



Dylan's Saving Squad resources
Teacher's guide

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Building Society
Cymdeithas Adeiladu



A financial education update from Principality

Dear Headteacher,

At Principality Building Society, we're passionate about saving and determined to provide what communities need to help them become keen savers. A key focus of our efforts is to provide young people across Wales with the financial skills they'll need to prepare them for adult life, and we want to share with you some of our latest activities.

As a result of our ongoing commitment, we're really excited about the launch of Dylan's Saving Squad – a microsite of learning activities and family learning materials, along with Dylan's Den, the accompanying mobile app.

We have also created dynamic and engaging savings products, like our Learner Earner account, to introduce families to the benefits of saving.

We're very much aware of the vital role you and your colleagues play in helping to develop a child's understanding of money matters, which is why we've also launched an online teacher's hub, a brand new part of Dylan's Saving Squad. Here you'll discover engaging new finance-based resources and activities, created to align with the new and evolving Welsh Curriculum (details of which are in the following guide). These have been created in both Welsh and English to ensure that pupils in all schools can access the materials in their first language, or be used as an additional language learning tool.



These are just some of the innovative ways we encourage our Members and their families to explore the principles of saving from the comfort of their own homes.

We hope you enjoy using these new and exciting materials and we'd love to hear your feedback on how they work for you, to help us continue to create and add more resources in future.

We look forward to hearing from you.

Yours sincerely,

Julie-Ann Haines
Chief Executive Officer (CEO)

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Our financial education programme

It has been fundamental to this programme, from the beginning, that it addressed the needs of teachers and aimed to fully engage learners. To achieve this, we identified some key elements for the programme:

- Learning activities that are enjoyable, experiential, contextual and creative.
- Stories that run throughout the programme, as teaching tools, to introduce the concepts, demonstrate the value of financial education and model good learning attitudes and behaviours.
- Vocabulary lists for each level, with definitions, examples and suggestions to explore the vocabulary in class.
- Enterprise projects at each level, to put the skills and concepts into practical context.
- All resources available in both Welsh and English.

We reached out to teachers to understand what they want and need to support the financial education of their learners. You gave us 7 clear answers:

1. Scaffolding over worksheets
2. Flexible
3. Evolving/responsive
4. Cross-curricular
5. Engaging
6. Suitable for different learning styles, therefore supporting differentiation
7. Designed to promote higher order thinking skills including metacognition
8. In line with the expectations for the new Curriculum for Wales

1. Scaffolding

We recognise the important distinction between worksheets and scaffolding. As such, we have provided templates and formats to help learners communicate and evaluate their understanding, whilst supporting formative assessment. Instead of creating more of the type of resources readily available, we have focused on creating learning activity plans. These plans can be used as written, adapted for the individual learners, or simply used as inspiration for creative, physical or game-structured lessons.

2. Finance

The programme has been designed with an acknowledgment that every school is different. The programme can be followed in its entirety, offering a considered learner journey, or can be seen as a collection of resources, that can be used individually, to support your existing financial education provision.

The learning activities offer teachers ideas and resources to explore the valuable concepts and themes of financial education. It is intended that teachers can use these activities as inspiration and/or a structure for their financial education, adapting and amending to suit their learners. Within the learning activity plans, suggestions are also made to differentiate the learning activities, or to expand on the concepts and ideas.

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When using the activities individually, there may be learning activities in levels other than that of your year group that are also appropriate, with limited adaptation. When following the entire programme as the basis for your financial education structure, schools can choose the appropriate timing of the programme, for example, as an intensive period of study with one term or undertaken gradually over the full two year period.

3. Evolving/responsive

The launch of our Teacher's hub and financial education programme, are representative of extending our commitment to supporting our communities, and promoting responsible attitudes and behaviours toward money. This commitment continues, with the intention to keep expanding and evolving our resources into the future. We hope to receive both positive and constructive feedback from teachers on how we can improve and develop the Teacher's hub. This feedback will guide our decisions for the future of the programme, giving teachers and learners what they want and need from their financial education resources.

4. Cross curricular

We recognise the tremendous benefits of cross-curricular learning and its value within the new Curriculum for Wales. As such, appropriate opportunities to explore other areas of learning within the curriculum have been taken, particularly where there is a clear benefit to improving learner engagement and encouraging critical thinking skills.

5. Engaging

A key element of the programme as a whole is establishing engagement as a priority outcome. Several techniques and approaches have been adopted to promote learner engagement:

- Creative activities that inspire learners to find individual routes through the learning.
- Contextual activities that demonstrate to learners, the value of the knowledge and skills.
- Physical activities that encourage learners to get up and moving while they have fun with the concepts.
- Gamification techniques to facilitate enjoyment and collaboration among learners.
- Cross curricular opportunities to support learners in making connections between different areas of learning and reinforce value.
- Process-focused, over outcome-focused learning, to encourage confidence in explorative and investigative learning.

6. Differentiation

An acknowledgement of different learning styles was a consistent feature of the feedback from teachers. Of course, differentiation is an individual teacher activity, taking into consideration the unique learners in their classroom, however, we aim to offer a range of learning activities that include:

- Collaborative work that promotes individual contributions and peer learning.
- Verbal communication to promote oral literacy.
- Written communication, to promote literacy, in a range of formats and contexts.

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- Visual communication of learning such as mind maps, spider-diagrams and creative/artistic outcomes.
- Practical tasks for kinaesthetic and contextual learning.
- Physical activities for kinaesthetic learning.
- Explorative tasks, without pass/fail outcomes, to enable different routes through the learning.
- Reasoning tasks for logical thinkers to contribute to collaborative tasks.

7. Higher order thinking skills

In order to promote good learning behaviours and higher order thinking skills (critical thinking), many of the activities are explorative and investigative without pass/fail outcomes. This approach **fosters** curiosity and aims to encourage learners to challenge themselves, taking the learning to the limits of their unique understanding. Themes and concepts are introduced in the context of daily family lives, with the expectation that learners will begin to make connections between the material explored and their experiences at home. As part of their continuum of learning both in and out of school, learners may, for example, begin to consider the flow of money through society, the habits of spending, saving and the nature of earning, as it relates to their family.

8. The new Curriculum for Wales

An acknowledgement and understanding of the new Curriculum for Wales is rooted throughout the programme, with an embedding of the four purposes and a recognition of the 12 Pedagogical Principles as foundational objectives.

Each activity has been linked to the Areas of Learning, Mandatory Skills and Integral Skills in the [Resources overview](#) and has been mapped against the four purposes in [the four purposes](#) section.

Programme structure

The programme is centred around themes of financial education arranged in order of complexity. The themes are organised into the 3 levels.



Level 1 (ages 5-7)	Level 2 (ages 7-9)	Level 3 (9-11)
Years 1 and 2	Years 3 and 4	Years 5 and 6
<ul style="list-style-type: none">• Coins and notes• Earning• Buying• Needs and wants• Value	<ul style="list-style-type: none">• Spending and earning choices• Jobs• Donating• Saving	<ul style="list-style-type: none">• Local Economics• Careers• Financial Records
Enterprise - selling goods (retail business)	Enterprise - service business and marketing	Enterprise - marketing, products and profitability

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Within each level are a number of resources to be used concurrently, as a structured financial education programme, or individually as a supplement or inspiration to add value to your existing financial education provision.

At each level the resources include:

- A story (or stories)
- Learning Activity Plans
- A Vocabulary List and Games
- A Project

Stories

At each level there are one or more stories, centred around Dylan the dragon and his journey to learn about money, jobs and business. Some of the necessary concepts can be difficult to tackle with young learners. The stories provide a format to introduce and explore these concepts. Each story has stopping points for the teacher to engage learners in a discussion or task to help them interpret these concepts.

Dylan the dragon provides a role model for active participation in learning with his curious and inquisitive nature. The other characters, introduced throughout the stories, model responsible spending and earning behaviours, such as saving, and offer individual inspirational stories.

Learning activity plans

The learning activity plans provide ideas to develop on the concepts introduced in the story, and to explore the themes in a practical context. The activity suggestions have been thoroughly planned with a task by task structure, resources list and preparation plan. This provides teachers with a ready-made solution that can be adopted if appropriate.

Each of the learning activity plans take an approach of creative, contextual, kinaesthetic and/or physical learning.

Vocabulary

At each level, a vocabulary list is available with definitions and contextual examples.

The penultimate activity at each level is a series of games for learners to explore this vocabulary. These games not only support the literacy outcomes of the programme, but also provide teachers with a means of low stakes testing, to ascertain a satisfactory grasp of the concepts before moving on to the project.

Projects

Each level culminates with an enterprise project. The projects aim to give learners a contextual understanding of the nature of business, earning money and the fundamental principles of economy. At the first two levels, the teachers are provided with a guide only, to aid the preparation and delivery of the project. At the third level, a learner's booklet is also available, in order to intellectualise the principles of business and demonstrate their understanding.

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Website navigation

Quick view categories

Each of the learning activities is displayed with a brief description and some key categorisations, to help teachers select appropriate activities before downloading.

Age

An advisory age group has been assigned to each of the resources that links to the linear journey, building on knowledge from level to level. However, some of the activities can be adapted to work for a wider age range. If adopting some of the activity plan ideas or resources for use to supplement your existing provision, you may wish to explore learning activities outside of the suggested age range, to suit your own mapped learner journey.

Location

This indicator offers some insight into the nature of the space required to undertake the activity, for example classroom, outdoor or sports hall space. This aims to help teachers to plan the activities and/or select appropriate resources.

Resource levels

The aim of the resource level indicators is to give teachers a quick indication of the level of resources and preparation required for the learning activity. The following gives an indication of the nature of each resource level.

- 1 = Little to no resources required. Any resources are provided or easily accessible.
- 2 = Resources provided, but some preparation required, such as cutting out.
- 3 = Resources provided that require a little more preparation or simple, additional resources required such as dice.
- 4 = Many resources needed, including some more complex preparation of resources.
- 5 = Many resources required including the likely need to purchase resources.

Future developments

We have many exciting ideas for the future of the Teacher's hub but we really want to hear from you! That's why we have included feedback buttons throughout our website so that you can tell us what you want and need in the future.

- What other areas of financial education could we support you with?
- How could we improve our resources?
- Are there other formats or assets that would help you deliver financial education at your school?
- How could we improve our website?
- How could we support you to develop a blended learning approach?

Check out Dylan's Saving Squad, our website to support financial education at home, and tell us your ideas to better support family learning: <https://www.dylansavingsquad.co.uk/>

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Resources overview

The learning activities have been mapped sequentially below, with an overview of the nature and aims of each. Each resource has also been linked to the areas of learning and skills of the new Curriculum for Wales.



Stage 1 – Years 1 and 2

Activity	Description	Aims of the learning activity	Areas of learning and skills
Story – Dylan learns about money	A story of Dylan the dragon, to introduce the basic concept of money and how it is used in our community for buying and selling goods.	The story aims to introduce concepts of coins and notes used to exchange for goods, that are later developed on in the subsequent activities and stories. The story has pause points with class questions to promote deeper understanding about the use of coins and notes.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Expressive Arts</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>
Money run games	Physical, fun games to emphasise the different coin and note denominations.	The activity aims to help learners identify and recognise different notes and coins whilst benefitting from a physical activity. The nature of the activities, allow learners to benefit from self-evaluating their mistakes and successes to achieve an understanding.	<p><u>Areas of learning</u> Maths and Numeracy Health and Well-being</p> <p><u>Mandatory skills</u> Numeracy</p> <p><u>Integral skills</u> Personal Effectiveness</p>
Symbols and digits colouring-in	Colouring-in activity to practice writing symbols and digits.	By giving learners a more artistic approach to a handwriting task, the handwriting practice becomes more enjoyable and accessible to creative learners, as well as promoting mindfulness.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Health and Well-being Expressive Arts</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Creativity and Innovation</p>

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Stage 1 - Years 1 and 2



Activity	Description	Aims of the learning activity	Areas of learning and skills
Story – Dylan needs a toy fire engine	Following on from the first story, Dylan learns the difference between need and want and begins to understand value.	The story aims to introduce concepts that are developed on in the subsequent activities. The story has pause points with class questions to promote deeper understanding and critical thinking around value, needs and wants. Learners are asked to reflect on happiness as something they 'need' and how it is achieved.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Health and Well-being</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>
Value bingo	A simple, game activity where learners choose items to buy with a £10 budget, ensuring they buy all the items they need.	The activity allows learners to explore the difference between things they need and things they want in addition to considering approximate values. A class discussion concludes the activity to encourage critical thinking.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Critical thinking and problem-solving</p>
Story – Dylan gets a job	Following on from the two previous stories of Dylan's journey to learn about money, Dylan explores earning and skills, and gets a job.	The story introduces earning, skills and jobs with pause points for class discussion. Learners are asked to reflect on their skills, and jobs that might interest them in the future. There is also an opportunity for an informal debate about the ethics of money in personal relationships.	<p><u>Areas of learning</u> Language, Literacy and Communication Health and Well-being</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>

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Stage 1 - Years 1 and 2



Activity	Description	Aims of the learning activity	Areas of learning and skills
Buying and selling games	Three physical, ball games to reinforce the vocabulary and themes of buying, selling and earning.	<p>The first activity is a challenge that aims to facilitate the communication, negotiation and cooperation required to succeed. The task also requires logical thinking and learning by experimentation.</p> <p>The second activity supports learners to practice the vocabulary and their communication skills.</p> <p>The third activity demonstrates the flow of money through society in an obstacle course format.</p> <p>All of the activities promote physical activity including balance and hand-eye coordination.</p>	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Health and Well-being</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness Planning and Organisation</p>
Vocabulary games	Simple comprehension games to play with the vocabulary covered at this level.	A means of low stakes assessment and an opportunity for learners to play with the vocabulary concepts. The pair work, game format of the assessment aims to allow learners to evaluate their own learning and mistakes as they repeat through the words.	<p><u>Areas of learning</u> Language, Literacy and Communication</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>
Greeting cards project	A simple enterprise project, creating gift cards to sell.	The project aims to inspire learners with a practical context for making and selling a product. This activity gives learners a contextual experience of buying and selling.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Expressive Arts Humanities</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Creativity and Innovation</p>

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Stage 2 - Years 3 and 4



Activity	Description	Aims of the learning activity	Areas of learning and skills
Story - Dylan learns to help and save	This story continues the journey of Dylan the dragon, learning all about money. Readers can pick up the story at this chapter, where Dylan begins to learn about responsible spending choices, notably saving and donating.	Dylan's models good learning behaviours while his friend Rhiannon models responsible attitudes to money. Learners are asked to discuss and evaluate the ideas of saving and charity.	<u>Areas of learning</u> Language, Literacy and Communication Health and Well-being <u>Mandatory skills</u> Literacy <u>Integral skills</u> Critical thinking and problem-solving
Class savings scheme	Learners work together to earn points for rewards. Their progress is measured and displayed, with periodic opportunities to withdraw their points for a reward. Rewards increase in value as points are accumulated.	The scheme encourages learners to explore the value of saving, with additional opportunities to explore cooperation, negotiation, delayed gratification and democracy. The points chart has been designed as a number chart, to support numeracy in a visual and contextual format.	<u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Health and Well-being <u>Mandatory skills</u> Numeracy <u>Integral skills</u> Personal Effectiveness Planning and Organisation
Hypothetical winners	A critical thinking task, where learners collaborate to decide how to spend a hypothetical £1,000.	The activity aims to promote critical thinking about spending wisely and responsibly, to promote collaborative working and cooperation and to offer an opportunity to explore informal presentation skills. Also, using larger numbers in multiples of 10s and 100s and expanding on ideas of value.	<u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy <u>Mandatory skills</u> Literacy Numeracy <u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness

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Stage 2 - Years 3 and 4



Activity	Description	Aims of the learning activity	Areas of learning and skills
Dress for the job	A research and presentation task with an engaging twist; learners create accessories and/or costumes for their chosen job.	The activity aims to inspire learners by introducing the range of interesting jobs they might consider in the future. Using research, digital and presentation skills, learners investigate their chosen job and share with the class.	<p><u>Areas of learning</u> Language, Literacy and Communication Expressive Arts</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>
Protect the egg	A group task, where learners must design and build a means of protecting two eggs before they are tossed in the playground. Learners must buy the items to use in their design, trying to spend the least amount of money to successfully protect the eggs.	Learners must cooperate and communicate effectively while exploring budgeting and problem-solving. Additional science and technology outcomes through the design of their solution and considering forces such as impact and gravity. Learners can also decorate their solutions artistically, to give their solution a team identity. Personal reflection cards can be used for learners to evaluate their solutions and role within the team.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Science and Technology Humanities Expressive Arts</p> <p><u>Mandatory skills</u> Literacy Numeracy</p> <p><u>Integral skills</u> Creativity and Innovation Critical Thinking and Problem-Solving Personal Effectiveness Planning and Organisation</p>
My home	Learners are provided with simple plans for a bungalow and asked to allocate rooms and insert furnishings in birds eye view. They can then play a simple dice game with their plans.	The activity reinforces the importance of saving as a means of later independence and responsibilities at home. The activity also allows learners to explore different approaches to drawing, introducing bird's -eye view, scales and plans as well as utilising abstract reasoning skills. The dice game has additional numeracy outcomes.	<p><u>Areas of learning</u> Maths and Numeracy Science and Technology</p> <p><u>Mandatory skills</u> Numeracy</p> <p><u>Integral skills</u> Critical thinking and problem-solving</p>

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Stage 2 - Years 3 and 4



Activity	Description	Aims of the learning activity	Areas of learning and skills
Charity poster	After some research about a particular charity, learners are asked to create a poster, to encourage people to support the charity. The activity can be developed with a trip to better understand the role of charities in the local community.	The aim of the task is to explore the value of charities and their role in society, in addition to developing an understanding of marketing. Learners can analyse and debate the effect of marketing and its ethical implications, while learning the fundamentals of marketing decisions. Learners also use exercise research, communication and presentation skills.	<u>Areas of learning</u> Language, Literacy and Communication Expressive Arts Humanities <u>Mandatory skills</u> Literacy Digital Competence <u>Integral skills</u> Creativity and Innovation Critical thinking and problem-solving
Vocabulary games	A series of games to reinforce the vocabulary covered throughout the level.	The games promote effective verbal communication, spelling and reading, in an engaging and enjoyable format, while reinforcing the vocabulary and concepts and providing an opportunity for low stakes assessment. Examples offered provide entrepreneurial inspiration and model responsible money behaviours.	<u>Areas of learning</u> Language, Literacy and Communication Humanities <u>Mandatory skills</u> Literacy <u>Integral skills</u> Critical Thinking and Problem-Solving Personal Effectiveness
Artist commissions project	Learners take commissions for portraits at an appropriate venue/ setting, after undertaking research and study into the job of an artist and making decisions on how to promote their commissions/service.	Learners experience a service business and recognise that they have marketable skills. The project aims to inspire learners to consider the opportunities that might be available to them in the future and the rewards of innovation and enterprise. The fundamentals of business e.g. product, marketing and customers offer a context to expand on at the next level.	<u>Areas of learning</u> Language, Literacy and Communication Humanities Expressive Arts <u>Mandatory skills</u> Literacy <u>Integral skills</u> Creativity and Innovation Personal Effectiveness Planning and Organisation

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Stage 3 – Years 5 and 6



Activity	Description	Aims of the learning activity	Areas of learning and skills
Story - Dylan's trip to the business fair	Another chapter in the story of Dylan the dragon and his journey to learn about money. The story can be picked up at this chapter, without reading the previous stories. In this story, Dylan learns what a business is and meets different types of business owners. The idea of enterprise is expanded with the introduction of product and marketing as core elements of business. There are pause points in the story to reinforce understanding and suggested tasks to follow the story.	<p>The activity offers examples of enterprise to support an understanding of entrepreneurship as distinct from a job or career. The characters in the story aim to inspire learners to consider business as a viable future option and to begin critical thinking about the part that business plays in society.</p> <p>The follow-on tasks, deepen this understanding with an opportunity to creatively suggest business opportunities and role play entrepreneurship.</p>	<p><u>Areas of learning</u> Language, Literacy and Communication Humanities</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Creativity and Innovation Critical thinking and problem-solving</p>
Earning and spending	A dice and card game, in which learners experience different forms of income and expenditure which they record and total.	Learners can use a variety of calculations methods to establish the closing balance after each turn. Values under £10 and values under £30 are split so the teachers can amend the game for differentiation. This has obvious numeracy outcomes, in addition to the reading of the scenarios. The scenarios written encourage critical-thinking about spending choices and inspirational context around earning.	<p><u>Areas of learning</u> Language, Literacy and Maths and Numeracy</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical Thinking and Problem-Solving</p>
Career cards	This research activity introduces learners to the concept of careers as distinct from jobs and offers an opportunity to consider their skills. Learners review career cards before creating their own through interviews and/or research.	Learners exercise their research and communication skills while learning about some of the careers available to them in the future. Learners will have an opportunity to develop an understanding of skills and their value. Learners will evaluate their skills, interests and strengths, encouraging confidence and self-reflection. By offering specific context to future opportunity, the activity also aims to promote the value of challenging themselves through education to achieve an ultimate goal.	<p><u>Areas of learning</u> Language, Literacy and Communication Health and Well-being</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>

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Stage 3 – Years 5 and 6



Activity	Description	Aims of the learning activity	Areas of learning and skills
Money flow	A collaborative, critical-thinking activity, where learners are asked to consider the flow of money through the different roles in society.	The activity gives learners the opportunity to start exploring and questioning how money works in society. The aim of the session is not to teach the fundamentals of local economics but to encourage critical thinking around how money is used. Learners experience a visual means of communication while building a questioning approach to learning. It is intended that learners will undertake the activity and apply their considerations to their view of the world around them, fostering curiosity.	<u>Areas of learning</u> Language, Literacy and Communication Humanities Health and Well-being <u>Mandatory skills</u> Literacy <u>Integral skills</u> Critical Thinking and Problem-Solving Personal Effectiveness
Product design	In groups, learners come up with ideas for a business product before presenting informally to the class.	The activity offers learners another insight into the facets of business while allowing them to explore their creativity and innovation. Additionally, learners must work effectively in a group and will practice their communication skills with an informal presentation. The solutions they devise to the household problems they have identified, will offer a further opportunity to explore engineering and/or technology skills.	<u>Areas of learning</u> Language, Literacy and Communication Science and Technology <u>Mandatory skills</u> Literacy <u>Integral skills</u> Creativity and Innovation Critical Thinking and Problem-Solving Personal Effectiveness
Team challenge: Tower build	In teams, learners purchase resources to build a tower in a competitive challenge.	Learners must draw on teamwork, engineering and financial management skills to undertake the task. The activity encourages learners to pause and evaluate their ideas and approach before completing the task.	<u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Science and Technology <u>Mandatory skills</u> Literacy Numeracy <u>Integral skills</u> Creativity and Innovation Critical thinking and problem-solving Personal Effectiveness Planning and Organisation

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Stage 3 – Years 5 and 6



Activity	Description	Aims of the learning activity	Areas of learning and skills
Logo and brand	A research and evaluation task, exploring the decisions behind business name, logos and company image.	The activity provides a helpful format for a deeper understanding of the nature of enterprise, as well as a low-risk activity to develop evaluation and critical-thinking skills. The activity culminates with a class mind map, to help learners experience different methods of communicating and evaluating ideas.	<p><u>Areas of learning</u> Language, Literacy and Communication Humanities Expressive Arts</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical Thinking and Problem-Solving</p>
Vocabulary games	A series of word games and challenges to explore the vocabulary introduced throughout the programme. This includes describing games, comprehension, creating wordsearches/crosswords.	The games promote effective verbal communication, spelling and reading, in an engaging and enjoyable format, while reinforcing the vocabulary and concepts and providing an opportunity for low stakes assessment. Examples offered provide entrepreneurial inspiration and model responsible money behaviours.	<p><u>Areas of learning</u> Language, Literacy and Communication Humanities</p> <p><u>Mandatory skills</u> Literacy</p> <p><u>Integral skills</u> Critical thinking and problem-solving Personal Effectiveness</p>
Yearbook project	<p>The culmination of the three levels is a practical project to design, create and sell school yearbooks. This project is accompanied by a Business Plan Booklet to support the learner's journey through the marketing, design, and profitability of the project.</p> <p>This project offers a far-reaching, cross-curricular context for learners towards the end of their time in primary school.</p>	The project begins with a detailed look at roles and strengths to encourage learners to critically evaluate their skills and choose an appropriate role. Through the market research chapter, learners will gather, collate and analyse data. The creation of a business name, logo and identity, offers learners an opportunity to be creative and innovative as well as critically analysing the identity of the business. Through the profit and loss calculations, learners will use a number of long calculations in a meaningful context. In the creation of marketing materials and yearbook content, learners are given a practical context to apply their language, communication and expressive art skills. Learners will explore art in a digital context through the design and creation of the yearbook. Learners can also benefit from a localised understanding of business by connecting with local business sponsors and a printing partner.	<p><u>Areas of learning</u> Language, Literacy and Communication Maths and Numeracy Humanities Expressive Arts</p> <p><u>Mandatory skills</u> Literacy Numeracy Digital Competence</p> <p><u>Integral skills</u> Creativity and Innovation Critical thinking and problem-solving Personal Effectiveness Planning and Organisation</p>

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The four purposes



Level 1: Ages 5-7

Story – Dylan learns about money	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can communicate effectively in different forms and settings, using both Welsh and English, can explain the ideas and concepts they are learning about.</p> <p>Healthy, confident individuals who: have the skills and knowledge to manage everyday life as independently as they can.</p>
Money run games	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, using both Welsh and English, can use number effectively in different contexts.</p> <p>Healthy, confident individuals who: take part in physical activity.</p>
Symbols and digits colouring-in	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</p>
Story – Dylan needs a toy fire engine	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, using both Welsh and English.</p> <p>Healthy, confident individuals who: take measured decisions about lifestyle and manage risk, have the skills and knowledge to manage everyday life as independently as they can.</p>
Value bingo	<p>Ambitious, capable learners who: are questioning and enjoy solving problems, can use number effectively in different contexts, understand how to interpret data and apply mathematical concepts.</p> <p>Healthy, confident individuals who: take measured decisions about lifestyle and manage risk, face and overcome challenge, have the skills and knowledge to manage everyday life as independently as they can.</p>
Story – Dylan gets a Job	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, using both Welsh and English.</p>
Buying and selling games	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, are questioning and enjoy solving problems, can communicate effectively in different forms and settings, can use number effectively in different contexts, understand how to interpret data and apply mathematical concepts.</p> <p>Enterprising, creative contributors who: think creatively to reframe and solve problems, take measured risks, lead and play different roles in teams effectively and responsibly.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world.</p> <p>Healthy, confident individuals who: take part in physical activity.</p>

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Level 1: Ages 5-7

Vocabulary games	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, can explain the ideas and concepts they are learning about.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world.</p>
Greeting cards project	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, identify and grasp opportunities, give of their energy and skills so that other people will benefit.</p>



Level 2: Ages 7-9

Story - Dylan learns to help and save	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, using both Welsh and English, can explain the ideas and concepts they are learning about.</p> <p>Ethical, informed citizens who: understand and consider the impact of their actions when making choices and acting, are knowledgeable about their culture, community, society and the world, now and in the past, respect the needs and rights of others, as a member of a diverse society.</p> <p>Healthy, confident individuals who: take measured decisions about lifestyle and manage risk, have the skills and knowledge to manage everyday life as independently as they can.</p>
Class savings scheme	<p>Ethical, informed citizens who: understand and consider the impact of their actions when making choices and acting.</p> <p>Healthy, confident individuals who: take measured decisions about lifestyle and manage risk.</p>
Hypothetical winners	<p>Ambitious, capable learners who: are questioning and enjoy solving problems, can communicate effectively in different forms and settings, can use number effectively in different contexts.</p> <p>Enterprising, creative contributors who: think creatively to reframe and solve problems, lead and play different roles in teams effectively and responsibly.</p> <p>Ethical, informed citizens who: understand and consider the impact of their actions when making choices and acting.</p>
Dress for the job	<p>Ambitious, capable learners who: can communicate effectively in different forms and settings, can explain the ideas and concepts they are learning about, use digital technologies creatively to communicate, find and analyse information, undertake research and evaluate critically what they find.</p> <p>Healthy, confident individuals who: are building their mental and emotional well-being by developing confidence, have the confidence to participate in performance.</p>

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Level 2: Ages 7-9

Protect the egg	<p>Ambitious, capable learners who: are questioning and enjoy solving problems, can communicate effectively in different forms and settings.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, think creatively to reframe and solve problems, lead and play different roles in teams effectively and responsibly.</p> <p>Healthy, confident individuals who: take part in physical activity, face and overcome challenge.</p>
My home	<p>Healthy, confident individuals who: have the skills and knowledge to manage everyday life as independently as they can.</p>
Charity poster	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can communicate effectively in different forms and settings, can explain the ideas and concepts they are learning about, find and analyse information, undertake research and evaluate critically what they find.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, think creatively to reframe and solve problems, lead and play different roles in teams effectively and responsibly, express ideas and emotions through different media, give of their energy and skills so that other people will benefit.</p> <p>Ethical, informed citizens who: find, evaluate and use evidence in forming views, engage with contemporary issues based upon their knowledge and values, are knowledgeable about their culture, community, society and the world, now and in the past, respect the needs and rights of others, as a member of a diverse society, show their commitment to the sustainability of the planet.</p> <p>Healthy, confident individuals who: are building their mental and emotional well-being by developing confidence, resilience and empathy, have the confidence to participate in performance.</p>
Vocabulary games	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can communicate effectively in different forms and settings, can explain the ideas and concepts they are learning about.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past.</p>
Artist commissions project	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, are questioning and enjoy solving problems, can communicate effectively in different forms and settings.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, identify and grasp opportunities, take measured risks, lead and play different roles in teams effectively and responsibly, give of their energy and skills so that other people will benefit.</p> <p>Healthy, confident individuals who: have the confidence to participate in performance, have the skills and knowledge to manage everyday life as independently as they can.</p>

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Level 3: Ages 9-11

<p>Story - Dylan's Trip to the business fair</p>	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can communicate effectively in different forms and settings, using both Welsh and English.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, think creatively to reframe and solve problems, identify and grasp opportunities, lead and play different roles in teams effectively and responsibly, express ideas and emotions through different media.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past.</p> <p>Healthy, confident individuals who: have the confidence to participate in performance.</p>
<p>Earning and spending</p>	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can use number effectively in different contexts, understand how to interpret data and apply mathematical concepts.</p> <p>Healthy, confident individuals who: have the skills and knowledge to manage everyday life as independently as they can.</p>
<p>Career cards</p>	<p>Ambitious, capable learners who: can communicate effectively in different forms and settings, find and analyse information, undertake research and evaluate critically what they find.</p> <p>Healthy, confident individuals who: are building their mental and emotional well-being by developing confidence, have the skills and knowledge to manage everyday life as independently as they can.</p>
<p>Money flow</p>	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, are questioning and enjoy solving problems, can communicate effectively in different forms and settings.</p> <p>Enterprising, creative contributors who: lead and play different roles in teams effectively and responsibly, express ideas and emotions through different media.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past.</p> <p>Healthy, confident individuals who: have the confidence to participate in performance, face and overcome challenge.</p>
<p>Product design</p>	<p>Ambitious, capable learners who: are questioning and enjoy solving problems, can communicate effectively in different forms and settings.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, think creatively to reframe and solve problems, lead and play different roles in teams effectively and responsibly, express ideas and emotions through different media.</p> <p>Healthy, confident individuals who: have the confidence to participate in performance.</p>

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Level 3: Ages 9-11

Team challenge: Tower build	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, are questioning and enjoy solving problems, can communicate effectively in different forms and settings, can use number effectively in different contexts.</p> <p>Enterprising, creative contributors who: think creatively to reframe and solve problems, take measured risks, lead and play different roles in teams effectively and responsibly.</p>
Logo and brand	<p>Ambitious, capable learners who: are questioning and enjoy solving problems, can communicate effectively in different forms and settings, can explain the ideas and concepts they are learning about, undertake research and evaluate critically what they find.</p> <p>Enterprising, creative contributors who: express ideas and emotions through different media.</p> <p>Ethical, informed citizens who: find, evaluate and use evidence in forming views, are knowledgeable about their culture, community, society and the world, now and in the past.</p>
Vocabulary games	<p>Ambitious, capable learners who: are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, can communicate effectively in different forms and settings, can explain the ideas and concepts they are learning about.</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past.</p>
Yearbook project	<p>Ambitious, capable learners who: set themselves high standards and seek and enjoy challenge, are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts, understand how to interpret data and apply mathematical concepts, use digital technologies creatively to communicate.</p> <p>Enterprising, creative contributors who: connect and apply their knowledge and skills to create ideas and products, think creatively to reframe and solve problems, identify and grasp opportunities, take measured risks, lead and play different roles in teams effectively and responsibly, express ideas and emotions through different media, give of their energy and skills so that other people will benefit</p> <p>Ethical, informed citizens who: are knowledgeable about their culture, community, society and the world.</p>

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