<table>
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<th>Activity</th>
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</table>
| Money maps | Year 3/4 | ● History  
● Forms of money | **3 History**  
*Strand Historical knowledge and understanding/Sub-strand Community and remembrance*  
ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061) |
| Money maps Worksheet Year 2/3 | Year 3 | ● Money identification  
● Addition/calculation  
● Calculating change  
● Forms of trade/currency | **3 Mathematics**  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) |
| Money maps Worksheet Year 3 | Year 3/4 | ● History of money  
● Forms of money  
● Calculation  
● Maths problem solving  
● Calculating change  
● Ordered lists  
● Basic budgeting | **3 Mathematics**  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)  
*Strand Number and algebra/Sub-strand Number and place value*  
Recognise, model, represent and order numbers to at least 10,000 (ACMNA052)  
**4 Mathematics**  
*Strand Statistics and probability/Sub-strand Data representation and interpretation*  
Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values(ACMSP096)  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) |
| Money and people Worksheet Year 4 | Year 3/4 | ● Forms of money  
● Money around the world  
● Identify money  
● Create basic economy  
● Basic budgeting | **3 Mathematics**  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080)  
**4 Mathematics**  
*Strand Number and algebra/Sub-strand Money and financial mathematics*  
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) |
| Money and People | Year 3/4 | • Culture  
• Communities  
• Currency  
• Needs v wants |  |
|---|---|---|---|
| 3 English  
*Strand* Literacy/ *Sub-strand* Interacting with others  
Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676) |  |
| 3 History  
*Strand* Historical knowledge and understanding/ *Sub-strand* Community and remembrance  
ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061) |  |
| Party time | Integrated Year 3  
House of needs and wants | Year 3 | • Needs v wants  
• Budgeting |  |
| 3 Mathematics  
*Strand* Number and algebra/ *Sub-strand* Money and financial mathematics  
Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059) |  |
| Day out | Integrated Year 6  
Budget, plan, profit  
Year 5 Maths  
Let’s have a big day out | Year 5 | • Needs v wants  
• Budgeting  
• Planning |  |
| 5 Mathematics  
*Strand* Number and algebra/ *Sub-strand* Money and financial mathematics  
Create simple financial plans (ACMNA106) |  |
| Our big weekend adventure | Integrated Year 6  
Budget, plan, profit  
Year 5 Maths  
Let’s have a big day out | Year 5 | • Needs v wants  
• Budgeting  
• Planning |  |
| 5 Mathematics  
*Strand* Number and algebra/ *Sub-strand* Money and financial mathematics  
Create simple financial plans (ACMNA106) |  |
| Helping out | Year 4 Maths  
How much love can fit in a shoebox  
Integrated Year 6  
Budget, plan, profit | Year 4/5 | • Needs v wants  
• Budgeting  
• Planning  
• Charity/donation |  |
| 4 Mathematics  
*Strand* Number and algebra/ *Sub-strand* Money and financial mathematics  
Solve problems involving purchases and the calculation of change to the nearest five cents with and without digital technologies (ACMNA080) |  |
| 5 Mathematics  
*Strand* Number and algebra/ *Sub-strand* Money and financial mathematics  
Create simple financial plans (ACMNA106) |  |