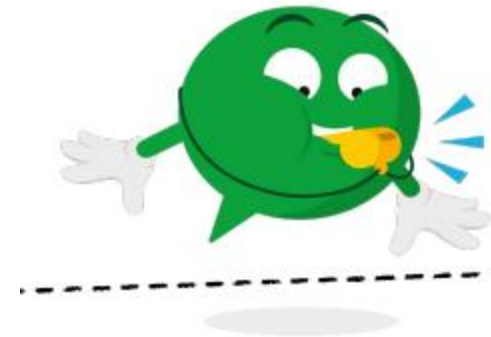




Number



Day



NSPCC

Number Day at St Aloysius 06/02/26

EYFS

Learning Objective: To understand the importance of money in our everyday lives

The children in Reception dressed in lots of different numbers for 'Number Day'. They were each asked to bring in some money and bought a cake from the cake stall. We talked about handling money and the different coins we have. Throughout the day we took part in lots of number themed activities. We set up our own shop in the classroom. We made 'Numberblocks' from 1 to 5. We played dominoes and some of us even made our own dominoes.

In the afternoon we went into the hall and played some number games. Our teachers shouted out a number and we needed to make a group matching that number. It was tricky at times but we had lots of fun.

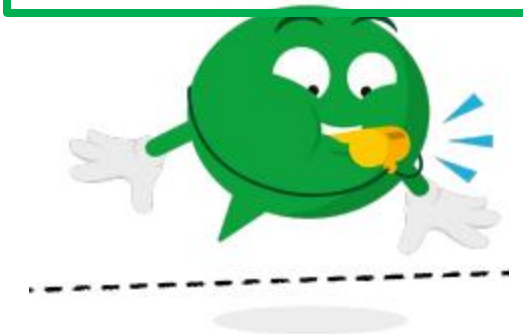


Pupil Voice

'I know that I need to use my money to buy a cake, you can't just take one' -Ethan

'I liked working as a team to play the number game, it was hard sometimes because not everyone had a group' - Alfie

'I made some dominoes, you have to match the same numbers' -Elsie



Number Day at St Aloysius

CH

Learning Objective: To develop fluency in number bonds to 10 and to follow and explain the rules of a board game.

The children in Year 1 and Year 2 were tasked with a secret mission by 'SpyBot'. The children had to crack the code by finding out the missing numbers which then represented a letter. This activity encouraged problem-solving, reasoning, and fluency with number facts.

For the second activity, pupils played a game of Snakes and Ladders. The board incorporated Numicon shapes to represent the numbers, allowing children to visualise and reinforce number recognition and quantity. As they moved around the board, they practised counting and recognising number patterns in a fun and interactive way.



Pupil Voice

"The missing number is 8. $2 + 8 = 10$."

"I think it must be 4 'cos you need that to make 10."

"When you roll the dice, you need to make sure you jump forwards."



Number Day at St Aloysius

Learning Objective: To recognise that payment can be made with either cash or card.

For Number Day, the children learned about paying with **cash** and **card**. We explored how cash requires us to **count out coins and notes** carefully to make the correct amount. We then compared this to using a **contactless card**, where money is transferred electronically from a bank account by tapping a card on a machine.

The children then enjoyed a **role-play shop**, taking on roles such as customers, shopkeepers, managers and stock assistants. Each customer chose whether to pay with cash or card and explained their reasons. Many enjoyed counting out coins, while others liked how quick and easy card payments were. This helped the children apply their maths skills in a fun, real-life context.

Photos



Pupil Voice

"I would pay by card because it is easier to just tap it on the machine"

"I think paying by cash is better because then you get to have notes and coins!"

"I enjoyed being the shopkeeper as I had to count the money and take payment"



JAB

Learning Objective: To recognise costs, wages and salaries based on a range of careers.

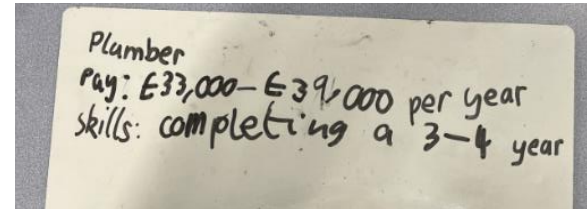
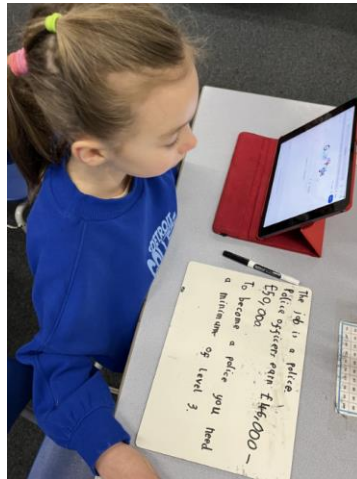
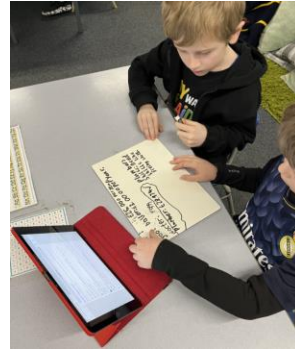
Following on from the links with careers day the classes discussed different careers and made estimates to how much these jobs/careers would pay.

Throughout this lesson the children used the IPADS to research figures and information of different careers to find the wage and salaries associated with these roles.

Within the lesson children used their understanding to also research different objects or items they might want to buy when they are in the working world - making links to the money we have, the money we spend and the wants/needs throughout our lives.

As well as this children spent a small amount of time within this lesson looking at different money and ways we could pay.

Photos



Pupil Voice

*"I did not realise how much some cars cost"
Harry.*

*"I wonder how much my teachers get paid?"
George.*

*"I liked to look at the notes because it is fun to pay with cash"
Francesca*



Number Day at St Aloysius

Learning Objective: To recognise needs vs wants when making decisions on spending money and when to save money.

Today the children took part in a fun shopping role-play to learn about money. They were given a set amount of coins and chose items to buy from the class shop, deciding between needs and wants. The children used counting and simple addition to check prices and manage their money. After shopping, different real-life scenarios were introduced and the children reflected on whether their purchases helped them. They were able to decide whether their purchase was a need or a want. We discussed spending versus saving and considered how different choices affect outcomes. Through discussion and problem solving the children were able to identify financial needs and wants and make sensible money decisions.

Photos

The photos show children participating in a shopping role-play. They are using coins and item cards to make purchases. One photo shows a child's hand holding a coin over a price tag. Another photo shows a child counting coins. The shop sign lists various items and their prices.

Item	Price
Fluggie	5p
Socks	8p
Milk	6p
Bodywash	6p
Toy Cars	4p
Toy	4p
Smoothie	4p
Band-Aid	6p
Recorder	5p
Toothbrush	8p
Band	8p

Needs: Milk 6p, Smoothie 4p, 10p

Wants: Mini Eggs, Nintendo Switch, Toy Cars, Soccer Ball, Game Boy Advance, Game Boy Advance SP, Game Boy Advance 2G, Game Boy Advance 3G, Game Boy Advance 4G, Game Boy Advance 5G, Game Boy Advance 6G, Game Boy Advance 7G, Game Boy Advance 8G, Game Boy Advance 9G, Game Boy Advance 10G, Game Boy Advance 11G, Game Boy Advance 12G, Game Boy Advance 13G, Game Boy Advance 14G, Game Boy Advance 15G, Game Boy Advance 16G, Game Boy Advance 17G, Game Boy Advance 18G, Game Boy Advance 19G, Game Boy Advance 20G, Game Boy Advance 21G, Game Boy Advance 22G, Game Boy Advance 23G, Game Boy Advance 24G, Game Boy Advance 25G, Game Boy Advance 26G, Game Boy Advance 27G, Game Boy Advance 28G, Game Boy Advance 29G, Game Boy Advance 30G, Game Boy Advance 31G, Game Boy Advance 32G, Game Boy Advance 33G, Game Boy Advance 34G, Game Boy Advance 35G, Game Boy Advance 36G, Game Boy Advance 37G, Game Boy Advance 38G, Game Boy Advance 39G, Game Boy Advance 40G, Game Boy Advance 41G, Game Boy Advance 42G, Game Boy Advance 43G, Game Boy Advance 44G, Game Boy Advance 45G, Game Boy Advance 46G, Game Boy Advance 47G, Game Boy Advance 48G, Game Boy Advance 49G, Game Boy Advance 50G, Game Boy Advance 51G, Game Boy Advance 52G, Game Boy Advance 53G, Game Boy Advance 54G, Game Boy Advance 55G, Game Boy Advance 56G, Game Boy Advance 57G, Game Boy Advance 58G, Game Boy Advance 59G, Game Boy Advance 60G, Game Boy Advance 61G, Game Boy Advance 62G, Game Boy Advance 63G, Game Boy Advance 64G, Game Boy Advance 65G, Game Boy Advance 66G, Game Boy Advance 67G, Game Boy Advance 68G, Game Boy Advance 69G, Game Boy Advance 70G, Game Boy Advance 71G, Game Boy Advance 72G, Game Boy Advance 73G, Game Boy Advance 74G, Game Boy Advance 75G, Game Boy Advance 76G, Game Boy Advance 77G, Game Boy Advance 78G, Game Boy Advance 79G, Game Boy Advance 80G, Game Boy Advance 81G, Game Boy Advance 82G, Game Boy Advance 83G, Game Boy Advance 84G, Game Boy Advance 85G, Game Boy Advance 86G, Game Boy Advance 87G, Game Boy Advance 88G, Game Boy Advance 89G, Game Boy Advance 90G, Game Boy Advance 91G, Game Boy Advance 92G, Game Boy Advance 93G, Game Boy Advance 94G, Game Boy Advance 95G, Game Boy Advance 96G, Game Boy Advance 97G, Game Boy Advance 98G, Game Boy Advance 99G, Game Boy Advance 100G

Pupil Voice

"A switch is nice to have but we don't need it, it is not essential for us to survive" - Gracie Year 2

"I bought essentials at the St Aloysius shop, I can save my money to buy things that I want later like a toy." - Harry B Year 2



Learning Objective: To consider the advantages and disadvantages of using card vs cash

In Year 3 and 4 we have been considering **advantages** and **disadvantages** of using card versus using cash to **pay** for goods and services. During this session we were able to:

- Know the difference between cash and card
- Understand how people use money to buy things
- Choose the right way to pay in different situations
- Play 'shopping' using cash and card.

We know that **money** comes in two forms – **cash** (coins and notes) which is tangible and we carry it in our purse, wallet or pocket and **card** which is a small piece of plastic with an electronic chip that transfers money direct from our bank account.

We discussed the convenience and speed of using card rather than cash, especially when spending large amounts of money. However, we also considered the safety aspects and how we must ensure our card and PIN number are always stored safely.

We talked about situations when cash might be more suitable, small shops, school fayre, spending smaller amounts of money.

Finally, we played a shopping game, using both cash and card to pay for the items on our shopping list.



Pupil Voice

I enjoyed playing the shop, it was really fun getting to play using cash and card.

I enjoyed learning about the importance of not wasting money on things you don't need.

I enjoyed learning about the different coins.

I found out about saving my money up for things that I need.



KL

Learning Objective: To use our number knowledge to work through problems and cryptic clues.

Year 3 and 4 used their number knowledge of **addition**, **subtraction**, **multiplication** and **division** to work through clues and cryptic patterns to solve a mystery!

We used the resources to explore the clues and information, using our **reasoning** skills to make deductions. The children looked for **number patterns**, finding what the correlation between each number was. They found the missing number to reveal secret codes which would lead them to the next mathematical code.

Photos

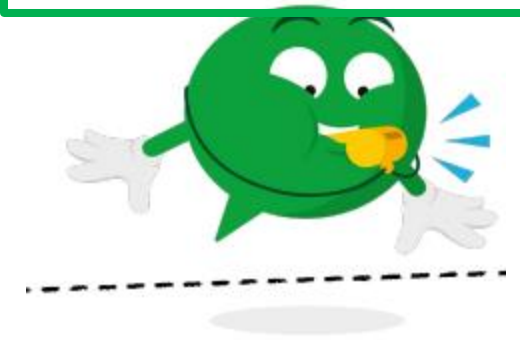


Pupil Voice

I enjoyed working through the different clues.

I enjoyed finding out who stole the trophy.

I liked working with my friends.



Number Day at St Aloysius

Learning Objective: To understand and explain the difference between good debt and bad debt.

Our learning objective was to understand and explain the difference between **good debt and bad debt**. The children explored key money vocabulary including *borrow*, *debt*, *interest* and *invest*, matching definitions and discussing what each word means in real life.

We then looked at how interest works. Pupils learned that when you borrow money, you must pay back the amount borrowed **plus extra money**, called interest. They solved problems to calculate how much would be repaid and discussed why borrowing can sometimes make things more expensive.

The class had thoughtful discussions about when borrowing might be a smart choice and when it might not be. It was wonderful to see such mature thinking and great mathematical reasoning!

A fantastic Number Day filled with real-life learning and brilliant engagement from everyone. 🌟

Good Debt vs Bad Debt

Task 1: Key Money Words

Let's check if you remember the key words we learned today. Match the definition on the left to the correct word in the box.

Word Bank: Interest, Debt, Borrow, Invest

Definition	Word
1. Taking money now with a promise to give it back later.	borrow
2. The money you owe to someone else.	debt
3. The extra money you must pay back to the bank for borrowing.	interest
4. Using money to buy things that will help you grow or earn more later.	invest

Task 2: Understanding Interest

When we borrow money from a bank, it says that we have to pay back the amount we borrowed plus a little bit extra. This extra money is called interest.

Example: If you borrow £20 and the interest is £2, you must pay back £22.

1. If Alice borrows £8 from the bank and has to pay £1 interest, how much must Alice pay back in total?

2. Why does borrowing money make things more expensive?

3. Before you have to pay interest (extra money), it's because the shop raises the price. It doesn't make things more expensive.

Task 3: Smart Choices

Fill in the blanks to complete the summary of our lesson.

Word Bank: Interest, value, save, cost

Debt is money we owe. Good debt is when we borrow for things that grow in value, like a house or important job. Bad debt is borrowing for fun things instead of borrowing for toys. It is much smarter to use your pocket money. This way you don't have to pay interest to the bank!

What is one thing you really want right now that you should think for instead of borrowing money?

I want to go to the bank and get a loan for my camera. I think it's a good idea.

BOLT Meet Money-Wise Maya!

Maya is a student just like you. She wants to be a professional photographer when she grows up. She has saved £50, but the camera she needs for her classes costs £150. Maya is thinking about borrowing the £100 from her parents.

Think about Maya's situation, her goals, and what we have learned about debt to answer the questions below.

1. Do you think Maya's debt would be 'good debt' or 'bad debt'? Explain why using what you know about her future goals.

I think it is good debt because Maya wants to be a professional in the future.

BOLT Meet Money-Wise Maya!

Maya is a student just like you. She wants to be a professional photographer when she grows up. She has saved £50, but the camera she needs for her classes costs £150. Maya is thinking about borrowing the £100 from her parents.

Think about Maya's situation, her goals, and what we have learned about debt to answer the questions below.

1. Do you think Maya's debt would be 'good debt' or 'bad debt'? Explain why using what you know about her future goals.

I think it's good debt because Maya wants to be a professional in the future.

Pupil Voice:

"I think debt can be good or bad but it matters what you use it for. It might be worth paying the interest for a house."

"Debt isn't good for things like toys. You should try to save your money instead."

"Interest is the extra money you have to pay back if you borrow."



Learning Objective: To understand how work, salaries and spending fit together.

Pupil Voice

"Parents who go to work get a salary every month and they use it to pay the rent and buy nice things."

"A budget help people to plan their spendings."


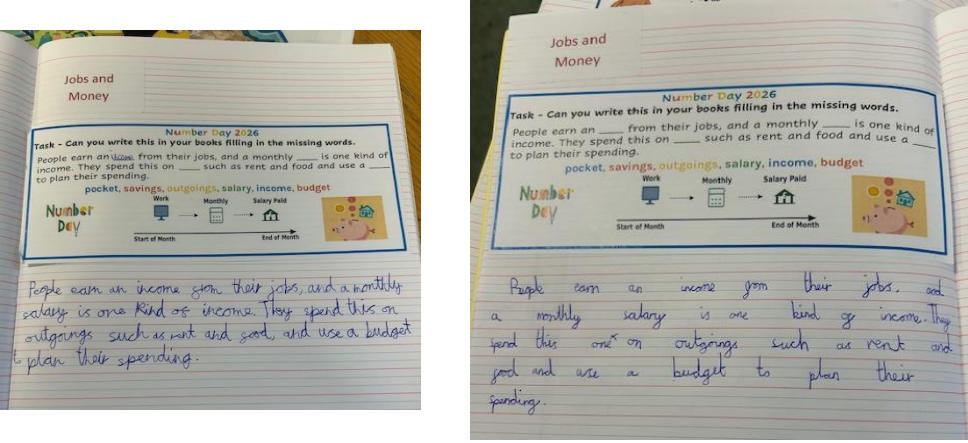
"We don't get a salary like our grownups, but we do have money from Christmas and birthdays that help us to buy things we want."

Info

The children explored the wide range of jobs that exist in society, including both paid and unpaid roles. They discussed different jobs they might like to do in the future and how these jobs help people to earn money. Through discussion, the children developed an understanding of why some jobs are paid more than others, considering factors such as skills, training and responsibility.

Working collaboratively in groups, the children took part in a practical activity to deepen their understanding of how work, salaries and spending are connected. Using play money and labelled envelopes, they were given a £100 salary and worked together to decide how this money should be allocated to different outgoings, such as food, bills and savings. This activity helped them to apply their understanding of earning and spending money in a real-life context.

Photos

The notebook pages contain the following text:

Jobs and Money

Number Day 2026

Task - Can you write this in your books filling in the missing words.

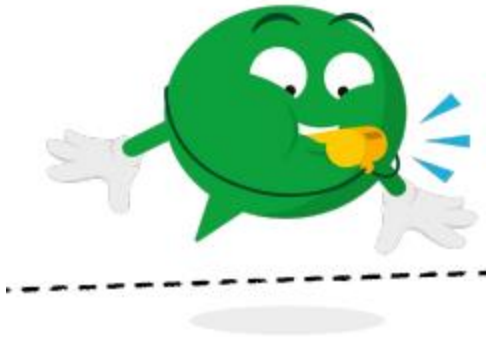
People earn an income from their jobs, and a monthly salary is one kind of income. They spend this on outgoings such as rent and food and use a budget to plan their spending.

pocket, savings, outgoings, salary, income, budget

Diagram: Work → Monthly → Salary Paid

Timeline: Start of Month → End of Month

Handwritten notes: "People earn an income from their jobs, and a monthly salary is one kind of income. They spend this on outgoings such as rent and food, and use a budget to plan their spending."



Learning Objective: To recognise the link between jobs and finances.

Today the children learned about different jobs available within society. We learned about how to become qualified to apply for certain jobs and then talked about the finances relating to them. We then each thought about a job we would love to do when we grow up. The children then created a poster where they drew themselves working their dream job but also creating a realistic financial plan. Using the salary given from each job, the children then created a plan of their incomings and outgoings. This gave the children an opportunity to learn about the reality of financial planning and payments to consider such as taxes.

Photos



Pupil Voice

'I didn't realise how many things we have to pay for as adults'

'I now know I will have to get a degree to become a vet'

'I already don't like paying tax'



SK

Learning Objective: To use problem-solving and reasoning skills to solve maths challenges and crack hidden codes.

During Number Day, children in UKS2 took part in an exciting code-breaking challenge. Working in teams, they solved a variety of mathematical problems to uncover numbers that formed secret codes. Each correct answer helped them unlock the next clue, gradually revealing hidden messages. The activity encouraged pupils to apply their reasoning, problem-solving and teamwork skills while developing confidence with numbers. There was a real buzz in the classroom as groups discussed strategies and checked their calculations carefully. The challenge kept everyone engaged and motivated, and the children were thrilled when they successfully cracked the codes and discovered the final messages hidden within the puzzles.

Photos



Pupil Voice

"It was really fun working in teams."

"We were happy when we worked out the code and could write out the hidden message."

"This maths was fun!"



Number Day at St Aloysius

SM

Learning Objective: To analyse different purchasing scenarios and decide whether cash or card would be the most appropriate payment method.

During the lesson, pupils learned about the difference between paying with cash and using a card. They explored how people use money to buy goods and services in everyday life. Pupils discussed different situations and practised deciding whether cash or a card would be the most suitable way to pay. As part of the lesson, they took part in a “shopping” role-play activity where they used both cash and cards to buy items. This helped them understand how payments work in real-life situations. At the end of the lesson, pupils shared their opinions about which payment method they preferred and explained their reasons for their choice.

Photos:



Pupil Voice:

"My favourite part was paying with cash because I had to count my money."

"Using cash helped me understand how money works in a shop."

"I liked comparing cash and card payments because it made me think about which one is better in different situations."



Number Day at St Aloysius

Learning Objective: To understand what debt is and the difference between good debt and bad debt.

Within this session, the children began learning about what debt is and the impact it can have on people.

After learning the basics of debt, we started to look at the difference between good debt and bad debt and how this can affect us in life.

We shared examples of good debt and how this can positively impact your job prospects and your future before exploring bad debt and how this drains your financial state and your mental health.

Photos



Pupil Voice

I enjoyed being in control of a budget.

I can now see how easy it would be to get bad debt.

I now know that you have to work within your means and try not to get into bad debt.

