

What's the point of saving money?

Suitable for ages 5 – 7



How to use this activity sheet: These activities look at why we save money and the different ways that this can be done. They develop key mathematic skills necessary in KS1 by looking at converting pounds to pennies (and vice versa) and identifying the largest amount of money from different options.

There are five fun exercises. You can work through each of the activities in order or you can pick and choose what you would like to get stuck into.

Title of task of task	Page	Summary of the task	What you'll need to provide	The outcome
What do you think?	2	Students use How, Why, What, Where, When, Who to explore ideas associated with Saving. They construct full sentences based on these ideas, using strong adjectives to improve them.	Pen and paper. Thesaurus or dictionary.	Students reflect on their ideas of saving. Students use correct grammatical features to construct full sentences. Students use strong adjectives to improve these sentences.
This little piggy	4	Students use images of money in a piggy bank to calculate the value. They then identify the largest amount from a set of three and use descriptors to order them.	Pen and paper.	Students recognize that value and amount of currency are different things. Students calculate monetary totals using pound sterling. Students are able to organise the amounts in order from smallest to largest.
Pounds and pennies	6	Using written currency, students convert totals from pounds to pennies and vice versa.	Pen and paper.	Students use understanding of place value and the position of the decimal point to convert amounts of money.
To save or not to save, that is the question	8	Students consider different methods of saving. They rank them in order of preference and explain their choice. They draw a cartoon strip for their preferred method of saving.	Pen, paper, coloured pens or pencils.	Students recognize that there are different ways to save money. Students consider the value of saving in different ways. Students justify and evaluate their opinions.
Read all about it!	10	Students think about their most desired item to save up for, then write a report telling the reader all about this item.	Pen, paper, coloured pens or pencils.	Students utilise a planner to organise the ideas for their report. Students use the key features of a non-chronological report to ensure their writing is clear and interesting to the reader.

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Exercise 1

What do you think?

THEATRE
STAGE DOOR



Using the spaces below, write down all of the things you think of when you see the words **SAVING MONEY**

Use **who, what, why, when, where** and **how** to help you get ideas.

When might you save money?

Where can you save money?

How can you save money?

What can you do with your savings?

Why might you save money?

Who saves money?



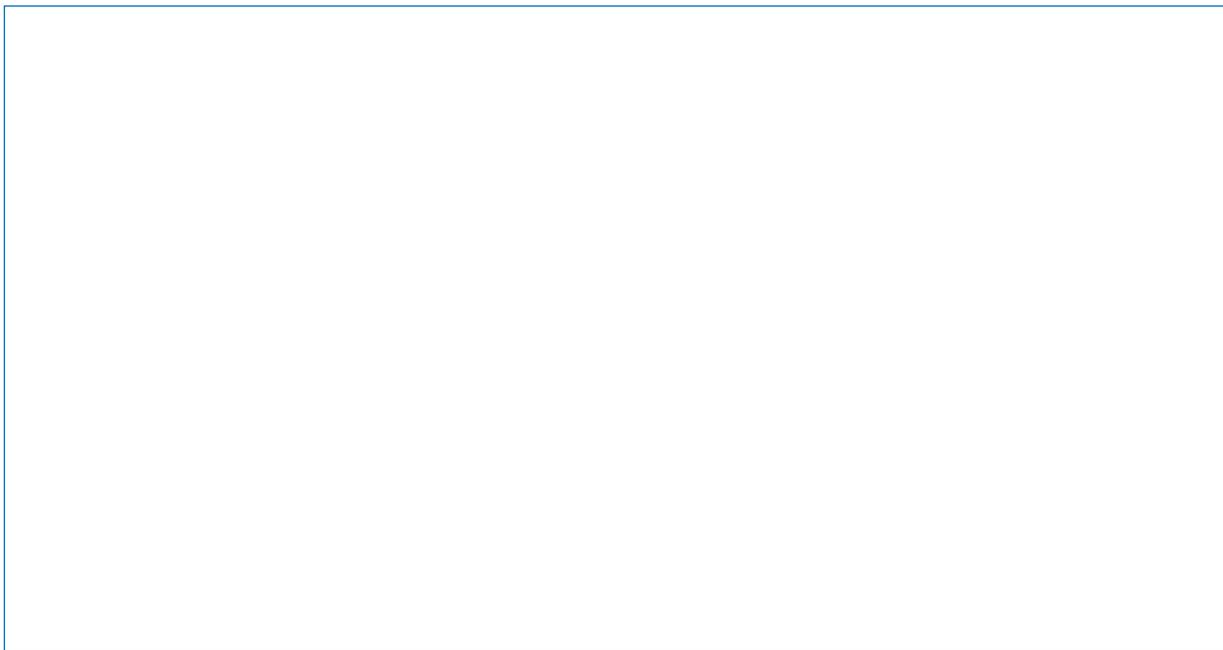
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Use some of the words above to build 5 complete sentences about saving money. Remember to start your sentences with capital letters and end each one with a full stop.

Challenge: Can you add in a strong adjective to each sentence to make them more interesting to read?

Do you save money? Draw a picture below of where you save your money or where you would like to.



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Exercise 2

This little piggy went ...to the bank



You might know the nursery rhyme about the little piggy who went to market, but what if instead he went to the bank to drop off his savings?

Three pigs save some money every week for three weeks. Looking at page 5 can you see how much is saved by each piggy and write the amount underneath? Look carefully at all of the coins and notes in order to get your total.

Challenge

Once you have added up the totals, can you work out which piggy saves the largest amount of money each week?

Put them in order by writing the words large, larger, largest to describe the contents of the piggy.

Write the correct word underneath. Do this for each of the 3 weeks.

E.g

Pig 1:

£2 coin £1 coin 20p x2

£3.40

LARGE

Pig 2:

£2 coin £1 coin 50p 10p

£3.60

LARGER

Pig 3:

£2 coin x2 5p x2

£4.10

LARGEST

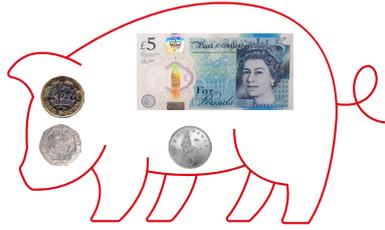
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Week 1



Total: _____



Total: _____



Total: _____

Week 2



Total: _____



Total: _____



Total: _____

Week 3



Total: _____



Total: _____



Total: _____

Key: ■ Pig 1 ■ Pig 2 ■ Pig 3

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Exercise 3

Pounds and pennies

There is a famous saying that if you look after the pennies, the pounds will take care of themselves.

What do you think it means? Pick one from below (the answer is at the bottom of page 7)

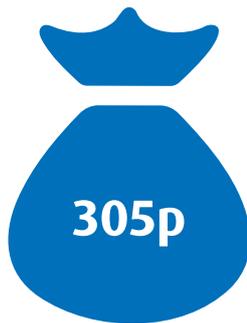
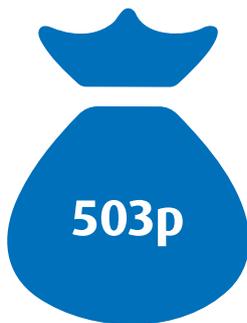
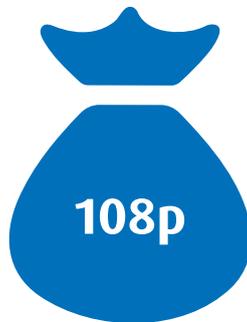
- a) If you make sure you care for the small amounts of money then you will build up larger amounts easily.
- b) Pounds are like grown ups and pennies like children. Children need looking after.
- c) Because they are lighter, pennies fall out of your pocket more than pounds do.

For this task, take a look at what is in the moneybag.

- If you can see the amount of money in pounds (with units and 2 decimal places) then change it to pennies (with hundreds, tens and units).
- If the total is in pennies (with hundreds, tens and units), change it to pounds (with units and 2 decimal places).

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Answer: A

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Exercise 4

To save or not to save - that is the question



Have you ever had to save up for a long time to buy something you really wanted?

Saving up can be hard as you might see other things you would like to buy, but it's worth it when you've finally saved enough to buy the thing you want.

Where do you save your money? A piggy bank? Under your bed? In a bank?

Look at the cartoon below. Read each person's opinion carefully. There are three very different ideas on how to save money.



I think the best place to save money is in my piggy bank.



I prefer to keep my money under my mattress.



I disagree, it's much better to put your money in a bank.

Which one do you agree with and why?

Once you have decided, put them in order of best to worst ideas in the grid below.

1 = the best place to save, **2** = the next best place to save, **3** = the worst place to save.

Next, write down reasons why you put them in that order. Do this in the box titled 'Why?'

Think carefully about

- how safe your money is
- how quickly you can get to it
- how it might be hidden from other people.

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Idea	Choice (First, second or third)	Why?
I think the best place to save my money is in my piggy bank		
I prefer to keep my money under my mattress		
It's better to put your money in a bank		

Challenge:

Once you have decided which character you agree with, show what happens next when they save their money in that place by drawing a cartoon strip in the spaces provided below:

Think about:

- How long it might be before they have saved what they want
- What they might buy with their savings
- Who they might need to help them save their money like this

If you'd prefer to take photos to show the story, then you could do that instead of drawing the comic strip.

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Exercise 5

Read all about it!

Now that you have decided where you would save your money, maybe you're already planning on what you'll buy with your savings!



Whether you chose the bank or the mattress, the piggy or somewhere else, we'd love to know more about what you plan to buy – what is your most desired item?

Using the template below, create a non-chronological report to show off all your knowledge. Whether it is a new outfit, a scooter or a toy we want all the details!

Remember that a non-chronological report uses:

- An eye-catching heading – usually larger in size than the rest of the information
- An introduction paragraph explaining what you will tell the reader about. Keep it short.
- Sub-headings for each paragraph to tell the reader what each paragraph is about
- Writing in the present tense
- Pictures (you could draw them or take photographs) and captions to explain what they are
- Diagrams to show something clearly- label them carefully
- Bullet points to make your information really clear
- Fact boxes to show off interesting facts and get the reader's attention

Planning your writing beforehand can really help you to organise your ideas. Use the planner below to do that.

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This planner will help you build your ideas. Include as much detail as you can at this stage, as it will help you when you write your report.

Non chronological report

<p>Picture 1</p> 	<p>Introduction (Why do you want it so much?)</p> 	<p>Paragraph 1: What does it look like?</p> 	
<p>Picture 2</p> 	<p>Facts about it (Use bullet points)</p> 	<p>Paragraph 2: Where is it made?</p> 	
<p>Name & Picture of Item</p>			<p>Paragraph 3: Who else likes/uses/ wears them?</p>

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You can also...

- Do some research on the best junior accounts out there. Ask an adult to help you, this might be a good place to [start](#).
- Build a glossary of words to do with savings. Using everything that you have done in this set of tasks, plus a dictionary or the internet, find definitions to help other children learn about savings. You could start with the following words, and add as many as you like: **saving; interest; bank; percentages**



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