MONEY LESSON 3

SWE find quicker ways of counting, e.g, using times tables.

SW able to total more coins/notes and reason who has more money.

MW be able to differentiate between pounds and pence and add them separately.

AW use money practically and recognise the value of each pound coin and note.

RECALL

Count the money in each purse.

[   ] p

[   ] p

[   ] p

[   ] p

Ron thinks he has £13

Is he correct?
Explain your answer.

Use your whiteboard to help you. Circle the numbers and spot the pattern.

What do you notice about the sequences? What is the link to money? Can you create your own sequence?

TO RECOGNISE AND USE MONEY IN POUNDS AND PENCE

Date Learning ladder ref

GUIDED PRACTICE

Sara has saved this amount of money.

How much has she saved?

How can we count it accurately? What can we do with the notes and the coins?

Separate the money into pounds and pence first!
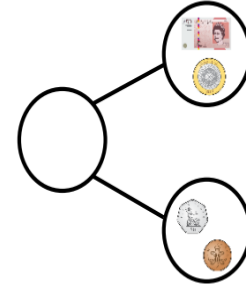
INTELLIGENT PRACTICE

How much money is there altogether?

There is £____ and ____p.

Complete the part-whole model.

What's the same and what's different about the parts?

Fill in the gaps to make the statements correct.
- £10 + £5 + 50 p = £____ and ____p
- £20 + £2 + 10 p + 10 p + 2 p = £____ and ____p
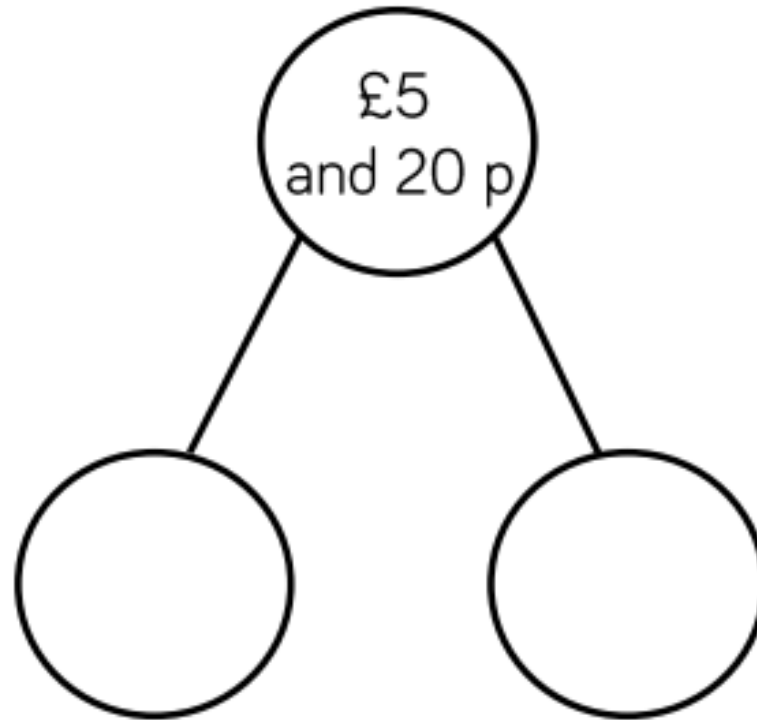- £5 + £___ + 50 p + 20 p + 20 p + 1 p = £10 and ____p

Check the value of each coin and note! Separate the money into pounds and pence first.

What is the difference between £25 and 25p? Can you prove which one is more?

DIVE DEEPER

How many ways can you complete the part-whole model by drawing money?

How can you make £5? How can you make 20p? Do it practically and separate it into each part.

What if it was £10 and 20p? How might that change the amounts?

DIVE DEEPER

Look at the value of each coin?

Can you set your own challenge for your partner?