

MONEY LESSON 1

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

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

MW be able to total a small amount of money and say which value is greater.

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



RECALL

Can you complete these number sequences?

2, 4, 6,

5, 10, 15,

10, 20, 30,

24, 22, 20,

75, 70, 65,

80, 70, 60,

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 PENCE

Date Learning ladder ref

GUIDED PRACTICE



How much money is in tray A?

How much money is in tray B?

How much money is in tray C?

Which tray has the most/least?

Use your 100 square to help you, count on.

What is the difference between coins and value? For example: All the trays have 6 coins, why do they not have the same value?



INTELLIGENT PRACTICE



 = ___ p

 = ___ p

 = ___ p

___ p = 

___ p = 



Take 5 coins from the tray. Can you add them together to make a total? Draw them in your book.

Use <, > or = to compare the money.



Check the value of each coin!

I have 5 coins in my hand. What total could I have? How do you know? What's the most I could have? What is the least I could have?



DIVE DEEPER

Jack selects four of these coins.



He can use the coins more than once.

What total could he make?

What is the lowest total?

What is the greatest total?

Draw coins to make the statements correct.



Use the practical resources to help you.



Can you create your own problem about money?