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CONSUMER AND FINANCIAL LITERACY:
YEAR 6

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 11 to 12, children can discriminate between their needs and wants and they independently make simple plans for challenges associated with their unique circumstances. Within their familiar world, their sources of income continue to diversify, and may include informal work for familiar people, achievement trade-offs, home enterprises, gifts and exchanging things with peers. Children manage small amounts of money and prioritise their spending, often collaboratively with peers. Children's exposure to online information, services and/or goods exposes them to media and peer influences that begin to shape their consumer choices. This wider exposure and decision-making creates consequences that challenge children to reason more about their choices.

Year 6 supports students to develop the three dimensions of learning that underpin consumer and financial education in the Australian context.

Responsibility and Enterprise

Knowledge and Understanding

Competencies and Skills
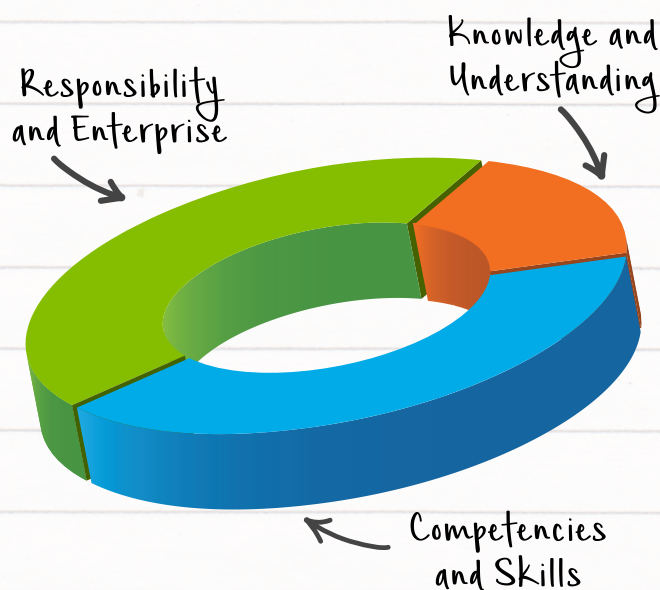
Approximate proportion of dimensions addressed in Year 6

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.

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KNOWLEDGE AND UNDERSTANDING

LEARNING AREAS

English

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)

HASS

Humanities and Social Sciences

- Australia's connections with other countries and how these change people and places (ACHASSK141)
- The roles and responsibilities of Australia's three levels of government (ACHASSK144)
- Where ideas for new laws can come from and how they become law (ACHASSK146)
- How the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs (ACHASSK149)
- The reasons businesses exist and the different ways they provide goods and services (ACHASSK151)

Mathematics

- Make connections between equivalent fractions, decimals and percentages (ACMNA131)

D&T

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

Science

- Scientific knowledge is used to solve problems and inform personal and community decisions (ACSHE100)

HPE

Health and Physical Education

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

GENERAL CAPABILITIES

Numeracy

- 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

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

PSC

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

Ethical Understanding

- examine and explain ethical concepts such as truth and justice that contribute to the achievement of a particular outcome
- explain what constitutes an ethically better or worse outcome and how it might be accomplished
- explore the reasons behind there being a variety of ethical positions on a social issue

COMPETENCIES/SKILLS

LEARNING AREAS

English

- Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)
- Analyse strategies authors use to influence readers (ACELY1801)

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)

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 (ACSIS107)
- Compare data with predictions and use as evidence in developing explanations (ACSIS221)
- Reflect on and suggest improvements to scientific investigations (ACSIS108)
- Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (ACSIS110)

HASS
Humanities and Social Sciences

- Examine primary and secondary sources to determine their origin and purpose (ACHASSI126)
- Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)
- Evaluate evidence to draw conclusions (ACHASSI129)
- 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 (ACHASSI133)

D&T
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)

DT
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

- Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers (ACMNA123)
- Add and subtract decimals, with and without digital technologies, and use estimation and rounding to check the reasonableness of answers (ACMNA128)
- Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies (ACMNA129)
- Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies (ACMNA132)
- Interpret secondary data presented in digital media and elsewhere (ACMSP148)

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GENERAL CAPABILITIES

Literacy

- 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

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

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

- 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

Information and Communication Technology Capability

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

CCT

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

In this year, students learn about decimals and percentages and how these can be applied to purchasing decisions such as discounts. They apply their understanding to a range of consumer and financial contexts such as creating simple financial plans, budgets and cost predictions.

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RESPONSIBILITY AND ENTERPRISE

LEARNING AREAS

Mathematics

- Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables (ACMSP147)

Science

- With guidance, pose clarifying questions and make predictions about scientific investigations (ACSIS232)

- Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103)

- Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate (ACSIS104)

D&T

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)

HASS

Humanities and Social Sciences

- Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)

- Locate and collect relevant information and data from primary and secondary sources (ACHASSI123)

- Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI127)

- Work in groups to generate responses to issues and challenges (ACHASSI130)

- Use criteria to make decisions and judgements and consider advantages and disadvantages of preferring one decision over others (ACHASSI131)

- Reflect on learning to propose personal and/or collective action in response to an issue or challenge, and predict the probable effects (ACHASSI132)

- The effect that consumer and financial decisions can have on the individual, the broader community and the environment (ACHASSK150)

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)

DT

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)

Students explore the impact that the consumer and financial decisions of individuals may have on themselves and their families, the broader community and the environment. They use criteria and assess the advantages and disadvantages of alternative choices to make responsible financial and consumer decisions.

GENERAL CAPABILITIES

ICT
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
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
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
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
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

Students apply enterprising behaviours to real-life contexts. They create goals, generate ideas, negotiate and develop plans to complete tasks working collaboratively with others. They also apply social and ethical protocols that acknowledge factors such as social differences and privacy of personal information.