

Summer Block 5

Money

Small steps

Step 1

Unitising

Step 2

Recognise coins

Step 3

Recognise notes

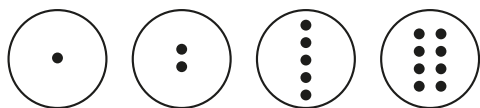
Step 4

Count in coins

Unitising

Notes and guidance

In this small step, children are introduced to the idea that groups containing or representing the same number of things can be treated as ones. For example a 5 pence coin represents five 1 pence coins. One item does not need to represent a value of one – this is called “unitising”.



Pre-money counters are used in this step to support children's understanding. These counters are all the same size and colour and have dots on one side to represent their value. This helps children to see the value (cardinality) before they move on to coins where the value is not shown as a visual. By using objects that are the same size and colour, the focus is on exploring the different values that one counter can represent. This supports children to then understand that the value of coins is independent of size, shape, mass or colour.

Things to look out for

- Children may not recognise that one item can have a value greater than 1. A pre-money counter with 5 dots has the same value as five pre-money counters with 1 dot.

Key questions

- How many dots are there on the counter?
- What is the value of the counter?
- How can you use counters to represent the value of the coin?
- How can you use coins to match the value of your counters?
- What is the same? What is different?
- What do you notice?

Possible sentence stems

- There are _____ dots.
The counter has a value of _____
- The _____ has a value of _____
- This is a _____ pence coin.
It has a value of _____

National Curriculum links

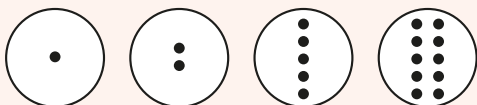
- Recognise and know the value of different denominations of coins and notes

Unitising

Key learning



Give children a range of different pre-money counters to explore.



Discuss what is the same and what is different.

How many 1/2/5 counters have the same value as a 10 counter?



Show children a pre-money counter with a value of 1. Now show them a 1 pence coin. Explain that both have a value of 1

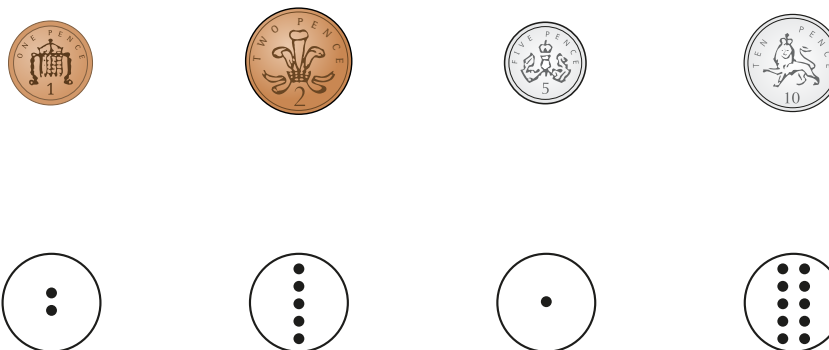


Show children two 1 pence coins. Ask them to represent the coins using pre-money counters. How many counters will they need? Why?

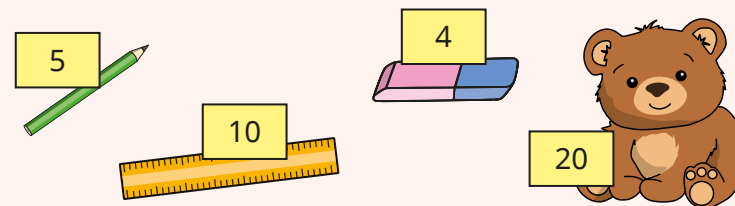


Repeat with 2, 5 and 10 pre-money counters and coins.

- Match the coins to the counters.



Set up a role-play shop and provide children with pre-money counters.



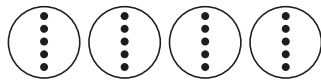
Can children show the correct value of pre-money counters for each item?

Is there more than one way to do it?

Unitising

Reasoning and problem solving

Match the counters to the coins.



What other counters can you use to match the value of each coin?

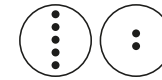
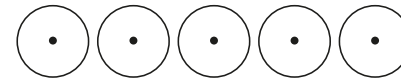
Compare answers with a partner.

five 2 counters matched to 10 pence
five 10 counters matched to 50 pence
four 5 counters matched to 20 pence

Jo and Ron have some counters.



Jo



Ron

Whose counters have a greater total value?

Explain your answer.

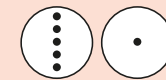
Mo also has some counters.

His counters are worth more than Jo's but less than Ron's.

What counters could Mo have?

Ron

multiple possible answers
to make a total of 6, e.g.



Recognise coins

Notes and guidance

In this small step, children formally explore coins for the first time. In the previous step, they identified the value of different counters and began to transfer that understanding to coins. They continue to explore and recognise the value of different denominations of coins.

Discuss equivalence, showing children that a 20p coin is equivalent to twenty 1p coins and also two 10p coins. This helps them to see why we unitise and use coins with different values rather than using single pennies for everything.

Once children are confident with recognising pence, introduce the £1 and £2 coins, explaining that they have a greater value than pence. Although children do not need to formally convert pounds to pence, it may be useful for them to see that £1 is equivalent to 100p. At this stage, children do not need to be introduced to the notation £ and p, as this is covered explicitly in Year 2

Things to look out for

- Children may confuse pounds with pence, for example identifying a £2 coin as 2 pence because “two” is written on the face.

Key questions

- What is the value of the coin? How do you know?
- What is the same and what is different about the coins?
- Which coin has the greater value? How do you know?
- What other coins have the same value as one _____ pence coin?
- How have you sorted your coins?
- How can you order the coins?

Possible sentence stems

- There are _____ 1 penny coins.
The total value is _____
- This is a _____ pence coin.
It has the same value as _____ 1 penny coins.
- I know that these coins are pounds/pence because ...

National Curriculum links

- Recognise and know the value of different denominations of coins and notes

Recognise coins

Key learning



Hide a selection of 1p, 2p, 5p and 10p coins and pre-money counters up to the value of 10 around the classroom. Ask children to find matching pairs.



Give children a range of different coins to explore. Are they able to recognise and name each coin?

Ask children to sort the coins. Which are pounds and which are pence? How do they know?



Read *The Great Pet Sale* by Mick Inkpen.

Set up a role-play pet shop. Use a range of toy animals and label them with different price tags: 1 penny, 2 pence, 5 pence, 10 pence, 20 pence, 50 pence, 1 pound and 2 pounds.



50 pence

Encourage children to use only one coin to buy a pet.

- Match each coin to its value.



2 pounds

1 penny

2 pence

1 pound

- Complete the sentences.



There are _____ 1 penny coins.

There are _____ 10 pence coins.

There are _____ 1 pound coins.



Provide pairs of children with a set of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins. Ask them to order the coins by size, from smallest to largest. Then ask them to order the coins by value, from smallest to greatest.

What do they notice?

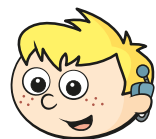
Recognise coins

Reasoning and problem solving



Max has a coin.

- It is not the smallest in size.
- It is not the greatest in value.
- It is silver.
- It is circular.



Can you work out which coin is Max's?

How do you know?

Choose a coin and make clues for a partner to guess your coin.

10 pence

Which is the odd one out?

20 pence

8 pence

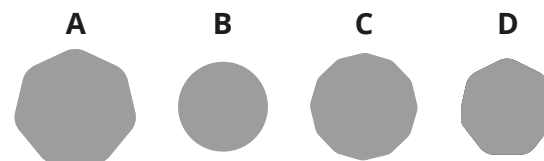
2 pence

10 pence

Explain your answer.

8 pence

Kay's coins are making shadows.



Which coins could Kay have?

Which coins could Kay **not** have?

A: 50p

B: 5p

C: £1

D: 20p

Recognise notes

Notes and guidance

In this step, children further develop their understanding of money by recognising and investigating the value of notes.

Children use their understanding of place value to compare the value of different notes, for example recognising that a £20 note has a greater value than a £5 note because $20 > 5$. They recognise that the larger the size of the note, the higher the value.

Children explore how one note can have the value of many coins and/or notes. For example, a £10 note has the same value as two £5 notes or five £2 coins or ten £1 coins. Discuss why we use notes as well as coins.

Children are less likely to have encountered a £50 note, as these are much less common in everyday life.

Things to look out for

- When there are multiple notes, for example, three £5 notes compared to one £10 note, children may believe that the £10 note has a higher value, because it is larger in size than the £5 notes.
- Children may confuse pounds with pence.

Key questions

- What is this note?
- What is the same about each note?
- What is different about each note?
- Which note has the highest value? How do you know?
- Which note has the lowest value? How do you know?
- How many _____ pound notes are equal to a _____ pound note?

Possible sentence stems

- One _____ pound note is equal to _____ pound notes/coins.
- I know that a _____ pound note has a higher value than a _____ pound note because ...
- A _____ pound note has the same value as _____ 1 pound coins.

National Curriculum links

- Recognise and know the value of different denominations of coins and notes

Recognise notes

Key learning



Scatter some £5, £10, £20 and £50 notes on the floor.



Explain that some money has fallen out of your pocket. Ask children to identify and collect the notes, one value at a time. What is the value of each note?



Ask the class to imagine they are at the fair. To go on the rides, they must use 1 pound coins, but they only have a selection of notes. They need to change their notes into the correct number of 1 pound coins at the change booth.

Ask how many 1 pound coins they will get for a £5/£10/£20 note.

- Here are some notes.



Complete the sentence for each type of note.

There are _____ 5 pound notes.

There are _____ 10 pound notes.

There are _____ 20 pound notes.

There are _____ 50 pound notes.

- Write $<$, $>$ or $=$ to compare the amounts.



- How many 5 pound notes are equal in value to one 10 pound note?
How many £10 notes are equal in value to one 20 pound note?

Recognise notes

Reasoning and problem solving

Ron and Kim each have some money.

Ron's money



Kim's money



I have more money, because 10 is greater than 5



Ron



I have more money, because I have more notes.

Kim

Who is correct?

Explain your answer.

Both children are incorrect.

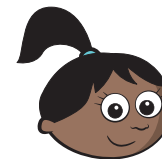
Is the statement always true, sometimes true or never true?

Money in notes is worth more than money in coins.

Explain your answer.

sometimes true

Sam has got some money.



I have two notes. They are different.

What notes could Sam have?

What is the value of the notes?

£5 note and £10 note; £15
£5 note and £20 note; £25
£10 note and £20 note; £30

Count in coins

Notes and guidance

In the previous small steps, children recognised and identified the value of coins and notes and saw how one note or coin could have the same value as a combination of a number of other notes or coins.

In this step, they use their knowledge of the values of coins to solve problems by counting in 2s, 5s and 10s. This allows children to count money more efficiently. Although they do not need to count in 20s or 50s, they will count on from them. For example, with a 20p coin and three 2p coins, they need to start at 20 and count on in 2s.

Encourage children to draw coins or representations to match a given amount and use previous learning to compare amounts of money.

Things to look out for

- Children may find it more difficult to work out total amounts when there are different denominations of coins rather than just one type of coin.
- When comparing sets of coins, children may believe that the greater number of coins has the greater value.

Key questions

- How can you count in 2s, 5s or 10s?
- How many coins are there?
What is the value of each coin?
What is the total amount?
- How can you use “greater than”, “less than” or “equal to” to compare each set of coins?

Possible sentence stems

- The value of each coin is _____ pence, so I need to count in _____ s.
- There are _____ coins.
Each coin has a value of _____ pence.
The total amount is _____ pence.

National Curriculum links

- Recognise and know the value of different denominations of coins and notes
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s

Count in coins

Key learning

- Complete the number tracks to match the coins.

What is the total value of coins in each set?

▶

2	4	6							
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▶

5	10								
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- How much money is there?



Which totals were easier to work out? Why?

- Write $<$, $>$ or $=$ to compare the amounts.



Set up a bus stop and have chairs in the positions of seats on a bus.

A ticket for the bus costs 20p.

Give each child a set of either 2p, 5p or 10p coins. Encourage them to count in 2s, 5s or 10s, depending on their coins, to pay for their bus ticket.

How many coins do they need?

How many coins would they need if they also bought a ticket for a friend?

Count in coins

Reasoning and problem solving

Tom has 40 pence in his money box.
There is only one 10 pence coin.
All the other coins are the same.



thirty 1 pence coins
fifteen 2 pence coins
six 5 pence coins

How many of each coin might there be?

Fay has 3 of the same type of coin in her hand.

Dan has 5 of the same type of coin in his hand.



Fay must have more money because she has more coins.

Do you agree with Tiny?

Explain your answer.



No

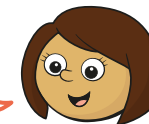
Mo, Kim and Jo each have some money.



Mo

I have 2 silver coins.

I have 5 bronze coins.



Kim



Jo

I have 1 silver coin.

They each have the same amount of money.

Which coins do they each have?

Mo: two 5p coins
Kim: five 2p coins
Jo: one 10p coin