

KS5 Maths

Measure- Money- Managing a budget.

Subject curriculum intent:	<p>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 need to spend on clothes/food/hygiene products or to be able to plan social events out in the community.</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 money 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		
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome	
Students will be confident when handling coins and if ready, notes. Students will be able to confidently recognise the values of money and will confidently order coins and notes based on their values.	Students will continue to build on their knowledge of money from KS3. Students will begin to use money in practical settings, using money to make amounts and recognising that they need to wait for a change and the amount of change that should be given.	Students will continue to build on previous learning and developing their money skills. Students will use money in real life situations, using money to pay for items in shops. Students will develop an understanding of budgeting and using their addition and subtraction skills to support budgeting.	
Intent for this topic:	This half term, pupils will develop their Maths skills. Dependant on their starting point, pupils will develop an understanding of budgeting 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.		

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

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
<p>Pre-assessment. What knowledge and skills do pupils already have?</p> <p>Matching/sorting/naming/ordering coins and notes. Include more/less/difference</p>	<p>Making values with limited available coins/notes - real life context</p>	<p>Understanding what can be purchased within a limited amount of given money</p> <p>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></p>	<p>Understanding what can be purchased within a limited amount of given money</p> <p>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></p>	<p>Using budgeting skills to plan/arrange a trip in the community.</p> <p>Students to calculate how much money will be needed for trip/food/travel.</p>	
<p>Using and applying early statistic skills</p>	<p>Using and applying addition and problem solving skills</p>	<p>Using and applying number, addition and problem solving skills</p>	<p>Using and applying number, addition and problem solving skills</p>	<p>Problem solving, link to life skills.</p>	

	B2 P 5	B2 P 6-8	B2 step 1c-1b	B2Step 1b-2c	B2Step 2c-2a	B2Step 2a-3a
<p><u>Subject specific knowledge</u></p> <p>What do pupils need to know?</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><u>Subject specific skills</u></p> <p>What do pupils need to be able to do?</p>	<p>To experience handling money</p> <p>To experience handing 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>

**Suggested
teaching
activities**

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