

Structured Department Maths

Measure- Money

Subject curriculum intent:	<p>We want our students 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 student, our intention is that they 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. 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
Intent for this topic:	This half term, pupils will develop their money skills through recognising the values or coins and notes and ordering money based on the values. Pupils will be able to match coins to values and will use role play to practice skills required to hand over money to another person. Students will continue to use and develop their money skills in other areas of the curriculum where appropriate, such as linking with the theme 'farm to fork' or within workstation tasks as part of the department's structure in some classes.	
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, purchase, buy, receipt, money	
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.

LA/Sensory/Experiential suggested flow of learning (pupils working at pre-subject specific levels):

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Coin recognition Exploring coin colours and sorting coins into wallets/purses.		Identifying and matching coins to value cards and images of coins. Ordering coins based on values.		Role play shops. Students to set up shop and role play handing over money in exchange for items.	

HA suggested flow of learning

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
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) Divergent thinking: How many different ways can you make...	Making whole values E.g. £1.50.	Calculating change: Role play shops and calculate change needed. Students to understand that they need to wait for change to be handed to them. Develop skill of a pupil handing over money that they know will be enough.	
Using and applying early statistic skills	Link to statistics.	Using and applying addition & problem solving skills Subitising.	Using and applying addition skills	Using and applying subtraction skills.	

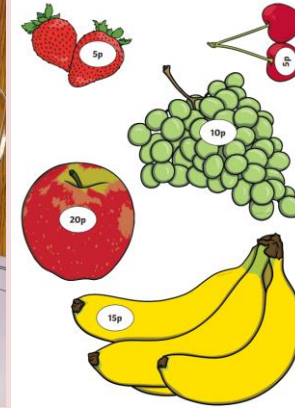
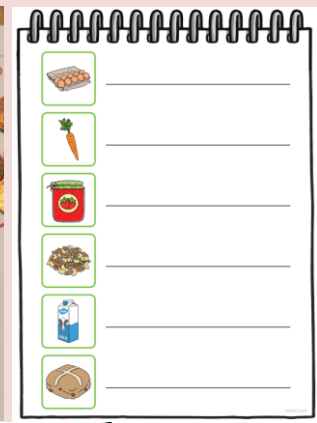
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	B2 progression step 5	B2 progression step 6-8	B2NC step 1c-1b	B2NC Step 1b-2c	B2NC Step 2c-2a	B2NC Step 2a-3a
<p>Subject specific knowledge</p> <p>What do pupils need to know?</p>	<p><u>To know</u> and be familiar with the appearance of money</p> <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>Subject specific skills</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</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>

$$10p + 10p + 10p = 30p$$

Suggested activities

Practical and engaging activities:



- Coin snakes and ladders (identifying and reading coins)
- Coin counting
- Sorting coins into purses
- Role play shop
- Different wants to make a value
- Use and apply 2,5,10 multiplication skills.
- Money bingo
- Link numicon/counters/multi link to coins to represent subitising
- Shopping lists