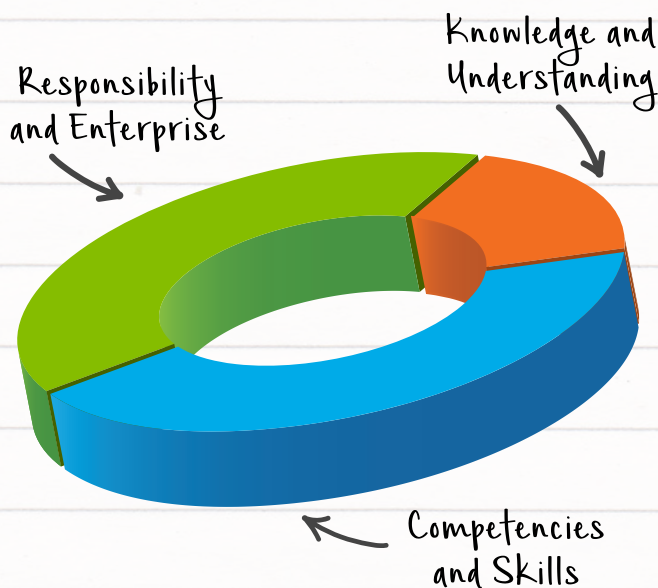


CONSUMER AND FINANCIAL LITERACY: YEAR 5

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 10 to 11, children can discriminate between their needs and wants and make simple plans for challenges associated with their unique circumstances. Within their familiar world, their source of income begins to diversify, and may include pocket money for jobs in the home, achievement trade-offs, money-making projects and gifts. Children begin to manage small amounts of money and plan their spending. They are exposed to a range of media and social networks that influence their consumer preferences and how they spend, with identity increasingly shaped through the possession of particular things. This wider exposure to social and digital worlds and more independent decision-making create consequences that, typically, challenge them to seek guidance.

Year 5 supports students to develop the three dimensions of learning that underpin consumer and financial education in the Australian context.



Approximate proportion of dimensions addressed in Year 5



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

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)
- Understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

HASS

Humanities and Social Sciences

- Why regulations and laws are enforced and the personnel involved (ACHASSK117)
- The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)
- Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)

Mathematics

- Recognise that the place value system can be extended beyond hundredths (ACMNA104)
- Compare, order and represent decimals (ACMNA105)

D&T (By the end of Year 6)

Design and Technologies

- Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019)

Science

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE083)

HPE (By the end of Year 6)

Health and Physical Education

- Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

GENERAL CAPABILITIES

Numeracy (By the end of Year 6)

- Identify, describe and use numbers larger than one million
- Visualise, describe and order equivalent fractions, decimals and simple percentages
- Describe chance events and compare observed outcomes with predictions using numerical representations such as a 75% chance of rain or 50/50 chance of snow

ICT (By the end of Year 6)

Information and Communication Technology Capability

- Understand that particular forms of computer-mediated communications and tools are suited to synchronous or asynchronous and one-to-one or group communications
- Explain the main uses of ICT at school, home and in the local community, and recognise its potential positive and negative impacts on their lives

In this year, students develop an understanding of why decisions need to be made when allocating resources, the various factors that may influence them when making decisions and the different methods that can be used.

PSC (By the end of Year 6)

Personal and Social Capability

- Explain how the appropriateness of emotional responses influences behaviour
- Describe the influence that personal qualities and strengths have on their learning outcomes

EU (By the end of Year 6)

Ethical Understanding

- Describe ethical concepts, such as right and wrong, honesty, fairness and tolerance
- Discuss ethical concepts within a range of familiar contexts
- Discuss how people make decisions about their actions and offer reasons why people's decisions differ

COMPETENCIES/SKILLS

LEARNING AREAS

English

- Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

Science

- Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS090)
- Compare data with predictions and use as evidence in developing explanations (ACSIS218)
- Reflect on and suggest improvements to scientific investigations (ACSIS091)
- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS093)

D&T (By the end of Year 6)

Design and Technologies

- Investigate how electrical energy can control movement, sound or light in a designed product or system (ACTDEK020)
- Investigate how and why food and fibre are produced in managed environments and prepared to enable people to grow and be healthy (ACTDEK021)
- Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)
- Select appropriate materials, components, tools, equipment and techniques and apply safe procedures to make designed solutions (ACTDEP026)

HPE

Health and Physical Education

- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)
- Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

DT

(By the end of Year 6)

Digital Technologies

- Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information (ACTDIP016)

Mathematics

- Use estimation and rounding to check reasonableness of answers to calculations (ACMNA099)
- Solve problems involving division by a one digit number, including those that result in a remainder (ACMNA101)
- Use efficient mental and written strategies and apply appropriate digital technologies to solve problems (ACMNA291)
- Solve problems involving multiplication of large numbers by one- or two-digit numbers using efficient mental, written strategies and appropriate digital technologies (ACMNA100)
- Create simple financial plans (ACMNA106)
- Find unknown quantities in number sentences involving multiplication and division. Identify equivalent number sentences involving multiplication and division (ACMNA121)
- Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital technologies (ACMSP119)
- Describe and interpret different data sets in context (ACMSP120)

HASS

Humanities and Social Sciences

- Examine primary and secondary sources to determine their origin and purpose (ACHASSI098)
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)
- Evaluate evidence to draw conclusions (ACHASSI101)
- Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline- specific terms and conventions (ACHASSI105)
- Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)

GENERAL CAPABILITIES

Literacy

(By the end of Year 6)

- Navigate, read and view subject-specific texts with some challenging features and a range of graphic representations
- Listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented
- Interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies
- Compose and edit learning area texts
- Use pair, group and class discussions and informal debates as learning tools to explore ideas and relationships, test possibilities, compare solutions and to prepare for creating texts
- Plan, research, rehearse and deliver presentations on learning area topics, selecting appropriate content and visual and multimodal elements to suit different audiences
- Use developing knowledge of the structure and features of learning area texts to comprehend and compose a range of more complex texts for identified purposes
- Use subjective, objective and evaluative language, and identify bias
- Use vocabulary, including subject-specific vocabulary from a range of learning areas and vocabulary that expresses shades of meaning
- Explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts

PSC

(By the end of Year 6)

Personal and Social Capability

- Identify and explain factors that influence effective communication in a variety of situations
- Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

EU

(By the end of Year 6)

Ethical Understanding

- Articulate a range of ethical responses to situations in various social contexts

IU

Intercultural Understanding

- Explain the impact of stereotypes and prejudices on individuals and groups within Australia

Numeracy

(By the end of Year 6)

- Solve problems and check calculations using efficient mental and written strategies
- Create simple financial plans, budgets and cost predictions
- Identify and describe pattern rules and relationships that help to identify trends
- Solve problems using equivalent fractions, decimals and simple percentages
- Collect, compare, describe and interpret data as 2-way tables, double column graphs and sector graphs, including from digital media

ICT

(By the end of Year 6)

Information and Communication Technology Capability

- Assess the suitability of data or information using a range of appropriate given criteria

CCT

(By the end of Year 6)

Critical and Creative Thinking

- Identify and clarify relevant information and prioritise ideas
- Analyse, condense and combine relevant information from multiple sources
- Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome

Students learn to use mental and written strategies and apply appropriate digital technologies to solve problems and develop simple financial plans for immediate and future needs and wants.



RESPONSIBILITY AND ENTERPRISE

LEARNING AREAS

Mathematics

- Pose questions and collect categorical or numerical data by observation or survey (ACMSP118)

Students apply enterprising behaviours to real-life contexts, building on their ability to collaborate, generate ideas, create goals and predict outcomes.

D&T (By the end of Year 6)

Design and Technologies

- Critique needs or opportunities for designing, and investigate materials, components, tools, equipment and processes to achieve intended designed solutions (ACTDEP024)
- Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques (ACTDEP025)
- Negotiate criteria for success that include sustainability to evaluate design ideas, processes and solutions (ACTDEP027)
- Develop project plans that include consideration of resources when making designed solutions individually and collaboratively (ACTDEP028)

Science

- With guidance, pose clarifying questions and make predictions about scientific investigations (AC SIS231)
- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (AC SIS086)
- Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (AC SIS087)

HASS

Humanities and Social Sciences

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)
- Locate and collect relevant information and data from primary and secondary sources (ACHASSI095)
- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)
- Work in groups to generate responses to issues and challenges (ACHASSI102)
- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI103)
- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI104)
- The key values that underpin Australia's democracy (ACHASSK115)
- How people with shared beliefs and values work together to achieve a civic goal (ACHASSK118)

DT (By the end of Year 6)

Digital Technologies

- Define problems in terms of data and functional requirements drawing on previously solved problems (ACTDIP017)
- Explain how student solutions and existing information systems are sustainable and meet current and future local community needs (ACTDIP021)
- Plan, create and communicate ideas and information, including collaboratively online, applying agreed ethical, social and technical protocols (ACTDIP022)

HPE

Health and Physical Education

- Examine how identities are influenced by people and places (ACPPS051)
- Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)



GENERAL CAPABILITIES

ICT

(By the end of Year 6)

Information and Communication Technologies

- Identify the legal obligations regarding the ownership and use of digital products and apply some referencing conventions
- Independently apply strategies for determining and protecting the security of digital information and assess the risks associated with online environments
- Identify the risks to identity, privacy and emotional safety for themselves when using ICT and apply generally accepted social protocols when sharing information in online environments, taking into account different social and cultural contexts
- Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information
- Locate, retrieve or generate information using search engines and simple search functions and classify information in meaningful ways
- Use ICT effectively to record ideas, represent thinking and plan solutions
- Independently or collaboratively create and modify digital solutions, creative outputs or data representation/transformation for particular audiences and purposes
- Select and use appropriate ICT tools safely to share and exchange information and to safely collaborate with others

PSC

(By the end of Year 6)

Personal and Social Capability

- Assess the value of working independently, and taking initiative to do so where appropriate
- Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
- Explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others
- Identify a community need or problem and consider ways to take action to address it
- Contribute to groups and teams, suggesting improvements in methods used for group investigations and projects
- Identify factors that influence decision making and consider the usefulness of these in making their own decisions
- Initiate or help to organise group activities that address a common need

CCT

(By the end of Year 6)

Critical and Creative Thinking

- Pose questions to clarify and interpret information and probe for causes and consequences
- Combine ideas in a variety of ways and from a range of sources to create new possibilities
- Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions
- Assess and test options to identify the most effective solution and to put ideas into action
- Apply knowledge gained from one context to another unrelated context and identify new meaning
- Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action
- Evaluate the effectiveness of ideas, products, performances, methods and courses of action against given criteria

EU

(By the end of Year 6)

Ethical Understanding

- Evaluate the consequences of actions in familiar and hypothetical scenarios
- Examine values accepted and enacted within various communities
- Monitor consistency between rights and responsibilities when interacting face-to-face or through social media
- Explain a range of possible interpretations and points of view when thinking about ethical dilemmas

IU

(By the end of Year 6)

Intercultural Understanding

- Identify and describe the roles that culture and language play in shaping group and national identities
- Explain perspectives that differ to expand their understanding of an issue
- Imagine and describe the situations of others in local, national and global contexts

When sharing ideas and communicating in online environments, students apply relevant social and ethical protocols. They make responsible financial and consumer decisions that take account of a range of factors.