



# Willow Dene School Scheme of Work

## MATHS: Money

**About this Scheme of Work:** This unit explores money in terms of coin recognition, coin equivalence and the value of money. This unit of work should be strongly linked to a theme of “Shopping”. All work should be practically-based and as much as possible in real life situations (buying ingredients for cooking, snacks for snack time, etc.).

### VOCABULARY:

*Own names, yes, no, more, finished, like, don't like, stop, go, ready*

- money, coin, note, penny, pence, pound
- price, cost, costs more, costs less, total, amount, value, worth
- buy, bought, sell, sold
- spend, spent, pay, change, how much, how many...,
- more expensive, less expensive, most expensive, least expensive, cheap, cheaper, cheapest
- 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, notes or pictures of them

### RESOURCES:

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| <ul style="list-style-type: none"> <li>• Real money!!</li> <li>• Large representations of coins</li> <li>• Black and white representations of coins</li> <li>• Representations of notes</li> <li>• Purses</li> <li>• Wallets</li> </ul> | <ul style="list-style-type: none"> <li>• Various containers for money: fabric pouches, metal tins, plastic containers</li> <li>• Shop items:               <ul style="list-style-type: none"> <li>• Cash register</li> <li>• Apron for shopkeeper</li> <li>• Bags for purchases</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Items to purchase (sweets; crisps; toys; home corner food items; etc.)</li> <li>• Price labels for items in shop</li> <li>• Till roll for writing receipts</li> <li>• Coin jigs</li> </ul> |
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<b>LEARNING OBJECTIVES</b>	<b>POSSIBLE TEACHING ACTIVITIES</b>	<b>ASSESSMENT OPPORTUNITIES</b>
<ul style="list-style-type: none"> <li>• To name coins by looking at the numeral on them</li> <li>• To know that “pence” or “p” is a unit of monetary value</li> <li>• To know that “pound” is a unit of monetary value</li> <li>• To know that coins come in different colours, shapes and sizes</li> </ul>	<p><b>COIN RECOGNITION</b></p> <ul style="list-style-type: none"> <li>• Make rubbings of different coins with crayons discussing and using the colours of the real coins, or make imprints in dough or blu-tack. Encourage students to look at numeral on coin and label their rubbings.</li> <li>• Look at coins with a magnifying glass. <ul style="list-style-type: none"> <li>○ What picture can you see?</li> <li>○ Can you see a number?</li> </ul> </li> <li>• Sort paper money in the “bills” section of a purse, and coins in the zip up compartment</li> <li>• Match real coins to real coins</li> <li>• Sort coins according to their colour. Look at the sorted piles <ul style="list-style-type: none"> <li>○ are all the coins the same?</li> <li>○ how are they different?</li> <li>○ how many coins are there in each pile?</li> <li>○ put all the silver coins in the purse</li> </ul> </li> <li>• Sort coins according to their size. Look at the piles and answer questions as above</li> <li>• Sort coins according to their shape. Look at the piles and answer questions as above</li> <li>• Sort coins the into the different compartments of a cash till</li> <li>• Use black and white coin pictures and ask students to colour them in the right colour with silver or bronze crayons. Make this easier by just having 10p and 1p coins (or 2p and 5p coins) so there is a size difference as well.</li> <li>• Match real coins to black and white representations</li> <li>• Match real coins to large representations and state amount each coin is worth, by looking at the numeral on the coin. Encourage a focus on the colour, shape, size, and value of the coin.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying pictures on coins</li> <li>• Sorting coins by own or given criteria</li> <li>• Identifying which colour a coin is</li> <li>• Naming coins or matching value labels to them</li> </ul>

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	<ul style="list-style-type: none"> <li>• Take real coins from a feely bag and match them to large representations. Before they look at the coin, children could be encouraged to answer questions such as:               <ul style="list-style-type: none"> <li>○ what colour might it be?</li> <li>○ is it a big coin or a small coin? - do you think it is a 50p or a 1p?</li> <li>○ is it a circle coin? - if so, what could it be? (refer to large representations)</li> <li>○ how much do you think it is worth?</li> <li>○ were you right?</li> </ul> </li> <li>• Ask the children to choose a coin in a feely bag and before they look at it, to match it to either another real coin that can be seen or a large representation.</li> <li>• Sort lots of 1p's, 2p's, 5p's etc.</li> <li>• Match shiny and dirty coins that are the same. Use questions such as:               <ul style="list-style-type: none"> <li>○ can you find a shiny 10p?</li> <li>○ can you find a coin worth the same as this one?</li> </ul> </li> <li>• Experiment to see which coins roll and which ones spin.</li> <li>• Use Coin Recognition PowerPoint presentation. Give students a coin each. Ask them to identify when their coin is showing. Alternatively, give them cards with 1p, 2p, etc. on them and ask them to match them to the coins on the screen.</li> </ul>	
<ul style="list-style-type: none"> <li>• To begin to understand and use the vocabulary associated with money</li> <li>• To know that each coin has a fixed value</li> </ul>	<p><b>VALUE</b></p> <ul style="list-style-type: none"> <li>• Exchange a coin for goods in the class shop</li> <li>• Correctly sequence the buying of goods in the class shop (choose, pay, take it away)</li> <li>• Use one-to-one correspondence when buying items in a class shop with 1p coins (i.e. one coin is exchanged for each item)</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate giving money in exchange for goods</li> <li>• Giving the correct amount of money for goods in 1p coins</li> </ul>

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<ul style="list-style-type: none"> <li>• To know that paper money is worth more than coins</li> <li>• To know that coins and notes can be ordered in terms of their value</li> <li>• To begin to use coins in role play to pay and give change</li> <li>• To begin to read and write prices, for example 1p</li> <li>• To begin to develop a concept of the rudimentary cost of everyday items</li> </ul>	<ul style="list-style-type: none"> <li>• Order large representations of coins (and notes) on a washing line.</li> <li>• Which coin is worth more / less?</li> <li>• Teach the concept that               <ul style="list-style-type: none"> <li>○ (pounds) notes = lots of money</li> <li>○ (pennies) coins = less money</li> </ul> </li> <li>• Check prices in catalogues / specifically made price lists. Use representations for items and money, and act out change - lots, little, none</li> <li>• Ask questions related to worth (using coin and note representations):               <ul style="list-style-type: none"> <li>○ what would I need to buy a chocolate bar - 50p or £10?</li> <li>○ what would I need to buy a pair of shoes - 10p or £20?</li> <li>○ What would I need to buy a sweet – 1p or £1?</li> </ul> </li> <li>• Encourage the children to think about cost and change by discussing and comparing prices, and answering questions:               <ul style="list-style-type: none"> <li>○ would you get change if you paid £10 for a loaf of bread?</li> <li>○ would you get change if you paid 30p for a pint of milk?</li> <li>○ would you get pounds or pence change if you paid £20 for a bar of chocolate?</li> </ul> </li> <li>• Open a “savings account” - give students 2p / 5p /10p per day or week. Encourage them to remember the total of their savings, and add or count out coins each day/week to find new totals. Students could record the amount in their account. At the end of the week/half-term, students can shop for items with their savings, either in the</li> </ul>	<ul style="list-style-type: none"> <li>• Giving the correct number of 1p coins for a number of items each costing 1p</li> <li>• Anticipating getting change from a larger coin</li> <li>• Ordering two coins in terms of more and less</li> <li>• Identifying that coins are worth less than notes</li> <li>• Solving simple money word problems</li> <li>• Identifying which of two coins is worth more / less</li> </ul>

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	<p>classroom or the community.</p> <ul style="list-style-type: none"> <li>○ what can you afford to buy?</li> <li>○ have you got enough money for xxx?</li> <li>○ can you afford to buy two things? (Encourage addition)</li> <li>○ Include some items that cost more than the amount saved, and asks students to consider whether they would rather continue saving to buy the item next time.</li> </ul> <ul style="list-style-type: none"> <li>● Go on a slot machine hunt – go to a shopping centre and look for machines which you can put money into. What do you get in return (rides; sweets; drinks; car parking; etc.). Make a slot machine that dispenses sweets or drinks.</li> </ul>	
<ul style="list-style-type: none"> <li>● To know that larger amounts can be made by combining coins</li> <li>● To know that large denomination coins are worth the same as an equivalent amount of lower denomination coins</li> <li>● To find the total of a number of items costing 1p or £1 each</li> <li>● To give change from 5p</li> </ul>	<p><b>COIN EQUIVALENCE</b></p> <ul style="list-style-type: none"> <li>● Use sound - count along with a drum beat, or use a keyboard to differentiate between different coins: higher (or louder) sounds = higher value coins lower (or quieter) sounds = lower value coins</li> <li>● Relate coin values to Unifix - make towers to represent numbers on coins. This can be extended to addition problems: <math>5p + 2p =</math> How much altogether? Make values with Unifix and add.</li> <li>● Ask children to look at the numeral on different coins and stick that number of counters onto large representations of coins: one counter for 1p, two counters for 2p etc. Ask questions, such as: <ul style="list-style-type: none"> <li>○ how many pennies is this coin worth?</li> </ul> </li> <li>● Make a jig of coin equivalences (i.e. a table with each coin value in the top row and the corresponding number of 1p</li> </ul>	<ul style="list-style-type: none"> <li>● Representing small coin equivalences with 1p's</li> <li>● Representing coin values using Unifix</li> <li>● Recognising when they can exchange a number of smaller coins for a larger one (e.g. five 1p's for one 5p)</li> <li>● Finding coins to match price tags on items</li> </ul>

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	<p>coin templates under each of these). Use a die with coin values 1p - 10p on it. Children throw the die, cover the relevant coin on the jig with a real one, and place the penny equivalent underneath. If they throw a coin they have already covered they must say the coin equivalence:</p> <ul style="list-style-type: none"> <li>○ 5p is the same as how many 1p's?</li> <li>● "Sweet shop" What can you buy for 5p? (or 10p etc.) Have a variety of sweets priced at 1p - 5p. Teach alongside number bonds to 5. <ul style="list-style-type: none"> <li>○ can you buy 3 sweets for 5p?</li> </ul> </li> <li>● Penny change-up - throw a 1-6 die for pennies. Each time a player gets 5 pennies, they count out 5 and exchange for a 5p coin (or 10 x 1p for 10p's etc.). A jig could be used to help children identify when they need to exchange.</li> <li>● Find coins to match priced items - encourage focus on numerals on coin and on price tag</li> <li>● Sing a variant on 10 currant buns in a baker's shop: "along came Sarah with 3p, one day, bought three currant buns..." <ul style="list-style-type: none"> <li>○ Have "currant buns" priced at 1p each (or 2p, 5p etc.). Children to exchange correct number of coins for correct number of buns. Each child can have a configuration of coins according to their ability. How many currant buns can you buy?</li> </ul> </li> </ul>	