

Year 1 Unit 14: Money (2 weeks)

Before you start...

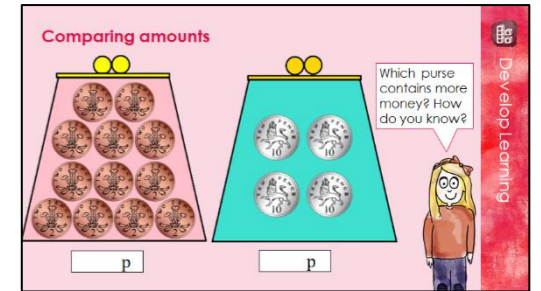
- Are pupils familiar with the value of coins and notes?
- Are pupils confident in counting in steps of 2, 5 and 10?
- What experiences have pupils had at home with money?
- How can Maths Meetings be used before and after this unit to keep this knowledge 'on the boil'?



The Big Picture for this unit shows a market scene, with characters from other units buying various items. Pupils could make up 'maths stories' around the Big Picture, particularly in the later lessons in the unit, when they learn to add two prices and to calculate change.

The History of Money

This [NRICH article](#) outlines the history of money. Why not incorporate this into a history lesson to give pupils a deeper understanding of the origins of money?



Pupils need to have an awareness of the value of each coin. In this image, pupils may think that there is more money in the pink purse because there are fewer coins in the green purse.

Money Problems

This [NRICH article](#) outlines the skills pupils need to have an understanding of money.

Recognising coins

L1 Identify the physical properties of coins

Pupils are introduced to the names of the coins and focus on their physical properties in order to sort them by size, shape and colour.

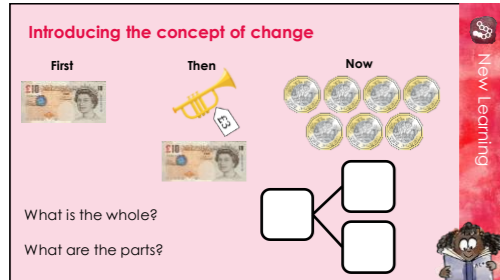
? How can you support mathematical thinking during these lessons, drawing upon skills such as comparing, sorting and generalising?

Recognising coins

L2&3 Recognise the value of different coins
L4 Identify the value of different coins and notes

Pupils learn to recognise the value of different coins and notes. The different denominations of coins and notes are introduced gradually. Coins and notes come in various shapes, sizes and colours depending on the value. It is important that pupils gain lots of experience of handling real coins and notes. They regroup and exchange coins and notes as a way of exploring their value.

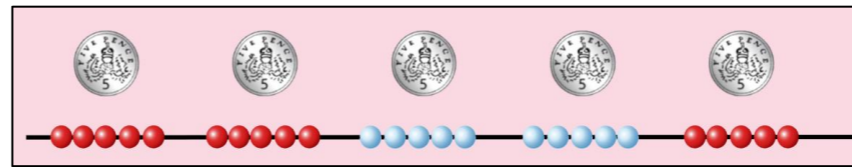
? How will you address the misconception that pupils may have about a coin that is larger in size means it has a greater value?



Using the part-whole model when calculating change will encourage pupils to think what the whole is and then each part.

Problem solving with money

Read the article '[Sound as a Pound](#)' by Mike Askew and consider how you might incorporate some of the problem-solving activities in your daily Maths Meetings.



Bead strings can be used in every lesson to demonstrate the value of a coin or note.

Comparing money

L5 Compare different amounts of money

Pupils combine amounts of the same denomination of coin. Pupils count in twos, fives and tens to find the total amount of money in a purse.

? How will you challenge misconceptions that pupils may have about a greater quantity of coins equals a higher value?

Using money in the real world

L9 Calculate change
L10 Calculate change

Pupils focus on the 'first, then, now' structure, which slowly varies problems to support pupils' conceptual understanding. Pupils need to understand change as subtraction, linking this to the part-whole model.

? What key language structures will you encourage pupils to use?
? How can your modelling ensure that pupils see effective examples of the language structure and representations?

Using money in the real world

L7 Exchange money for items
L8 Find the total cost of two items

Pupils apply their understanding of the value of different coins and notes. Structured role play has been built into the lessons, and prices carefully selected to enable pupils to role play buying items for an exact coin value to begin with.

? How will you make the learning in these lessons meaningful to pupils? What role play areas will keep their interest?

Adding and subtracting

L6 Add and subtract amounts of money

Pupils use addition and subtraction to complete coin puzzles. This has the potential to be a challenging task and should be appropriately scaffolded for your class; however, it lends itself well to extension activities, with pupils making their own similar puzzles.

? How will you demonstrate and encourage resilience to support pupils to find many possibilities?