

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 1	Area/topic: Mathematics- Money
	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	

Prior learning	Future learning
Children have limited experience and exposure to money through planned maths meetings	Children will use this learning to support them with finding change, comparing amounts of money, make the same amount using different coins and notes and solve 2 step problems involving money in year 2

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Unitising	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? Set up a role-play shop and provide children with pre-money counters. 5 10 4 20 Can children show the correct value of

pre-money counters for each item? Is there more than one way to do it?

Match the coins to the counters.



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?

Recognise coins

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

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?

Which is the odd one out?

20 pence

8 pence

2 pence

10 pence

Explain your answer.



Recognise notes

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.

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

Money in notes is worth more
than money in coins.

Explain your answer.



Count in coins

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?

Complete the number tracks to match the coins.

What is the total value of coins in each set?

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2	4	6							
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5	10								
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Tom has 40 pence in his money box.



There is only one 10 pence coin.



All the other coins are the same.

They are all 1 pence, 2 pence or 5 pence coins.

How many of each coin might there be?

Key vocabulary	
Coin, pence, pound, value, penny, note, highest value, lowest value, greater than, less than, equal to	
Common misconceptions	Books linking to this area
Children may confuse pounds with pence, for example identifying a £2 coin as 2 pence because "two" is written on the face. 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 find it more difficult to work out total amounts when there are different denominations of coins rather than just one type of coin.	The great pet sale by Mick Inkpen
Memorable first hand experiences	Opportunities for communication
After reading the great pet sale by mick Inkpen, set up a role play pet shop. Children use coins to pay for the pets and items. Play hide and seek with a selection of coins. Can the children find any coins that are the same. Opportunities to explore a range of coins and notes	Ask key questions and discuss Share possible sentences stems and explore

DCINA Reasonable adjustments for pupils with SEND

<i>Communication and Interaction</i> <i>Use a range of visual aids</i> <i>Give clear instructions one at a time</i> <i>Repetition</i> <i>Provide simple instructions</i> <i>Pre teach vocabulary</i> <i>Use working wall where modelling is displayed</i> <i>Give children thinking time Model task</i>	<i>Cognition and Learning</i> <i>Check understanding regularly</i> <i>Allow rest breaks</i> <i>Give thinking time</i> <i>Colour code signs that could be confusing</i> <i>Work checklists</i> <i>Break down tasks into small steps</i> <i>Give opportunities for over-learning</i>
<i>Social, Emotional and Mental health</i> <i>Allow access to a quiet and calm space</i> <i>Give child a special role to increase self esteem</i> <i>Provide a visual support- what to do if you are stuck</i> <i>Provide a movement break</i> <i>Seat pupil by more confident peer</i> <i>Now and next board</i> <i>Sand timers</i> <i>Movement breaks</i> <i>Break down tasks into small steps</i>	<i>Sensory and Physical</i> <i>Consider carpet space position</i> <i>Reduce background noise</i> <i>Provide a range of manipulatives- dienes may be too small</i> <i>Appropriate seating</i> <i>Wobble boards</i> <i>Writing slope</i> <i>Enlarge text</i> <i>Variety of writing tools available</i>