Old Town Infant School and Nursery

Coastal Learning PARTNERSHIP

MATHS MEDIUM TERM PLANNING

Year 1 – Money (Approximately 1 week)	
Objectives from Progression Document	**recognise and know the value of different denominations of coins and notes**
Previous Learning	**begin to use everyday language related to money in role play**
Vocabulary	price, cost, buy, sell, spend, spent, pay, change, costs more, costs less, cheaper, costs the same as
Key fact(s)	To know that in Britain we pay in pounds and pence To know that in Britain we use coins and notes
Number facts for fluency	Bonds within 20, with coins, e.g. 10p+1p=11p; 10p+2p=12p
DfE Ready to Progress Guidance Pages https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf	No specific section on money however, page 30 uses money to support a task
NCETM Ready to Progress Exemplification https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	Not Applicable
Problem Solving and Reasoning Skills Objectives	check the answer in the context of the problem to be sure it makes sense
Pre-assessment	EYFS - begin to use everyday language related to money in role play

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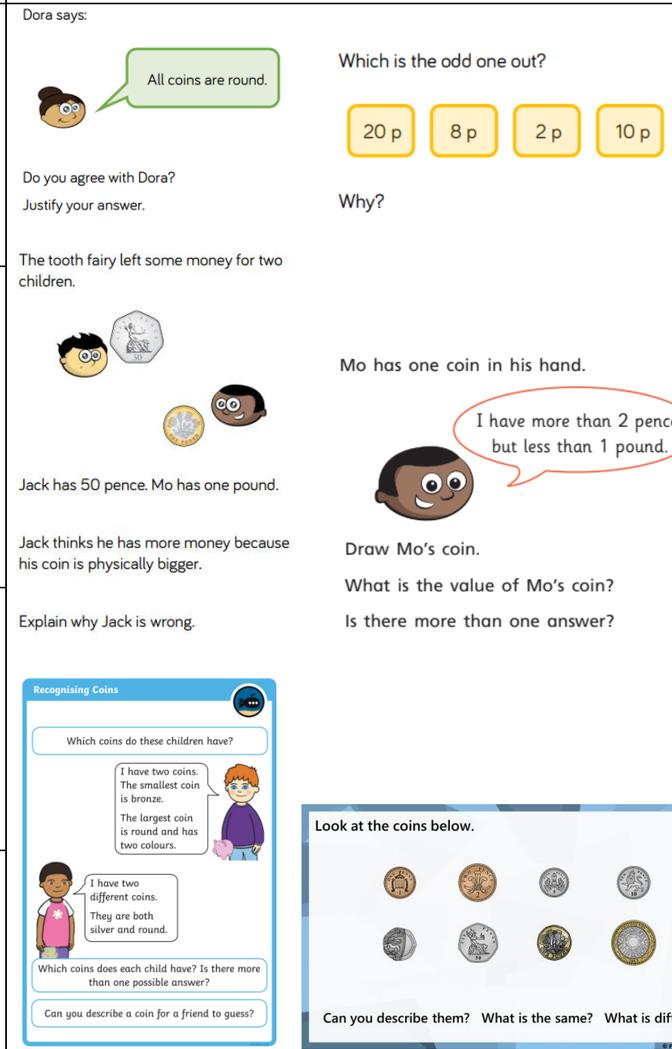
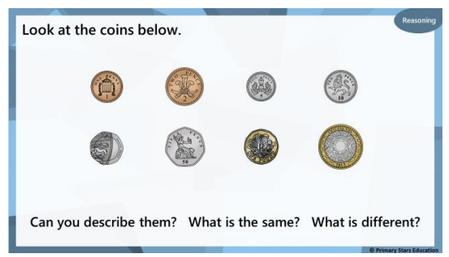
Sequence of Learning						
White Rose Small Steps	**Learning Intention**	**Key Questions**	**Sentence Stems**	**Problem-solving links**	**Comments**	**Extension and Greater Depth Opportunities**
Unitising	To represent amounts using pre-money counters.	How many dots are there on the counter? What is the value of the counter? How can you use counters to represent the value of the coin? How can you use coins to match the value of your counters? What is the same? What is different? What do you notice?	There are ___ dots. The counter has a value of ___. The ___ has a value of ___ This is a ___ pence coin. It has a value of ___.	N-Rich Five coins N-Rich The puzzling sweet shop	This lesson supports children to then understand that the value of coins is independent of size, shape, mass or colour. The focus is identifying the value of different counters and beginning to transfer that understanding to coins	
Recognise coins	**To recognise the value of British coins.**	What is the value of the coin? How do you know? What is the same and what is different about the coins? Which coin has the greater value? How do you know? What other coins have the same value as one pence ___ coin? How have you sorted your coins? How can you order the coins?	There are ___ 1 pence coins. The total value is ___. This is a ___ pence coin. It has the same value as ___ 1 pence coins. I know that these coins are pounds/pence because…		Discuss equivalence, showing children that a 20p coin is equivalent to twenty 1p coins and also two 10p coins. This helps them to see why we unitise and use coins with different values rather than using single pennies for everything. Once children are confident with recognising pence, introduce the £1 and £2 coins	
Recognise notes	**To recognise the value of British notes.**	What is this note? What is the same about each note? What is different about each note? Which note has the highest value? How do you know? Which note has the lowest value? How do you know? How many ____ pound notes are equal to a ____ pound note?	One ___ pound note is equal to ___ pound notes/coins. I know that a ___ pound note has a higher value than a ___ pound note because... A ___ pound note has the same value as ___ 1 pound coins.		Children use their understanding of place value to compare the value of different notes.	
Count in coins	To count coins to find a total amount.	How can you count in 2s, 5s or 10s? How many coins are there? What is the value of each coin? What is the total amount? How can you use "greater than", "less than" or "equal to" to compare each set of coins?	The value of each coin is ___ pence, so I need to count in ___s. There are ___ coins. Each coin has a value of ___ pence. The total amount is ___ pence.		In this step, they use their knowledge of the values of coins to solve problems by counting in 2s, 5s and 10s.	

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Teddy is given one  for Christmas.

Eva is given two 

Teddy

I got more than you did because my number is bigger.

I got more than you did because I got two notes.

Eva

Who is correct?

Explain your reasoning.

Jack, Rosie and Amir each have some money in their pockets.

Jack and Amir both have coins and Rosie has a note.

I have more money than Rosie.

Amir

I have less money than Rosie.

Jack

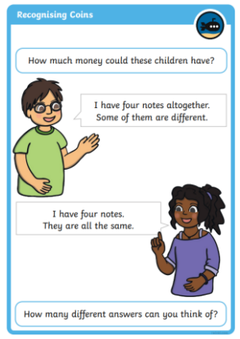
What note could Rosie have?

Kim has some money.

I have a 30 pound note.

Do you agree with Kim?

Talk about your answer.



There are double the amount of coins with even values than coins with odd values.

Investigate this for coins below £1.

Always, sometimes, never

Money in notes is worth more than money in coins.

Who has the most money? Explain how you know.

Mo	Kat
	

Tommy's piggy bank is full of 2 pence pieces, 5 pence pieces and 10 pence pieces.

Using one type of coin at a time, how can he make 30 p?

Alex has 2 silver coins.

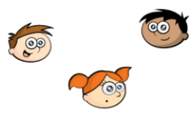
Teddy has 5 bronze coins.

Amir has 1 silver coin.

They all have the same amount of money.

Which coins do they each have?

Collect or draw the coins to prove it.



Are there any other amounts that this works for?

Sam has some 2p coins.

I have 11 pence.

Do you agree with Sam?

Talk about your answer.

Ron has nine 2p coins.

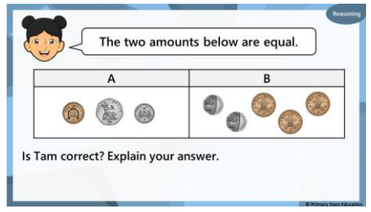
Jo has three silver coins.

I must have more money because I have more coins.

Ron

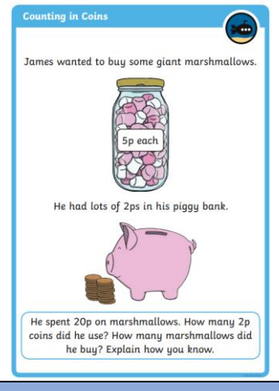
Do you agree with Ron?

Talk about your answer.



How many different ways can you make 5p?
List all the combinations.

What other coins can you use to make 5p, 10p, 20p



If you find the total of three different coins they will always give an odd total.

Always, sometimes or never?

List the fewest amount of coins you can use to make the following amounts?

66p | 49p | £1 and 8p

Post-assessment:	WRH Measurement money exit task – snip relevant parts	