

KS3 Maths

Measure- Money

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| <p>Subject curriculum intent:</p> | <p>We want our pupils to be able to develop functional money skills so that they can be as independent as possible in their adulthood. Depending on the cognitive ability of the pupil, our intention is that pupils are able to recognise and name all coins and notes. Students will begin to develop an understanding of change and understanding that they need to wait for change when buying an item.</p> <p>We want our pupils to...</p> <ol style="list-style-type: none">1. develop fluency in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to use time skills including mental methods, underpinned by mathematical concepts2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios3. can reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language. <p>In all math lessons, teachers plan engaging lessons with the aim that pupils:</p> <ul style="list-style-type: none">• master skills in maths which they are then able to apply to a range of contexts within the school and home context• embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning• acquire core mathematical skills to support their independence as they progress through the school• are able to apply their understanding; supporting them in other areas of the curriculum | |
| <p>End of KS3 intent/outcome</p> <p>Students will begin to become more confident in naming coins and notes from sight. Students will be able to use the colour, size and shape of coins/notes to support them in naming money. Students will begin to recognise that each coin or note has a different value, recognising that some are worth more than others.</p> | <p>End of KS4 intent/outcome</p> <p>Starting from their last learning point, students will continue to recognise the names of coins or notes from sight. Students will be able to use a combination of coins or notes to make a given amount. Students will begin to understand the process of change. Students will recognise that they need to wait for change when paying for an item in a shop as well as knowing how much change they should give to someone.</p> | <p>End of KS5 intent/outcome</p> <p>Students will continue to build on their knowledge from key stage 3 and 4. When ready, students will begin to use money to develop life skills and functional skills through using money in the shop or café. Pupils will learn how to budget their money, using and applying their money knowledge and skills that they have developed.</p> |
| <p>Intent for this topic:</p> | <p>This half term, pupils will develop their understanding of money. Pupils will learn how to recognise each coin/note from sight. Pupils will learn to understand that coins and notes have values and that each coin or note do not have the same value. Students will learn how to order money based on value and will learn how to use money to make amounts. Students will be given the opportunity to use money in role play situations and will begin to understand that they have to wait for change when using money to buy items.</p> | |

Pupils will develop an understanding of whether that do or do not have enough money to pay for an item, using and applying addition / subtraction skills to support this.

Key vocabulary taught within this topic: Coins, notes, value, amount, order, change, pounds, pence, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20, £50, value, add, subtract

Links to other subjects:
 -Food technology (purchasing food for a recipe)
 -Enterprise (Budgeting and selling items for a profit)
 -Number skills inc addition & subtraction

Suggested flow:

This flow is to be used as a guide. Teachers to adapt the flow to meet the needs and abilities of students within their class.

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
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| Pre-assessment. What knowledge and skills do pupils already have? Matching/sorting/naming coins and notes. | Recognising and ordering coins & notes by value | Equivalent values (Understanding subitisation) | Making whole values E.g. £1.50. | Making values using combinations of coins E.g. £1.63 | Understanding change | Understanding change |
| Using and applying early statistical skills | | Using and applying addition & problem solving skills | Using and applying addition skills | Using and applying addition skills | Using and applying subtraction skills | Using and applying subtraction skills |

Measure - Money

| | B2 P 5 | B2 P 6-8 | B2 step 1c-1b | B2Step 1b-2c | B2Step 2c-2a | B2Step 2a-3a |
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| Subject specific knowledge | To know and be familiar with the appearance of money | To know key words: pounds and pence | To know there is a front and back to a coin | To know 'notes' are higher in value than coins | To know and use the symbols (£) and (p) | To know to round up the total and give more money |

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| <p>What do pupils need to know?</p> | <p><u>To know</u> that coins are money</p> <p><u>To know</u> different coins look different</p> <p><u>To know</u> some coins are shiny and some are not</p> | <p><u>To know</u> and expect change to be given in money handling contexts</p> <p><u>To know</u> / notice different coins can be different shapes</p> | <p><u>To know</u> the names of all coins</p> | <p><u>To know</u> you can buy more with higher value coins/notes</p> | <p><u>To know</u> coins can be added to make the same value of another coin</p> <p><u>To know</u> more coins does not always mean more money</p> | <p>than needed, then wait for change</p> <p><u>To know</u> sensible coins to give when rounding e.g, if something is £4.50, give a £5 note and not a £10 if you have it</p> |
| <p>Subject specific skills</p> <p>What do pupils need to be able to do?</p> | <p>To experience handling money</p> <p>To experience handling money to somebody and receiving an item/object.</p> <p><u>Is able to</u> separate coins based on their colour</p> <p><u>Is able to</u> role play using money</p> | <p><u>Is able to</u> use key words: pounds and pence in money role play opportunities</p> <p><u>Is able to</u> hand over any coin to 'pay' for an item</p> <p><u>Is able to</u> bring the item and a coin to the counter</p> <p><u>Is able to</u> sort coins based on colour, size and shape</p> | <p><u>Is able to</u> name all coins when placed <u>face up</u></p> <p><u>Is able to</u> name all coins when placed <u>face down</u></p> <p><u>Is able to</u> count out the correct number of 1p coins for values up to 20p</p> <p><u>Is beginning to</u> order coins based on their value</p> | <p><u>Is able to</u> order coins based on their value</p> <p><u>Is able to</u> name all notes</p> <p><u>Is able to</u> give equivalent amount for each note e.g. £5 note = 5 x 1 pound coins</p> <p><u>Is beginning to</u> use and apply knowledge of 2x or 10x tables to count in multiples up to 30 e.g. $2p + 2p + 2p + 2p = 8p$ $10p + 10p + 10p = 30p$</p> | <p><u>Is able to</u> use correct signs £ and p independently</p> <p><u>Is able to</u> find different combination of coins for the same value e.g. $5p + 5p = 10p$ OR $5p + 2p + 2p + 1p = 10p$</p> <p><u>Is able to</u> solve simple problems for addition and subtraction of money</p> | <p><u>Is able to</u> add and subtract amounts of money to give change in context</p> |
| <p>Suggested teaching activities</p> <p>How should I teach this?</p> | <ul style="list-style-type: none"> • Money hidden in sand/foam • Putting money in and out of a purse/wallet | <ul style="list-style-type: none"> • Link with handling data - separate coins according to colour • Role play shop | <ul style="list-style-type: none"> • Coin snap • Role play shop • Find me the ... coin game | <ul style="list-style-type: none"> • Order game... which would you rather have? • Role play shop - introduce notes and change | <ul style="list-style-type: none"> • Role play shop. • Buy items using more than one coin - link with addition • Change - link with subtraction • Begin to link things grown in school that are used to make and sell food from school shop and café. | |

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| | <ul style="list-style-type: none">• Role playing shop | <ul style="list-style-type: none">• Number coin flash• Coin snap | | | <ul style="list-style-type: none">• Going to a local supermarket to buy food items for a recipe |
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