communicate information clearly using precise vocabulary. I can summarise my knowledge into words or phrases. I can articulate and justify answers and opinions.	Vocabulary: needs, wants, delayed gratification, budget, resist
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Structure	Planning	Time
Starter	<p>Ask students how many of them completed all the online sessions. Ask if anyone had a favourite part.</p> <p>Play a quick game of ‘What was in the lesson?’ You read out a topic and students raise their hands if they remember learning about it. After each topic below, you may want to get one student to share what they learned about it with the class. Some example follow on questions and answers are given.</p> <p><u>Topics and answers:</u></p> <p>Needs and Wants – Yes – Can they share a definition of the words. <i>Needs are things you cannot live without. Wants are things you would like to have but can live without.</i></p> <p>The importance of spending all your money – No –They learned about saving. What does it mean to save? <i>Saving is storing up and protecting for future use. Why is it good to save? You have money for unexpected costs, you can buy the things you really want.</i></p> <p>Budgeting- Yes- Can someone explain how to write a budget? <i>First, work out your income – how much you have to spend. Then, work out your costs – what you would like to spend on things. Finally, stick to your budget and review it regularly to make sure you are getting the most for your money. A budget is a plan for how you will spend and save.</i></p> <p>Ways to pay – No – <i>But they common ones they can use are cards, cash and contactless.</i></p> <p>The importance of resisting temptation – Yes – They watched a video with Cookie Monster, ‘Me want it, but me wait’ it talked about delayed gratification. What</p>	5 mis

	was delayed gratification? <i>Resisting temptation in order to wait for a better reward later.</i>	
Input/ Activity	<p>Congratulate students on their excellent learning.</p> <p>If possible, you may want to have some students share something they have done during their home learning with the class – a make it, say it, write it activity would be good for this.</p> <p>Now have them look at the mind maps they created earlier in the week. They should add new things they have learned and write answers to any questions they have if they are known. If their questions didn't get answered, we have provided some FAQ responses for you. If that still doesn't answer their questions, they can let us know what they want to learn about next on their endlines at the end of each session online or can email their questions to MyBnk.</p>	10-20 minutes depending on how many students can or want to share
Wrap Up	Remind students that they can keep trying to use the things they have learned in these lessons. Get them to write down one thing they are going to do or learn more about now that they have completed the lessons. If they haven't completed the endline surveys at the end of each MyBnk session online already, encourage them to do this now.	5 mins

Frequently Asked Questions by Students

How much money will I have when I'm older?

According to the Office for National Statistics (ONS), the current average UK wage is £33,000. It is important to note these figures only take into account full time workers. Some people earn more than this, others earn less – it is the national average.

Is my money safe in a bank – what if the bank is robbed?

Fortunately, bank robberies are quite rare. Most of the money that is put into banks is digital and banks only hold enough money to cover immediate needs. People have to request large sums of money from the bank beforehand and cannot go and withdraw £15,000 in cash in one go! If, for whatever reason, the bank was to lose all of its money, then you are still insured up to £85,000.

What is debt?

When you borrow money from someone or somewhere, like the bank, it can be called a loan and you owe back the debt. Debt is the sum of money that you have to pay back, and often we pay back the original amount of the loan, plus a little more. This is called interest.

Can't my Mum and Dad just pay for it?

It is really important to approach this conversation delicately but remind children that it is good that we become independent as we grow up. Ask them, what would happen if you were grown up and earning enough money but still expecting the Bank of Mum and Dad to pay for your wants? What if they retire and don't have a big income?

Does money grow on trees?

Some children may think that money just appears from purses and wallets and there is an infinite amount of it. However, it is important to reinforce that money is commonly earned through work. Money or cash taken out of the bank or cash machine is from a person's bank account and was first earned through work. This money is finite, they can only use what they have deposited.

Also, our cash isn't paper. Most notes are made of polymer plastic, so they aren't even made from paper that was once trees!

How much money do you earn?

This can be a very hard question to answer. This is entirely dependent on how comfortable you feel sharing information with children. As a rule, it can be a good idea to give a generalised figure for a range for people within your profession or say what the average salary in the UK is.

What is a credit card?

A credit card allows the cardholder to pay immediately for goods and services on the premise that the person repays the card issuer for the amount plus any other agreed charges at a later date. This means someone using a credit card, is using money that isn't theirs and will have to pay it back later. It is not free money, it is borrowed.

Unit Key Words

Salary – Money you get paid for doing work.

Need – Something that we can't live without.

Want – Something that we would like to have but can live without.

Priorities – Things that are regarded as more important than others.

Choices – the act of choosing between two or more options. When we have money, make choices on how we spend it.

Budget – A plan that takes into account how much money you have coming in, and how much money you will spend.

Saving – Putting money aside for future use.

Delayed Gratification – Resisting temptation in order to get something better in the future.

Savings goal – Something that you are saving up for to buy. A short-term savings goal is something you are saving for to buy soon. A long-term savings goal may take a few months to a few years to save for, like a new bike or a house.

Finite – Money is finite. This means that it has an end.

Useful Websites

[MyBnk](#) - provides expert-led financial education to help young people form an understanding of the wider world of money.

[Money Advice Service](#) - offers free, unbiased and independent advice about all financial matters.