



FINANCIAL LITERACY

CURRICULUM COHERENCE & TEACHING GUIDANCE

Purpose

Financial concepts and mathematical calculation do not always develop at the same point in the curriculum. Pupils can understand saving, affordability, taxation and borrowing before they are ready to perform all associated calculations. Maintain the intended SCARF financial learning while keeping numerical demands within mathematics pupils have already encountered; adapt numbers, representations or scaffolds rather than delaying the financial concept.

Internal teaching and curriculum-coherence guide. It complements the separate public-facing Provision of Financial Literacy overview.

Year	SCARF financial learning	Prerequisite / relevant maths	Potential sequencing or access issue	Teaching response
Nursery	• Shopping/role-play; early experience of using money in familiar contexts.	• Counting, comparing quantities and recognising that numbers represent amounts.	• No significant mismatch. Formal money calculation is not yet expected.	• Keep learning practical and conceptual. Use familiar counting/comparison and concrete role-play.
Reception	• Recognising, using, spending and saving money; keeping money safe.	• Secure early number sense: counting, comparison and composition.	• No significant mismatch. Financial vocabulary can develop before formal written money work.	• Use real/play coins and familiar quantities. Emphasise meaning and choices rather than written calculation.
Year 1	• Harold's Money; looking after money; values of notes/coins; saving.	• Unitising; recognising coins and notes; counting in coins - taught in the WRM Money sequence.	• SCARF may come before the explicit WRM Money block, so denominations and counting amounts may not yet be secure.	• Check the termly sequence. If SCARF comes first, use concrete coins, simple familiar values and teacher modelling; do not assume independent calculation.
Year 2	• Saving and spending; choices about money and essential/non-essential expenditure.	• Counting pounds/pence; making and comparing amounts; totals, differences and change.	• Broadly well aligned once WRM Money learning has been taught.	• Retrieve money knowledge during SCARF. Keep notation and methods consistent with current maths teaching.



CURRICULUM COHERENCE & TEACHING GUIDANCE — CONTINUED

Year	SCARF financial learning	Prerequisite / relevant maths	Potential sequencing or access issue	Teaching response
Year 3	Income, saving, spending, affordability and earning money.	Pounds/pence; conversion; addition/subtraction of money; change and practical problems.	Affordability can arise before the later WRM Money sequence. Complex budgets or unfamiliar decimal-money calculations could create an unintended barrier.	If needed, use whole-pound or familiar amounts. Teach affordability and income conceptually; adapt calculations rather than pre-teaching later maths.
Year 4	Expenses, taxation, deductions and understanding information such as a payslip.	Decimal notation for money; £/p conversion; comparing, estimating and calculating with money.	Clearest distinction needed between financial understanding and calculation. Tax/NI/VAT contexts can suggest percentage or decimal calculations beyond secure learning.	Teach tax, deductions and payslips conceptually. Do not require percentage deductions or unfamiliar decimal amounts unless prerequisite mathematics is secure.
Year 5	Spending wisely; lending, borrowing, credit/debt and interest.	Increasingly secure decimal and four-operation knowledge applied to contexts.	Generally aligned, but understanding interest does not require calculating percentage interest before that mathematics is secure.	Teach interest, borrowing and consequences conceptually first. Choose numerical examples that reinforce current maths rather than pre-empt later percentage work.
Year 6	Value, costs, saving, earnings, taxation and financial decision-making.	Four operations, decimals, fractions and percentages; multi-step reasoning.	Strong alignment. Main risk is unnecessary complexity from real-world tax or financial systems rather than a curriculum gap.	Use financial contexts to apply secure maths, including percentages where appropriate. Simplify technical tax rules so intended financial learning remains clear.

Whole-school teaching principle: Teach the financial concept at the appropriate age; keep required mathematics within pupils' taught mathematical repertoire. Adapt numerical demand or scaffolding when necessary, not the ambition of the financial learning.

Leadership note: Particular timing checks are useful in Years 1 and 3. Year 4 requires the most explicit separation between understanding taxation/deductions and independently calculating them. Review this guidance if the school's WRM or SCARF sequence changes.