

Key stage: 1

Lesson title: Where money comes from: money and work



In partnership with



Lesson introduction

This lesson is designed to help children understand the connection between having a job and earning money from that job, which will then allow them to buy the things they need and want. It introduces the idea of having a bank account, and explains two key ways for accessing the money in the bank account, namely by using a bank card in store or by withdrawing cash from a cash machine.

For this lesson, children need to have a secure knowledge of coins and notes, and an understanding that they can be exchanged for the things we want to buy in shops.

Learning objectives

To:

- ◆ understand the important role money plays in our lives
- ◆ understand where my money comes from

Learning outcomes

By the end of this lesson children will:

- ◆ know that, in the future, they can earn money by working and being paid for the work they do
- ◆ understand that the money they earn from working can be kept in a bank account
- ◆ be able to describe some of the ways to access money kept in a bank account (card payments and cash withdrawals from ATM).

Timing	Task / activity	Resources
10 mins	<p>Starter activity</p> <p>Start the lesson by showing the children the slide with images representing different jobs. Ask them to identify what jobs they think the people in the images do? Do they know any other kinds of jobs or work? Use slide 5 to explain that being a teacher is your job. When you are teaching the class, you are doing your job; you are working.</p> <p>In small groups, ask the children to sort the Job cards according to each job (1 card); they need to match the person with the place they work (2 cards), and the tools and equipment they use (3 cards). Work through the answers using the slides showing the correct groupings.</p> <p>Summarise: people do different types of jobs. When we are doing our job, we are working.</p>	<p>Slide 4</p> <p>Slide 5</p> <p>Slides 6-13</p> <p>Job cards</p>
5 mins	<p>Main activity</p> <p>1. Making the link between work and money</p> <p>Ask the children why they think people have jobs? Why do they go to work?</p> <p>The children might have a number of ideas. Pick up on any suggestions about money, being paid, or earning wages. Explain that if we have a job then we 'earn' money in return for all our hard work.</p> <p>Then ask the children why they think we need money? What can we buy with money?</p> <p>Again, the children may have a number of suggestions. Focus on those that involve spending money. Use the images on slide 16 to talk through some different things people might spend money on. Explain that people spend the money they earn at work on all the things they, or others, need and want.</p>	<p>Slide 14</p> <p>Slide 15</p> <p>Slide 16</p>
10 mins	<p>2. Bank accounts</p> <p>Discuss all the different places the children can think of to keep money. Are some places safer than others? Where would we be most likely to keep larger amounts of money?</p> <p>Pick up on any answers that refer to keeping money in a bank/bank account, or in a wallet or purse. Explain that usually we ask a bank to look after the money we earn from our job by putting it in a bank account. Using the images on slide 17, make the connection between a bank account and a wallet/purse – both are places that we can put our money into and take money out of to spend.</p>	<p>Slide 16</p> <p>Slide 17</p>

Timing	Task / activity	Resources
	<p>Show the slide with the three pictures on slide 18. Can the children explain what story the pictures are trying to convey? What is the link between them?</p> <p>After some discussion, use slide 19 to explain the Chef story sequence: (1) the Chef does her job; (2) she earns money in return for all her hard work; (3) the money goes into her bank account. See if they can retell the story with a different job.</p>	<p>Slide 18</p> <p>Slide 19</p>
10 mins	<p>3. Paying by bank card</p> <p>Ask the children if they know how we can get money out of our bank account?</p> <p>Pick up on any answers that mention bank cards, card machines, or cash machines.</p> <p>Ask the children how a bank card can be used to pay for things in shops?</p> <p>Show the image of a card machine: Has anyone seen one of these machines? Can anyone explain how to use it to pay for things in a shop?</p> <p>Returning to the Chef's story: Tell the children that the Chef wants to use her bank card to buy some food. Where in the story sequence would this happen?</p> <p>(1) the Chef does her job; (2) she earns money in return for all her hard work; (3) the money goes into her bank account; (4) she goes to a shop; (5) to buy some food; (6) uses her bank card to pay for the food; and (7) the money she spends is taken from her bank account.</p> <p>Ask the children to use their cards to create their own story sequence choosing any of the characters from the pack. Have them use their imagination to think of different shops and things to buy.</p>	<p>Slide 20</p> <p>Slide 21</p> <p>Slide 22</p> <p>Slide 23</p> <p>Slide 24</p>
10 mins	<p>4. Paying with cash</p> <p>Ask: Do we always use a card to pay for things in shops? How else can we pay?</p> <p>The children may have a number of ideas. Focus on any that include using coins and notes. Explain that cash (coins and notes) can also be used to pay for the things we need and want.</p> <p>Show the image of a cash machine: Has anyone seen one of these machines? Can anyone explain how to use it to get money from our bank account?</p> <p>Emphasise that the card you insert into the cash machine is the same bank card you put into a card reader to pay for things in a shop.</p> <p>Returning to the Chef's story: Tell the children that the Chef wants to use cash to buy some food, but she needs to get the cash from her bank account first. Where in the story sequence would this happen?</p> <p>(1) the Chef does her job; (2) she earns money in return for all her hard work; (3) the money goes into her bank account; (4) she goes to a cash machine to withdraw some cash using her bank card; (5) the money she withdraws is taken from her bank account; and (6) she goes to a shop; (7) buys some food; and (8) pays in cash.</p> <p>Ask the children to use their cards to again create their own story sequence choosing any of the characters from the pack. Have them use their imagination to think of different shops and things to buy. Encourage the children to talk about who will use or enjoy the items bought.</p> <p>Finally, ask the children to change their story sequence again to paying by bank card. Can they remember which cards need to be moved or replaced?</p>	<p>Slide 25</p> <p>Slide 26</p> <p>Slide 27</p> <p>Slide 28</p> <p>Slide 29</p> <p>Slide 30</p>
15 mins	<p>Plenary</p> <p>Note: We have included three plenary options with this lesson to allow options if time is limited and for different age groups/abilities. If time allows, Option 1 can be combined with either of Option 2 or 3. Options 1 or 2 may also be used as home learning tasks rather than during the lesson itself. Option 3 can be used for younger or lower ability children, or if timing at the end of the lesson is limited.</p> <p>Plenary Option 1: Retelling the story</p> <p>Ask the children to retell one of the story sequences (paying with either cash or card) in writing or by drawing pictures. Small groups could also act out the stories with pupils taking on the roles of worker (the person with a job), the banker who keeps the money safe, the shopkeeper and the people who use or enjoy the item that has been bought.</p> <p>You can use the story board templates for this – there are three different templates for the children to choose from (Green = Easiest; Amber = A little harder; Red = hardest).</p>	<p>Slide 31</p> <p>Story board templates</p>

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	<p>Plenary Option 2: Worksheet (could also be used for home learning)</p> <p>In pairs, have the children complete the Work and Money 'missing words' worksheet to summarise the key points from the lesson.</p> <p>Plenary Option 3: Fill in the missing words</p> <p>As a class, fill in the missing would to summarise the key points from the lesson.</p>	<p>Slide 32</p> <p>Money & Work worksheet</p> <p>Slide 33</p>										
	<p>Differentiation</p> <p>Less challenge: ask children to sequence a shorter story focusing on the relationship between work, earning money and spending money (cash) in shops.</p> <p>More challenge: ask pupils to sequence stories that include: the worker buying items online instead of in a shop or deciding what to buy based on what they can 'afford'; a child being given pocket money, or money in exchange for household chores, which they then spend independently.</p>											
	<p>Plenary 2 & 3 answers</p> <table border="0"> <tr> <td>1. jobs</td> <td>6. shop</td> </tr> <tr> <td>2. money</td> <td>7. cash</td> </tr> <tr> <td>3. buy</td> <td>8. pay</td> </tr> <tr> <td>4. bank</td> <td>9. machine</td> </tr> <tr> <td>5. card</td> <td>10. account</td> </tr> </table>	1. jobs	6. shop	2. money	7. cash	3. buy	8. pay	4. bank	9. machine	5. card	10. account	
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