

P01 · ADULT PRINT AND ACCESS INDEX

KS1 pupil materials

Use with the Pocket Money Adventures Four Lesson KS1 Economic Wellbeing Pack teacher guide. These pages support adult-led teaching for Years 1 and 2.

P02 to P04	Need, want and it depends sorting mats
P05 to P08	Lesson 1 story cards and separate reveals
P09 to P12	Lesson 2 sources, purposes, dilemmas and safety
P13 to P16	Routine, practice choices and the game payment issue
P17 to P20	Pupil enquiry, action, roles and review
P21 to P22	Large response sheets for reflection
P23 to P30	Vocabulary prompts, including right and money

Print only the pages needed

P02 to P30 contain pupil material only. Print A4 at actual size, single-sided, or display one page at a time. No cutting, masking or removal of teacher answers is required. P05 to P07 stay whole beside the mats: pupils point to a story and a mat, or place a counter on a mat. Reveal P08 only after the first reasons. Laminate reusable mats if useful.

Read aloud and model the meaning

Symbols support spoken words; they are not a communication system or independently tested Easy Read materials. Every story has a picture; read each story aloud with the mat symbols. Teach one at a time. Accept pointing, speech, drawing, signing, established AAC and adult scribing. Check each pupil's visual and sensory access. Reasoning, not reading, writing or tapping, is assessed. Use school-held materials and the teacher guide for assessment.

Routine and safe participation

Tap. Tap. Pause.[™]: pupils tap twice on the back of their own wrist, either wrist, take one breath, then ask whether the character needs it or wants it. A breath, pause card or agreed cue can replace tapping. Use the three steps exactly as printed on P13. Explore "what can't I get later" and "it depends" afterwards. The footer line names three purposes for money; it is not a rule, and any of the three may be none. All money stories are fictional. No real money, live app, payment details, family disclosures or pupil names are needed. Pupils may pass. Pocket Money Adventures does not collect completed pupil sheets; schools manage any local records.

Lesson 4 is a real enquiry

P17 to P20 leave the question, action and response open. Children may investigate shared resources, messages, privacy or another safe school concern. Agree the adult, permissions and review date. Repeat the same question or agreed observation to review the action. Record refusal, no change or a missing reply plainly. P15 and P16 are fictional rehearsal, not evidence of a school problem.



P02 · SORTING MAT



NEED

Something important for living, learning,
health or safety.

Which story fits here?

Point here or put a counter here.

I think this because...

P03 · SORTING MAT



WANT

Something we would like but can live without.

Which story fits here?

Point here or put a counter here.

I think this because...

P04 • SORTING MAT



IT DEPENDS

We need more information.

What else do we need to know?

Point here or put a counter here.

I think this because...

Coats and pencils

A Mina and the rain

Mina is going out in heavy rain. She has a warm jumper. She has no coat with her.

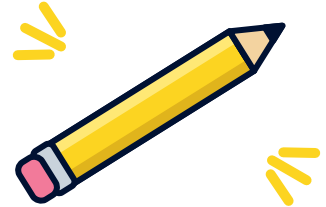
Is a coat a need, a want, or does it depend?



B Jay and the pencil

Jay has a pencil that works. He sees a glitter pencil he likes.

What matters when Jay chooses?



Point to a mat. Give a reason.

Drinks and birthday cards

C Ola and the drink

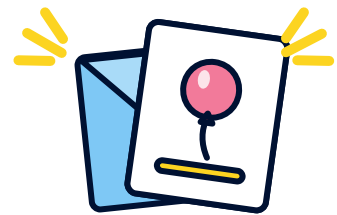
Ola needs a drink after PE. Water is there. A colourful drink is for sale too.



Which part is the need? Which part is the want?

D Sam and the card

Sam wants a birthday card for a friend. Sam could make a card or choose one from a shop.



Could two thoughtful choices be different?

Point to a mat. Give a reason.

Choices for a class

E Carrying the books

A class needs a bag to carry books to the library. Two bags have different prices.

What else should the class find out?



F A second football

Ravi sees a football. The class has one that works. Several children wait to use it.

What might help everyone take part?



Point to a mat. Give a reason.

P08 • LESSON 1 • REVEALS

More story information

A Mina

Mina can borrow a waterproof coat.

B Jay

Jay's working pencil is at home.

E The class bags

The cheaper bag cannot hold the books safely.

Keep or change your answer. Explain what matters now.

Where money came from



SOURCE means where the money in this story came from.

Work

An adult earns money by doing a job.

Gift

A character is given money as a gift.

Kept from before

A character received money earlier and kept it.

From an adult

An adult provides money and looks after it.

These can happen in stories. They do not happen to everyone.

P10 · LESSON 2 · PURPOSES

What the money is for



PURPOSE means what the character plans to do with the money.

Pay now

Pay for something now.

SAVE

To keep money for later.

Give or share

If the person chooses and an adult agrees.

Keep it safe

Keep money safe for a known purpose.

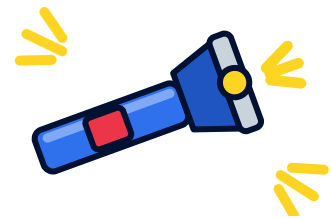
Money from one source can have different purposes.

P11 • LESSON 2 • MADE-UP STORIES

What could wait

Erin's choice

Erin has some coins for a book. A small torch could help on a camping trip next week. Erin cannot choose both now.



What else does Erin need to know?

Ben's choice

Ben has four coins. A new water bottle for a bus trip costs four. Stickers cost two. Ben cannot buy both.



**Could Ben borrow a safe bottle?
What could wait?**

P12 • LESSON 2

Money and staying safe

Money can be coins, notes or money held in an account.

An adult can pay from an account using a card or device.



Adult money stays with adults.



A screen asks for a card number or password. **Stop. Ask a trusted adult.** Keep these details private.

For the coins in the story



NOW

Use the coins now.

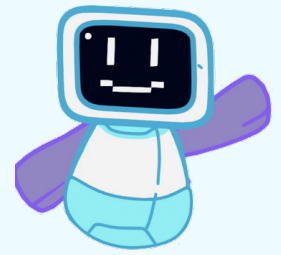


LATER

Keep the coins for later.

If they are used now, what could wait?

P13 • OUR THINKING ROUTINE



Tap. Tap. Pause.

Stop. Think. Choose.



1 Tap. Tap.

Tap twice on the back of your wrist.



2 Pause.

Take one breath. Stop and think.

3 Ask: need it, or want it?



Need it

Helps me live, learn or stay healthy.



Want it

Nice to have but I can wait.

AFTERWARDS, EXPLORE

If I get it now, what can't I get later? Or does it depend?

Prefer not to tap? Take a breath, touch a pause card, or use another cue you agree together.

P14 • LESSON 3 • MADE-UP STORIES

Think about the choice

Lee

Lee planned to save coins for a puzzle. A favourite snack is here today.



Noor

Noor sees a pen in a new colour. Noor already has a pen that works.



Tariq

Tariq needs a drink on a trip. Water is there. A branded drink costs more.



Use the routine. Give a reason. What could wait?

A celebration for everyone

The class plan

A class has a little money for a celebration.

Most children like one plan. Two children would not be able to join in.

Everyone must be able to take part.



How could the plan change?

What other plan could work?

Paying inside a game

Get a bright hat now!

In this made-up game it costs real money, but that is hard to see.

In some games, a saved adult card can pay. A screen does not always mean free.



Who should help children know?

Idea A

The game maker uses clear words: "This costs real money."

Idea B

An adult sets a check before a purchase can happen.

Could both help? What if a child cannot read the words? What if the check is not set up?

Children stop and ask a trusted adult.

P17 · LESSON 4 · FIND OUT FIRST

Our question

OUR ENQUIRY

**What is unfair, unsafe or unclear in our school,
and who could help change it?**

ASK ABOUT THE ISSUE. KEEP HOME MONEY PRIVATE.



NOTICE

What could be
better?



LISTEN

What do people
think?



DECIDE

Choose fairly.



ACT

Do the agreed
job.



CHECK

Did it help?

We want to find out...

We will ask or look at...

We found...

Did we find a real issue? What is still missing?

P18 • LESSON 4 • DECIDE TOGETHER

Our action and our reason

We could change how we share things, make a message clearer, or help another group. We may suggest another safe action.

We choose... because...

The adult who can help is...

We want to ask them...

We will know more when...

Hear different ideas. Keep everyone safe and included. Ask the adult before trying a change.

P19 · LESSON 4 · CHOOSE A ROLE

A part for everyone

Message

Explain what we want to change and why.

Example

Make up a choice that helps explain the issue.

Design

Draw, choose words, arrange the page or check it is easy to see.

Checking

Check it is fair, safe and keeps private things private.

Sharing

Help prepare or show our work. Speaking is a choice.

We can share jobs or swap roles. Point, draw, speak or ask for help.

P20 • LESSON 4 • REVIEW TOGETHER

Review our action

We did...

The adult or group told us...

Our check showed...

Next we could...



KEEP

Keep a part that helped.



CHANGE

Change one part to help more.

Ask the same question or look again in the same way. Say what happened, even if nothing changed or no one replied.

P21 · REFLECTION · USE A MADE-UP STORY

My choice and my reason

Speak, point, draw or ask someone to write your words. You may pass.

My choice...

My reason...

I used information from the story.

P22 · REFLECTION

My thinking after listening

You may keep or change your view. Speak, point, draw or use a scribe.

At first I thought...

I heard or found out...

Now I think... because...

P23 · VOCABULARY

Words we use



NEED

Something important for living, learning, health or safety.



WANT

Something we would like but can live without.

P24 • VOCABULARY

Words we use



IT DEPENDS

We need more information.



CHOICE

Deciding what to do when there is more than one option.

P25 • VOCABULARY

Words we use



PLAN

What the character decided earlier or wants to do later.



CONSEQUENCE

What may happen after a choice.

P26 · VOCABULARY

Words we use



PAUSE

A short stop to think before acting.



REASON

Why someone thinks or chooses something.

P27 · VOCABULARY

Words we use



VIEW

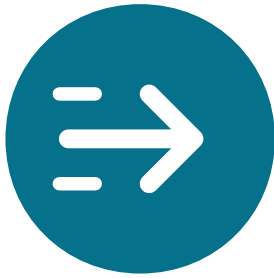
What a person thinks after considering information.



FAIR

Using agreed rules and hearing different people. Fair does not always mean everyone receives the same thing.

Words we use



ACTION

Something we do to help with an issue.



EVIDENCE

Information that helps us judge what happened.

P29 · VOCABULARY

Words we use



PRIVACY

Some information about a person or family is not for the class to ask for or share.



PASS

A safe choice not to speak or answer.

P30 • VOCABULARY

Words we use



RIGHT

Something every child is entitled to. Children have a right to be heard and a right to privacy.



MONEY

Money can be coins, notes or money held in an account.