Old Town Infant School and Nursery

Coastal Learning PARTNERSHIP

MATHS MEDIUM TERM PLANNING

Year 2 – Money (Approximately 2 weeks)	
Objectives from Progression Document	**recognise and use symbols for pounds (£) and pence (p)** **combine amounts to make a particular value** **find different combinations of coins that equal the same amounts of money** **solve simple problems in a practical context involving addition of money of the same unit** **solve simple problems in a practical context involving subtraction of money of the same unit, including giving change**
Previous Learning	**Recognise and know the value of different denominations of coins and notes**
Vocabulary	price, cost, buy, sell, spend, spent, pay, change, costs more, costs less, cheaper, costs the same as (Y1 revisit)
Key fact(s)	To know that there are 100p in £1 To know that subtraction can be used to calculate the amount of change
Number facts for fluency	All multiplication and division facts for 5x
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	*Whilst these do not specifically refer to money, activities during this unit can be used to assess children meeting these RTP criteria; as well as supporting children to meet these criteria.* **2AS-2** Solve comparative addition and difference problems pages 20 - 22 **2AS-3** Add and subtract within 100 – part 1 pages 23 - 26 **2AS-4** Add and subtract within 100 – part 2 pages 27 - 29
NCETM Ready to Progress Exemplification https://www.ncetm.org.uk/classroom-resources/exemplification-of-ready-to-progress-criteria/	**2AS – 2** Solve comparative addition and difference problems **2AS – 3** Add and subtract within 100 – part 1 **2AS – 4** Add and subtract within 100 – part 2
Problem Solving and Reasoning Skills Objectives	begin to work systematically
Pre-assessment:	Year 1 money – recognise and know the values of different coins and notes

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Sequence of Learning						
White Rose Small Steps	**Learning Intention**	**Key Questions**	**Sentence Stems**	**Comments**	**Problem-solving links**	**Extension and Greater Depth Opportunities**
Count Money – pence	To total sets of coins, all under £1	What is this coin worth? Which coin is worth more? How many are there? What is the total value of 1p/2p/5p/10p coins? How does counting in 2s help you to count in 20s? How much money is there altogether? Which coins did you count first?	There are___ ____ p coins. The total value of the coins is ____p. There are _____ ____ p coins and ____ _____ p coins. The total value of the coins is _____ p.	Children may need a quick recap of the denominations of coins from their Year 1 learning – link to pre-assessment. Children may think the bigger coin is worth more e.g. 2p and 5p Children may just count the coins not their value.	Money Bags (maths.org) Low threshold task. Systematic. Different ways of recording. The Puzzling Sweet Shop (maths.org) Exploring 4 operations. Finding all possibilities, systematic.	 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?  Make 50 p three ways using the coins below. You can use the coins more than once. How many ways can you make 10 p using only copper coins? Did you use a strategy? Here is a shopping list. • I spend exactly 50 p. Which two items did I buy? • I bought two of the same item and it cost me 90 p. What was the item? • Choose two items. How many different amounts can you make? • What is the closest you can get to 65 p?  I have 57 p. Whitney I have 2 silver coins and 1 bronze coin. Mo What could Mo have? Work out the difference between the amounts. How many different answers can you find?
Count Money – pounds (notes and coins)	To total sets of pounds including coins and notes	What is this coin/note worth? Which coin/note is worth more? How many are there? What is the total value of £1/£2 coins? What is the total value of £5/£10/£20/£50 notes? How much money is there altogether? Which did you count first?	There are ____ ____ coins/notes. The total value is £_____ There are ____ _____ coins/notes and ____ ____coins/notes. The total value is £_____	To have success in this small step, children should be able to count in 1s, 2s, 5s and 10s. Children will need to count mixed coins/notes as well Children may forget to use the £ symbol Children may simply count the number of notes/coins rather than consider the value		
Count money – pounds and pence	**To total sets of pounds and pence including coins and notes**	What is this coin/note worth? Which coin/note is worth more? What is the total value of £ notes/coins? What is the total value of p coins? How much money is there altogether?	There are ____ £____ coins/notes. The total value of the coins/notes is £_____ There are____ ____ p coins. The total value of the coins is _____p. There is £____ and ____p altogether	Children should represent the total using £____ and ____p rather than £__.___ Children may mix up pounds and pence Children may count the number of coins/notes rather than consider the value of the coins		
Choose notes and coins	To make amounts of money from sets of coins	How much money do you need? How much money have you got? How much more money do you need? How do you know you have made ___? Can you find another way to make the same amount? Does it matter if you count the pounds or pence first? Does swapping___ for ____ change the total?	There are ____ £____ notes/coins. There are____ _____p coins. There is £_____ and _____p in total.	Children may confuse pounds and pence Children may confuse notation of pounds and pence Children may select the number of coins rather than consider the value e.g. say 3p rather than 2p and 1p Children could be challenged be putting in limitations e.g. choose three coins that have a total of 25p.		
Make the same amount	**To make the same amount of money in different ways**	Can you make the same amount a different way? How do you know the amount is the same? What can you swap a £20 note for to keep the amount the same? Can you swap any notes/coins to make the same amount? What is the fewest number of coins you can use to make ____?	One £___ note is worth the same as two £____ notes. One £____ coin is worth the same as two £____ coins. One ___is worth the same as ____ I know the amount is the same because …	When swapping coins for other with the same value, children may not remove the coin they are swapping so they no longer have the correct amount		
Compare amounts of money (NPV 2)	**To compare amounts of money, finding amounts more or less and using >, < and =**	Which is worth more, £1 or 1p? How do you know? How much money is there? If the number of pounds is the same, what can you compare? If the number of pence is the same, what can you compare? Which amount is the greatest/smallest? How do you know?	£3 and ___p is greater than £3 and ___p because … £___ and 20p is less than £____ and 20p because … I know that £___ and ____p is greater/less than £____ and ____p because ...	Children compare amounts of money that are made up of both pounds and pence, but they only need to focus on one of these, as the other will be the same. For example, they may compare £3 and 20p with £3 and 60p, where £3 is the constant, or compare £4 and 50p with £7 and 50p, where 50p is the constant. They should recognise that since one part is the same, they can just compare the other	Five Coins (maths.org) Addition and subtraction. Finding all possibilities, recording. Money Line-up (maths.org)	

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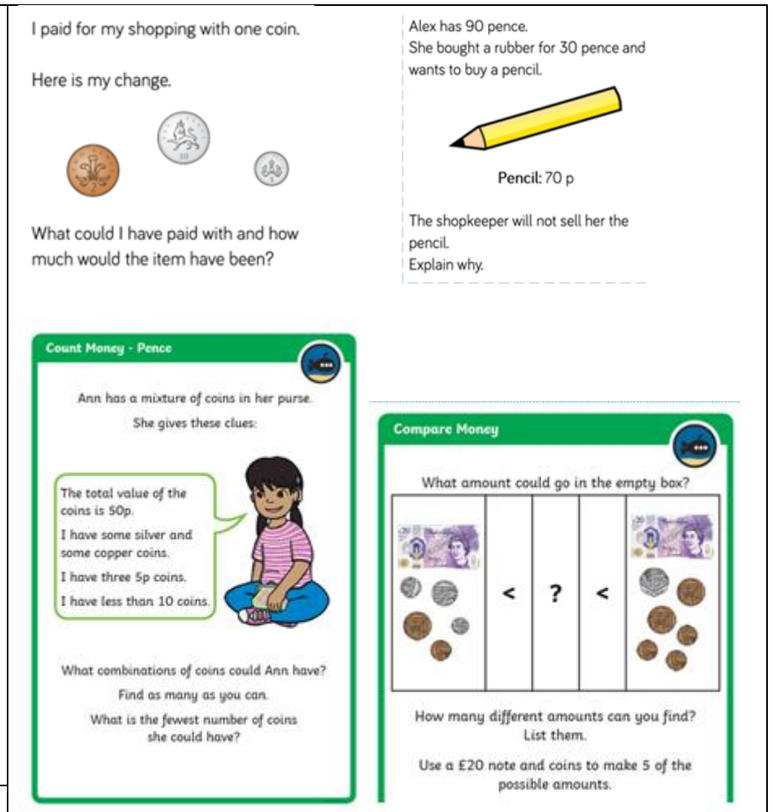
		Who has the least/most money? How do you know?		It is important that children know that £1 is worth more than 1p, so if they compare £3 with 3p, then they know that £3 is worth more.	(Game, but needs to be converted to our currency.) Consolidates calculating with money. Teacher Assessment Framework Exemplification – Greengrocer's Shop pg. 22	
Calculate with money (2AS 2) (2AS 4)	**To solve calculations by adding amounts and finding the difference**	What does "total" mean? What does "difference" mean? How many pounds/pence are there altogether? How many more pounds/pence are there? How much more money does need?	£___ plus £____ is equal to £___ ____p plus ___p is equal to ___p. £___ plus ___p is equal to £___ and ___p. The difference between £___ and £___ is £___ The difference between ____p and ___p is ____p	Children may add all the numbers rather than adding the pounds and pence separately, for example thinking that the total of £3 and 10p and £2 and 10p is £25 or 25p, because 3 + 10 + 2 + 10 = 25 When finding the difference, the language in the question may confuse children. For example, when asked to find how much more somebody has, they may think they need to add because of the word "more".		
Make a pound	To make a pound using different combinations of coins	How many pence are there in £1? Can you make £1 using p coins? Can you make £1 using different coins? How do you know you have £1? How do bonds to 100 help you make £1? 70 + 30 = 100, so can you make £1 using a 70p coin and a 30p coin? How do you know?	One pound is equal to ____pence. There are____ ____p coins in £1 ____ + ____ = 100, so ___p + ___p = £1	Children may focus on using only multiples of the same coin to make £1, rather than combining different coins. Children may not use combinations of 1p or 2p coins and focus only on coins with a higher value.		
Find change (2AS 4)	**To find the amount of change given when paying for a single item**	How many pence are there in one pound? How else can you make £1? How much money does ____have? How much money does ____spend? How much change will ____get? If you have £____ and spend ___p, how much change will you get?	One pound is equal to ___ pence. 100 –___ = ___ , so £1 – ___p = ___p The change from £____ is ___p.	Children may give their answer in pounds rather than pence, because the amount they are finding change from is given in pounds. Children may struggle when their calculations involve an exchange. The examples used should be as realistic as possible in terms of the amounts involved, for example finding change from £5 (a note that exists) versus finding change from £4 (which has no specific coin or note).		
Two-step problems (2AS 4)	**To solve two-step problems involving money**	How much money is there in total? How much money is spent? What is the total cost of ___ and ___? How much more does ___ cost than ___? What is the difference in price?	The total cost of ___ and ___ is £___ and ___p. If I pay with a ____ note/coin, I will get ___change. ___ costs ___ more/less than ___ The difference in price between ____and ____ is ___	Children may not understand what they need to do first. Children may perform calculations in the incorrect order. Children must work out what they need to do first in the context of the question and may need support with this initially.	Fruity Pairs (maths.org) Flexibility in strategies. Enables problem-solving.	
Post-assessment:		WRH end of block place value assessment – snip as feel appropriate Previous addition and subtraction SATs questions – snip as feel appropriate				