The aim of the study is to analyse the position of financial literacy that increases its popularity in the worldwide in the mathematics curriculums of Turkey. Thus, the mathematics curriculums of elementary and secondary school emerged after 2005 are analysed. In this process, there are three main development points: 2005, 2013, 2017. The curriculums are analysed by domains declared in literacy analysing of Programme for International Student Assessment (PISA), by the initiatives of various countries which carried out related works, and by the framework of financial literacy. These situations are important for people and their families. Recently, The theme of financial literacy has been noticed in the education area. Financial literacy education initiatives and awareness working are carried out in developed and developing countries by leading The Organisation for Economic Cooperation and Development (OECD). The theme of financial literacy has been a fundamental factor in curriculums some countries such as Australia, Canada, The United Kingdom, and The United States. In Turkey, the head “Conscious Consumption Aritmetry” is added to mathematics curriculums in 2009, and the theme of financial literacy is declared in the curriculums in 2017. The mathematics curriculums of elementary and secondary school published in 2005 include financial knowledge & skills, and relationships between mathematical and financial concepts implicitly. But its position has reduced in the new curriculums in years. In elementary level, the head “our money” is included all of them although the head “Conscious Consumption Aritmetry” has been handled at various levels. In Turkey, the theme of financial literacy should be integrated into related curriculums like mathematics. So, firstly an educational policy should be occurred intended for financial literacy and the curriculums should be revised according to financial literacy.

**Keywords**: Financial literacy; mathematical literacy; curriculums; mathematics education, PISA