Financial literacy has been popular in the global world, is a new field in mathematics education. The study, designed as a document review, 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. This is why the interaction between mathematical literacy and financial literacy is mentioned in the study. The analysis is presented using elements of mathematical content, one of the domains of mathematical literacy, declared in PISA, and by elementary level and secondary level. 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.