

**NUMBER – MONEY**

Week 28

**Weekly objectives**
**Starter**

- Consolidate understanding of mathematical language such as greater than, less than, between, more than, etc.

**Teacher exposition and guided practice**

 Order coins and find the total of up to five coins. **E**

 Select coins to pay for items and work out the change from 10p and 20p. **E**

 Count in twos, fives and tens and link this to finding totals with coins of the same value. **E**

 Solve simple problems involving money and make links to knowledge of addition and subtraction facts. **E**
**Notes on the teaching**

This builds on the experience children have been given counting and ordering coins in previous lessons. Re-use the activities and resources from previous weeks, as appropriate. Every lesson begins with a counting/ordering activity with opportunities for handling and sorting coins and finding totals. Links can be made between knowledge of counting in twos, fives and tens with counting coins of the same value. Children need to understand that coins have different values and that having the most number of coins does not always mean having the most money. Many children struggle with this concept and need plenty of practical experience.

All the lessons include games, practical activities and some written work.

**Language and vocabulary**

How many?

How much altogether?

How much?

cheapest

Who has the most/least?

most expensive

Which costs the most/least?

**Starters for the week** – choose from

Ordering Y1 2.2

Ordering Y1 2.3

Ordering Y1 2.4

Ordering Y1 2.5

Counting Y1 1.9

(Note: There is a space left in each lesson plan to write in the starter you plan to use).

**WEEK 28 LESSON 1**
**Resources**
**Starter**
**Teacher exposition and guided practice**
**Part 1**
**Count in twos, fives and tens to find the total of a collection of coins with the same value.**
**E**

- Begin by showing the children each coin in turn and ensure they can recognise them all.
- Display ten 1p coins and count them. Emphasise the total value is 10p. Write: 10p.
- Now add a few more 1p coins, discuss and change the total. Remind the children 'p' is short for penny/pence.
- Repeat with 2p coins, counting in twos to make 10p and then 20p.
- Draw attention to the fact that we need fewer 2p coins than 1p coins to make 10p because they are worth more.
- Repeat similar counting activities with 5p and 10p coins.
- Place ten 1p coins on the board and compare two 5p coins.
- Ask: *Which set has more coins?*  
*Which set is worth more?*

Selection of large coins 1p, 2p, 5p, 10p

**Practice and consolidation**

Children work in twos to practise making sets with coins of the same denomination to give a total of 10p and then 20p.

Selection of 1p, 2p, 5p and 10p coins per pair

**Part 2**
**Select a combination of coins to make a given total up to 10p.**

- Demonstrate finding the total of three or four mixed coins, e.g. 1p, 1p, 5p, 2p.
- Remind the children that it is usually easier to rearrange the coins and count on from the coin with the highest value, e.g. Point and say: *Five, seven, eight, nine. That makes nine pence.*
- Repeat for other coin combinations.
- Display prices up to 10p and ask children to the front to demonstrate finding coins to match the amount on each card. Discuss the fact that different combinations of coins can be used to make the same amount.

Large coins 1p, 2p and 5p

Y1 CSP 13:3

### ***Practice and consolidation***

- Children work in pairs to investigate the different coin combinations that can be used to make the amounts shown on the cards.

Y1 CSP 13:3  
Small selection of  
1p, 2p and 5p coins  
per pair

### ***Part 3***

**Find the total of two or three coins and then add coins to make exactly 10p.**

**E**

- Place two or three coins on the board, e.g.  
2p, 2p and 1p.
- Ask: *How much altogether?* (5p)
- Now ask: *How much more do I need to make 10p?*
- Demonstrate adding more coins to make the amount up to 10p.
- Repeat with different combinations of coins as the starting point and invite children to add coins until they reach a total of 10p.

Large coins 1p, 2p  
and 5p

### ***Practice and consolidation***

Children complete Core worksheet 28:1.

Y1 CW 28:1

### ***Extension / differentiation***

- Allow children to consider, e.g.  
*How many 2p, 5p and 10p coins make 20p, 50p, £1?*
- Children select two or three cards with prices on. They find the total and then select coins that may be combined to make the same amount.
- Can children use coins to make, e.g.  
8p, 12p, 4p, and then add more coins to make a total of 20p?

Y1 CSP 13:3

### ***Conclusion***

- Say: *I have 7p. How much more do I need if I want to buy a pen costing 10p?*  
*How much will I spend if I buy a drink for 5p and a biscuit for 4p?*  
*If I pay with 10p, how much change will I get?*  
*What could I buy with two 5p coins? – Discuss the real value of this amount.*

1p

Y1 CSP 13:3

4p

Y1 CSP 13:3

2p

Y1 CSP 13:3

2p

Y1 CSP 13:3

3p

Y1 CSP 13:3

3p

Y1 CSP 13:3

4p

Y1 CSP 13:3

5p

Y1 CSP 13:3

5p

Y1 CSP 13:3

4p

Y1 CSP 13:3

5p

Y1 CSP 13:3

6p

Y1 CSP 13:3

7p

Y1 CSP 13:3

8p

Y1 CSP 13:3

9p

Y1 CSP 13:3

10p

Y1 CSP 13:3

10p

Y1 CSP 13:3

7p

Y1 CSP 13:3

1p

Y1 CSP 13:3

1p

Y1 CSP 13:3

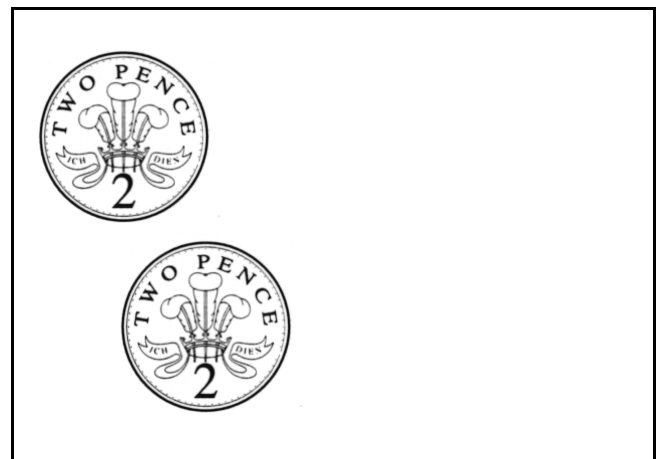
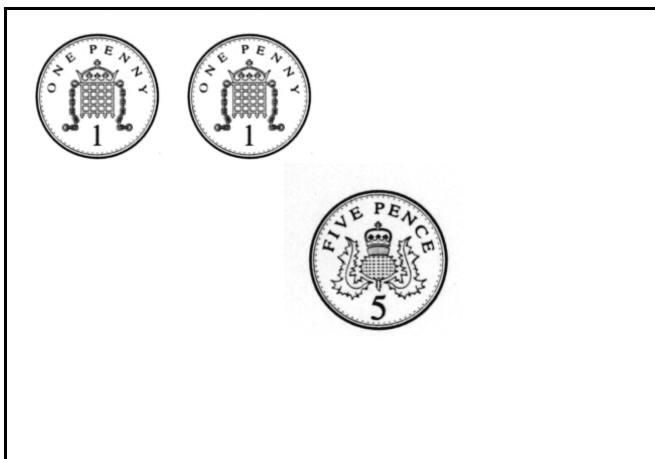
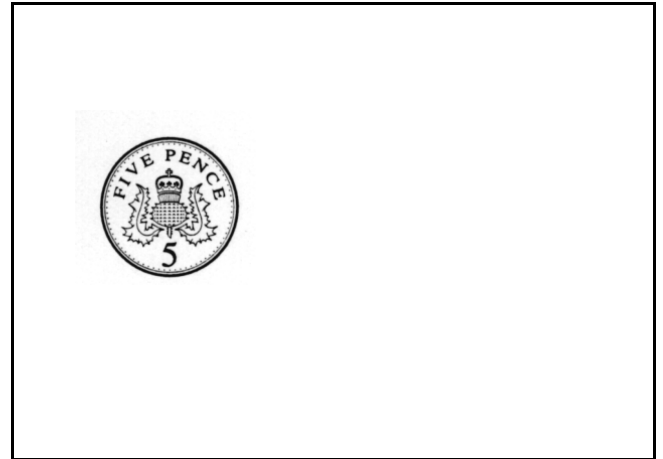
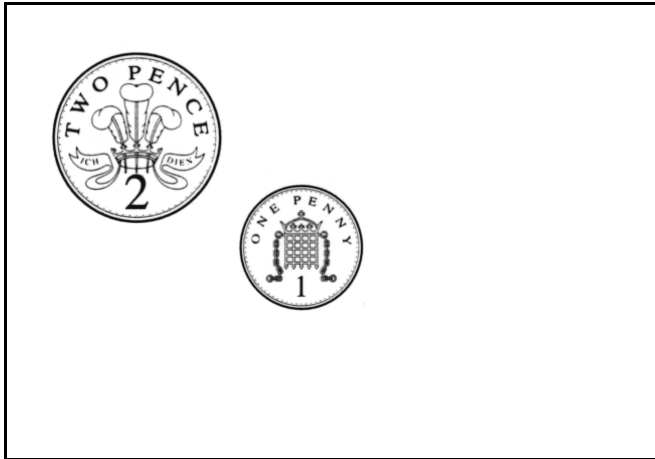
6p

Y1 CSP 13:3

Name .....

# Make 10p

Draw coins so that each box has 10p.



$$2p + 1p + 1p = \boxed{\phantom{00}} p$$

$$5p + 2p = \boxed{\phantom{00}} p$$

$$5p + 2p + 1p = \boxed{\phantom{00}} p$$

$$10p + 1p = \boxed{\phantom{00}} p$$

$$2p + 2p + 1p = \boxed{\phantom{00}} p$$

$$10p + 2p = \boxed{\phantom{00}} p$$

$$5p + 1p + 1p = \boxed{\phantom{00}} p$$

$$10p + 5p = \boxed{\phantom{00}} p$$