



GUIDANCE & CURRICULUM LINKS FOR TEACHERS

Metro Bank Money Zone introduces children to financial skills, helping them to build financial understanding and financial capability, in accordance with government guidelines and the national curriculum for PSHE. For example, Financial Capability: the government's long-term approach (Treasury, 2007) requires that

“All children and young people [should] have access to a planned and coherent programme of personal finance education, so that they leave school with the skills and confidence to manage their money well.”

Financial capability topics provide a rich context within which to develop broader knowledge and understanding across several curriculum areas. One of the most obvious is the mathematics curriculum, but PSHE/citizenship, literacy and history are others.

Metro Bank Money Zone provides three sessions in class for Year 4 or 5 learners, with the fourth session being an opportunity for a store visit to consolidate the learning and bring topics about banking to life. Our trained bank colleagues will deliver lessons in class, but you may want to be present during delivery to support elements of discussion or the mathematical activities. We have planned a full programme of activities to challenge able learners and for some classes it may be more appropriate to deliver only part of our session, and for you to keep some of the activities for later extension work.

The chart on the following page shows each session topic along with the learning outcomes and links to both the financial capability framework and the mathematics curriculum at KS2.

If your school signs up to the programme, we will provide a full set of teachers notes including lesson plans, and ideas for extension activities to link Metro Bank Money Zone to your wider curriculum in school. We will also provide samples of our learner workbooks, which children use in class during lessons, and which include some additional activities and challenges alongside the classroom work.

It is envisaged that the sessions are at an appropriate level for Year 4 or 5 pupils. However, this will depend upon where your learners have progressed to within the KS 2 curriculum. Our colleagues will happily discuss with you how best to deliver the programme to your class.



SESSION 1: BANKING

Learning outcomes learners will be able to:	FC framework links	Mathematics curriculum links
<ul style="list-style-type: none"> Describe what a bank is List some of the roles of a bank and what people can use them for 	<ul style="list-style-type: none"> Understand keeping money safe by putting it into an account Understand that cash isn't the only way to pay for goods and services (FU) Know about some official financial records (FC) 	Key stage 2: 1a, b, d; 2c, i

SESSION 2: SAVING

Learning outcomes learners will be able to:	FC framework links	Mathematics curriculum links
<ul style="list-style-type: none"> Discuss alternative ways of keeping money safe Describe what saving is Show awareness of the advantages of saving and earning interest 	<ul style="list-style-type: none"> Understand keeping money safe by putting it into an account (FC) Understand that we may need to save if there isn't enough money for everything we want to or have to buy Understand that money boxes aren't the only ways of saving money (FC) Understand that we may get money from money by saving (FC) 	Key stage 2: 1a, b, d, h; 2a, b, c, f, h; 3a 4a

SESSION 3: BUDGETING

Learning outcomes learners will be able to:	FC framework links	Mathematics curriculum links
<ul style="list-style-type: none"> Explain the concept of budgeting Decide what is a 'need' and a 'want', and understand that these change according to circumstances and context. 	<ul style="list-style-type: none"> Recognise household expenses and regular financial commitments (FU) Begin to be able to plan and think ahead (FC) Balancing needs and wants, and prioritising what gets first call on a limited supply of money (FR) 	Key stage 2: 1a, b, d, h; 2c, i; 3a, i

* KEY:FU = financial understanding, FC = financial competence, FR = financial responsibility