

## KS5 Maths

### Measure- Money

<b>Subject curriculum intent:</b>	<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"><li>1. develop <b>fluency</b> in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to <b>use time skills</b> including mental methods, underpinned by mathematical concepts</li><li>2. can <b>solve problems by</b> applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios</li><li>3. can <b>reason mathematically</b> by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.</li></ol> <p><b>In all math lessons, teachers plan engaging lessons with the aim that pupils:</b></p> <ul style="list-style-type: none"><li>• master skills in maths which they are then able to apply to a range of contexts within the school and home context</li><li>• embed their new skills and understanding to a range of contexts; thus supporting application and progress in learning</li><li>• acquire core mathematical skills to support their independence as they progress through the school</li><li>• are able to apply their understanding; supporting them in other areas of the curriculum</li></ul>	
<b>End of KS3 intent/outcome</b>	<b>End of KS4 intent/outcome</b>	<b>End of KS5 intent/outcome</b>
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.	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.	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.
Intent for this topic:	This half term, pupils will build on their knowledge of money from the KS3 and KS4 Curriculums. Pupils will access discrete Maths lessons where they will further develop knowledge and skills linked to money, starting at their last learning point in the topic from the previous key stage. Pupils will be more confident in identifying and using money to pay for items and give change. They will use and apply these skills in a work place setting such as serving customers at the café (at the till) or selling 'manufacturing' items on the school's etsy website. Pupils will	

also be more knowledgeable of the cost of specific items, being able to decide which is cheaper/cost-effective or more expensive. This will support them when they return to this topic area in the summer term whereby they will develop budgeting skills.

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 (paying for items for ingredients) -Working at the Café (serving customers at the till) -Working at the shop (retail - serving customers at the till) -Etsy store

**Suggested flow:**

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

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Pre-assessment. What knowledge and skills do pupils already have?  Matching/sorting/naming/ordering coins and notes. Include more/less/difference	Equivalent values and making values	Making values with limited available coins/notes - real life context	Understanding what can be purchased within a limited amount of given money  Looking at deals and offers. What is the best deal? Pupils understand they can <u>purchase more items with their available budget if they have better deals.</u>	Understanding what can be purchased within a limited amount of given money  Looking at deals and offers. What is the best deal? Pupils understand they will <u>save money if they select better deals.</u> <u>Keeping spending down</u>	Calculating change and savings made through careful spending	Christmas enterprise - calculating the best price to sell their own items  Analysing data after selling items. Look at profits.
Using and applying early statistic skills	Using and applying addition skills	Using and applying addition and problem solving skills	Using and applying number, addition and problem solving skills	Using and applying number, addition and problem solving skills	Using and applying subtraction and problem solving skills	Using and applying addition, subtraction and statistic skills

**Measure - Money**

	<u>B2 P 5</u>	<u>B2 P 6-8</u>	<u>B2 step 1c-1b</u>	<u>B2Step 1b-2c</u>	<u>B2Step 2c-2a</u>	<u>B2Step 2a-3a</u>
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<p><b>Subject specific knowledge</b></p> <p><b>What do pupils need to know?</b></p>	<p><u>To know</u> and be familiar with the appearance of money</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> key words: pounds and pence</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> there is a front and back to a coin</p> <p><u>To know</u> the names of all coins</p>	<p><u>To know</u> 'notes' are higher in value than coins</p> <p><u>To know</u> you can buy more with higher value coins/notes</p>	<p><u>To know</u> and use the symbols (£) and (p)</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><u>To know</u> to round up the total and give more money 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><b>Subject specific skills</b></p> <p><b>What do pupils need to be able to do?</b></p>	<p>To experience handling money</p> <p>To experience handing money to somebody and receiving an item/object. <i>E.g. takes money from a customer and hands over the wanted item when prompted (may not be done in the correct order)</i></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 <i>OR wait for a customer to hand over money before giving the item wanted</i></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 <i>e.g. putting change from customers back into the correct pile in the till</i></p>	<p><u>Is able to</u> name all coins when placed <u>face up (finding in till)</u></p> <p><u>Is able to</u> name all coins when placed <u>face down (finding in till)</u></p> <p><u>Is able to</u> find the desired coin needed in the till quickly to give change</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 <i>(may decide which items are worth more than others for Etsy - using and applying value of coin knowledge)</i></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 <i>e.g. giving change with multiples of the same coin when using the Café till</i></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.</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 <i>OR 5p + 2p + 2p + 1p = 10p e.g problem solving when they may not have the exact coins they need to give change or to add together coins given by a customer</i></p> <p><u>Is able to</u> solve simple problems for addition and subtraction of money <i>e.g. quickly giving change to</i></p>	<p><u>Is able to</u> add and subtract amounts of money to give change in context</p>

				$2p + 2p + 2p + 2p = 8p$	customers at the till
				$10p + 10p + 10p = 30p$	
<b><u>Linked activities within the KS5 curriculum</u></b>	<ul style="list-style-type: none"> <li>Working in the Café (till) with support from a member of staff. Giving change to customers and handing over items.</li> </ul>	<ul style="list-style-type: none"> <li>Working in the Café (till) with support from a member of staff. Giving change to customers and handing over items.</li> <li>Putting coins into the till / float into the till</li> </ul>	<ul style="list-style-type: none"> <li>Working in the Café (till) with support from a member of staff. Giving change to customers and handing over items.</li> <li>Looking at the money scaffolding resources to select coins needed for change and then getting the coin quickly when serving</li> </ul>	<ul style="list-style-type: none"> <li>Etsy work - selling items. Knowing how much to charge as which coin/note is worth more</li> <li>Serving customers at the till, being able to count coins given quickly and fluently</li> </ul>	<ul style="list-style-type: none"> <li>Working at the Café (till)</li> <li>Calculating costs of 'bundles' sold at Etsy (addition skills)</li> </ul>