KS5 Maths

Measure- Money- Managing a budget.

Subject curriculum intent:

We want our pupils to be able to develop functional money skills so that they budget their allowances and therefore be as independent as possible in their adulthood. Depending on the cognitive ability of the pupil, our intention is that pupils are able to manage their own money, whether this be by being able to pay for items they want in a shop, be able to decide on how much they needs to spend on clothes/food/hygiene products or to be able to plan social events out in the community.

We want our pupils to...

- 1. develop **fluency** in the fundamentals of mathematics so that they are efficient in using and selecting the appropriate strategies to <u>use money skills</u> including mental methods, underpinned by mathematical concepts
- 2. can solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios
- 3. can **reason mathematically** by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

In all math lessons, teachers plan engaging lessons with the aim that pupils:

- 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

End of KS3 intent/outcome		End of KS4 intent/outcome	End of KS5 intent/outcome		
Students will be confident when handling		Students will continue to build on their knowledge	Students will continue to build on previous learning		
coins and if	ready, notes. Students will be	of money from KS3. Students will begin to use	and developing their money skills. Students will use		
able to confidently recognise the values of		money in practical settings, using money to make	money in real life situations, using money to pay for		
money and w	vill confidently order coins and	amounts and recognising that they need to wait for	items in shops. Students will develop an		
notes based	on their values.	a change and the amount of change that should be	understanding of budgeting and using their addition		
		given.	and subtraction skills to support budgeting.		
Intent for	This half term, pupils will develop their Maths skills. Dependant on their starting point, pupils will develop an understanding of budgeting				
this topic:	and how to manage and handle their own money. Students will be linking their skills to a range of contexts such as:				
	-Calculating a budget				
	-Managing their own budget in a real life situation.				
	-Waiting for and calculating change.				
	-Making amounts of money using adding and subtracting skills.				

\Box	Key	Coins, notes, value, amount, order, change, pounds, pence, budget, 1p, 2p, 5p, 10p, 20p, 50p, £1, £2, £5, £10, £20, £50.	L
	vocabulary		
	taught		
	within this		
	topic:		
	Links to	-PSHCE	
	other	-Life skills	
	subjects:		

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
Pre-assessment. What knowledge and skills do pupils already have?	Making values with limited available coins/notes - real life	Understanding what can be purchased within a limited	Understanding what can be purchased within a limited	Using budgeting skills t in the community.	
Matching/sorting/naming/ordering coins and	context	amount of given money	amount of given money	Students to calculate h	•
notes. Include more/less/difference		Looking at deals and offers. What is the best deal? Pupils understand they can purchase more items with their available budget if they have better deals.	Looking at deals and offers. What is the best deal? Pupils understand they will save money if they select better deals. Keeping spending down		
Using and applying early statistic skills	Using and applying addition and problem solving skills	Using and applying number, addition and problem solving sills	Using and applying number, addition and problem solving sills	Problem solving, link to	life skills.

To know notes familiar with the appearance of money		<u>B2 P 5</u>	B2 P 6-8	B2 step 1c-1b	B2Step 1b-2c	B2Step 2c-2a	B2Step 2a-3a
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10p + 10p = 30p					40 40 40 00		
					10p + 10p + 10p = 30p		

Suggested	Using online websites to plan food/clothes shopping
teaching	Visiting local stores and comparing prices of items
<u>activities</u>	 Budgeting exercise using real life scenarios e.g. planning social activities with friends out in the community