Australian Government
Australian Taxation Office

ASIC
Australian Securities & Investments Commission

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

CONSUMER AND FINANCIAL LITERACY:
FOUNDATION YEAR

STUDENT EXPERIENCE

The diverse circumstances in which children grow up influence their needs, wants, perceptions and behaviours related to financial and consumer matters. Typically, at age five to six, within their family's unique circumstances, children explore their sense of belonging, being and becoming through active engagement with people, objects, technologies and representations. Children are curious about texts and symbols in their environment, and interact verbally and non-verbally to express immediate needs, wants, preferences and reasons, which are usually mediated by adults. Children may receive items in exchange for responsible and imaginative behaviours, observe money being handled and discussed, and make simple transactions with adult guidance. They begin to understand what is fair, respectful and safe as they make decisions.

Foundation Year supports students to develop the three dimensions of learning that underpin consumer and financial education in the Australian context.

Responsibility and Enterprise

Knowledge and Understandings

Competencies and Skills
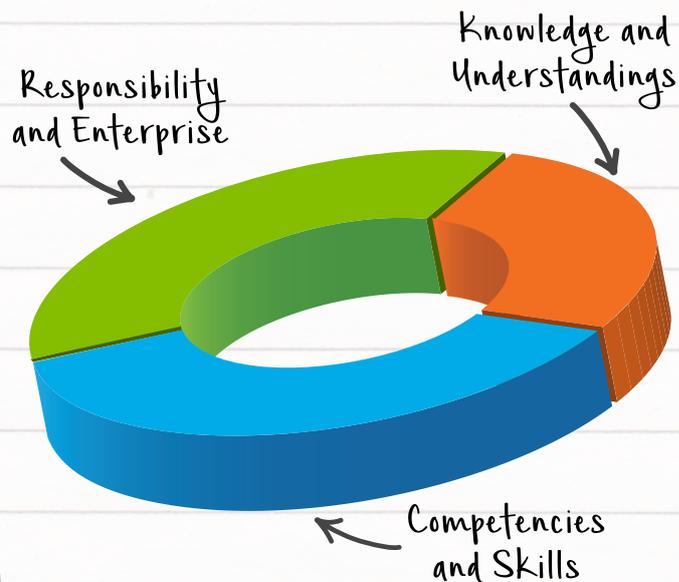
Approximate proportion of dimensions addressed in Foundation Year

View ASIC's units of work and digital activities here

LINKS TO RESOURCES

ASIC's MoneySmart Teaching provides both digital activities and units of work that support the teaching and learning of consumer and financial literacy in this year. These can be accessed through the Australian Curriculum Connections website and ASIC's MoneySmart Teaching website.
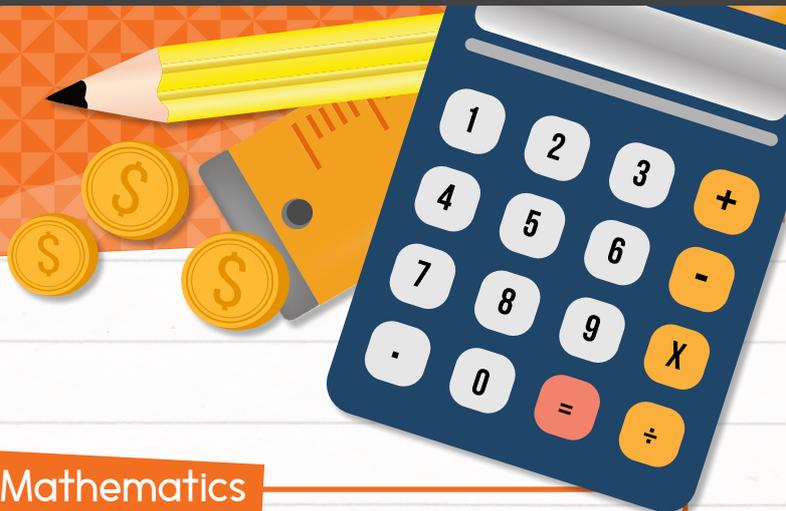
KNOWLEDGE AND UNDERSTANDING

LEARNING AREAS

English

- Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)
- Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes (ACELA1430)

Mathematics

- Establish understanding of the language and processes of counting by naming numbers in sequences, initially to and from 20, moving from any starting point (ACMNA001)
- Connect number names, numerals and quantities, including zero, initially up to 10 and then beyond (ACMNA002)
- Subitise small collections of objects (ACMNA003)
- Compare, order and make correspondences between collections, initially to 20, and explain reasoning (ACMNA289)

Science

- Living things have basic needs, including food and water (ACSSU002)

HASS
Humanities and Social Sciences

- Living things have basic needs, including food and water (ACSSU002)

DT (By the end of Year 2)
Digital Technologies

- Recognise and explore patterns in data and represent data as pictures, symbols and diagrams (ACTDIK002)

D&T (By the end of Year 2)
Design and Technologies

- Identify how people design and produce familiar products, services and environments and consider sustainability to meet personal and local community needs (ACTDEK001)

HPE
Health and Physical Education

- Identify and describe emotional responses people may experience in different situations (ACPPS005)

In this year, students learn the language of number and recognise that Australian money includes notes and coins. They identify personal needs and wants and share examples of their rights and responsibilities in given situations.

GENERAL CAPABILITIES

Numeracy (By the end of Year 2)

- Connect and order number names, numerals and groups of objects using numbers up to two digits
- Recognise the different value of coins and notes in the Australian monetary system
- Identify quantities such as more, less and the same in everyday comparisons
- Recognise that a whole object can be divided into equal parts
- Recognise that some events might or might not happen

ICT (By the end of Year 2)
Information and Communication Technology Capability

- Understand that messages are recorded, viewed or sent in computer-mediated communications for others to receive
- Identify how they use ICT in multiple ways on multiple devices

PSC (By the end of Year 2)
Personal and Social Capability

- Identify a range of emotions and describe situations that may evoke these emotions
- Identify their likes and dislikes, needs and wants, and explore what influences these

EU (By the end of Year 2)
Ethical Understanding

- Identify ethical concepts arising in familiar contexts, such as good and bad behaviours
- Describe familiar situations that involve ethical concepts
- Identify examples from stories and experiences that show ways people make decisions about their actions

COMPETENCIES/SKILLS
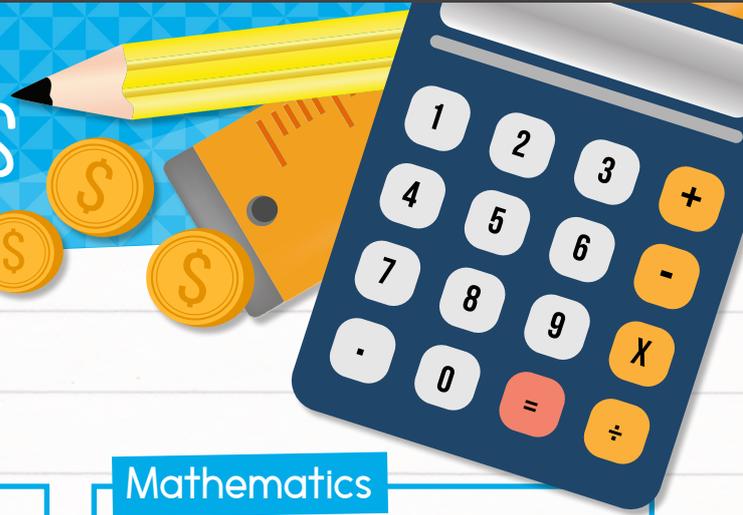
LEARNING AREAS

English

- Explore the different contribution of words and images to meaning in stories and informative texts (ACELA1786)
- Use comprehension strategies to understand and discuss texts listened to, viewed or read independently (ACELY1650)

Science

- Engage in discussions about observations and represent ideas (ACSIS233)
- Share observations and ideas (ACSIS012)

D&T (By the end of Year 2)

Design and Technologies

- Explore how technologies use forces to create movement in products (ACTDEK002)
- Explore how plants and animals are grown for food, clothing and shelter and how food is selected and prepared for healthy eating (ACTDEK003)
- Explore the characteristics and properties of materials and components that are used to produce designed solutions (ACTDEK004)
- Use materials, components, tools, equipment and techniques to safely make designed solutions (ACTDEP007)

Mathematics

- Represent practical situations to model addition and sharing (ACMNA004)

HASS

Humanities and Social Sciences

- Explore a point of view (ACHASSI005)
- Interpret data and information displayed in pictures and texts and on maps (ACHASSI007)
- Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (ACHASSI008)
- Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI010)

DT (By the end of Year 2)

Digital Technologies

- Collect, explore and sort data, and use digital systems to present the data creatively (ACTDIP003)

Students begin to develop and apply consumer and financial knowledge, understandings and skills in real life situations. They discuss experiences, share points of view and begin to interpret texts for purpose and message.

GENERAL CAPABILITIES

Literacy (By the end of Year 2)

- Navigate, read and view simple texts with familiar vocabulary and supportive illustrations
- Listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud
- Interpret simple texts using comprehension strategies
- Compose short learning area texts, with support, to record and report ideas and events
- Use short pair, group and class conversations and discussions as learning tools to explore learning area topics and to prepare for creating texts
- Plan and deliver short presentations related to learning area topics
- Use knowledge of some basic differences between imaginative and informative texts to select and use texts and compose simple learning area texts with teacher support
- Use speaking, visual elements (including drawing) and beginning writing to express likes and dislikes
- Use familiar vocabulary contexts related to everyday experiences, personal interests and topics taught at school and used in other contexts
- Recognise the different meanings of words and images in imaginative and informative texts

Numeracy (By the end of Year 2)

- Solve everyday addition and share stories
- Describe and continue patterns
- Recognise how to ask and answer simple data questions and interpret data in drawings or picture graphs

ICT (By the end of Year 2)

Information and Communication Technology Capability

- Explain how located data or information was used

CCT (By the end of Year 2)

Critical and Creative Thinking

- Identify and describe familiar information and ideas during a discussion or investigation
- Gather similar information or depictions from given sources
- Identify the thinking used to solve problems in given situations

PSC (By the end of Year 2)

Personal and Social Capability

- Identify positive ways to initiate, join and interrupt conversations with adults and peers
- Listen to others' ideas, and recognise that others may see things differently from them

EU (By the end of Year 2)

Ethical Understanding

- Identify and describe the influence of factors such as wants and needs on people's actions

IU (By the end of Year 2)

Intercultural Understanding

- Identify examples of the acceptance and inclusion of others in given situations

Students learn to collect, sort and present data and information in simple formats. They identify situations that involve the use of money and make simple consumer and financial decisions based on needs and wants.

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RESPONSIBILITY AND ENTERPRISE
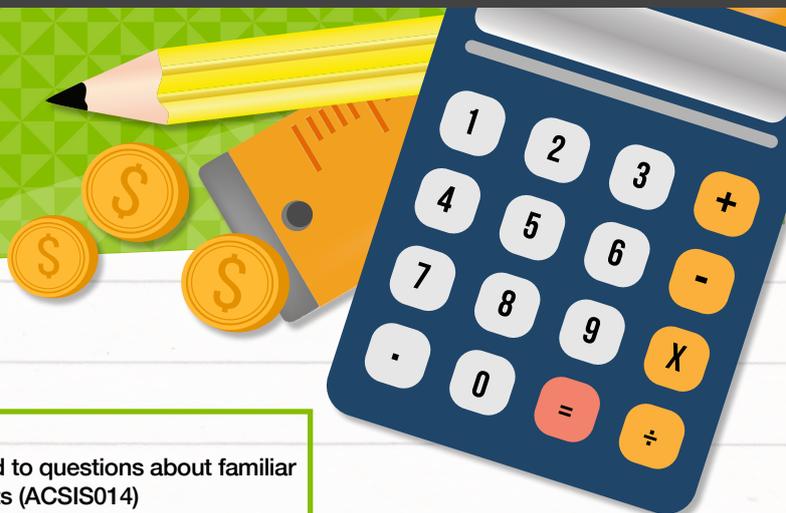
LEARNING AREAS

Mathematics

- Answer yes/no questions to collect information and make simple inferences (ACMSP011)

D&T (By the end of Year 2)

Design and Technologies

- Explore needs or opportunities for designing, and the technologies needed to realise designed solutions (ACTDEP005)
- Generate, develop and record design ideas through describing, drawing and modelling (ACTDEP006)
- Use personal preferences to evaluate the success of design ideas, processes and solutions including their care for environment (ACTDEP008)
- Sequence steps for making designed solutions and working collaboratively (ACTDEP009)

Science

- Pose and respond to questions about familiar objects and events (ACSIS014)
- Participate in guided investigations and make observations using the senses (ACSIS011)

HASS

Humanities and Social Sciences

- Pose questions about past and present objects, people, places and events (ACHASSI001)
- Collect data and information from observations and identify information and data from sources provided (ACHASSI002)
- Reflect on learning to propose how to care for places and sites that are important or significant (ACHASSI009)

HPE

Health and Physical Education

- Identify personal strengths (ACPPS001)
- Identify actions that promote health, safety and wellbeing (ACPPS006)

DT (By the end of Year 2)

Digital Technologies

- Explore how people safely use common information systems to meet information, communication and recreation needs (ACTDIP005)
- Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments (ACTDIP006)

> The diverse circumstances in which children grow up influence their needs, wants, perceptions and behaviours

GENERAL CAPABILITIES

ICT (By the end of Year 2)

Information and Communication Technology

- Recognise ownership over their own digital work
- Follow class rules about using digital information
- Follow class rules when sharing personal information with known audiences and demonstrate an awareness of applying social protocols when using ICT to communicate
- Use ICT to identify where information is located
- Use ICT to follow or contribute to a simple plan for a solution
- Use ICT as a creative tool to generate simple solutions, modifications or data representations for personal or school purposes
- Use purposefully selected ICT tools safely to view information shared by trusted adults

CCT (By the end of Year 2)

Critical and Creative Thinking

- Pose factual and exploratory questions based on personal interests and experiences
- Use imagination to view or create things in new ways and connect two things that seem different
- Suggest alternative and creative ways to approach a given situation or task
- Predict what might happen in a given situation and when putting ideas into action
- Connect information from one setting to another
- Share their thinking about possible courses of action
- Check whether they are satisfied with the outcome of tasks or actions

GENERAL CAPABILITIES

PSC (By the end of Year 2)

Personal and Social Capability

- Attempt tasks independently and identify when and from whom help can be sought
- Identify situations that feel safe or unsafe, approaching new situations with confidence
- Acknowledge that people hold many points of view
- Describe ways they can help at home and school
- Share experiences of cooperation in play and group activities
- Identify options when making decisions to meet their needs and the needs of others
- Identify ways to take responsibility for familiar tasks at home and school

EU (By the end of Year 2)

Ethical Understanding

- Identify links between emotions and behaviours
- Identify values that are important to them
- Share examples of rights and responsibilities in given situations
- Express their own point of view and listen to the views of others

IU (By the end of Year 2)

Intercultural Understanding

- Share ideas about self and belonging with peers
- Express their opinions and listen to the opinions of others in given situations
- Imagine and describe their own feelings if they were put in someone else's place

Students begin to apply enterprising behaviours and consumer and financial knowledge and skills in meaningful class activities such as investigations or special events.