Financial literacy has been popular in the global world, is a new field in mathematics education. It rises in education and is carried out in PISA since 2012. The study aims to review mathematics curriculums of Ontario and Turkey from financial literacy perspective. In these curriculums, it is analysed whether or not financial knowledge and skills are included in the mathematical contents. Findings reveal that the curriculum of Ontario has financial literacy knowledge, skills, and behaviours shown in real situations while the curriculum of Turkey includes related financial concepts such as money, shopping and percentage without touching the financial literacy theme. Mathematical literacy and financial literacy have a large set of intersections. So financial literacy should be further studied in mathematics education. Also, mathematics curriculums should be handled focusing on real life situations within the frameworks of them.