

Dereham Church of England Infant and Nursery Academy- Mathematics

	Year group: 2	Area/topic: Mathematics- money
	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	

Prior learning	Future learning
In Year One children would have learned the value of different denominations of coins and notes. Children would have covered this frequently in maths meetings and given numerous opportunities to recognise coins and notes.	The learning from this unit will be continued and applied further, particularly with 2 step problems

What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
To count money- pence To count money- pounds (notes and coins) To count money- pounds and pence To choose notes and coins To make the same amount To compare amounts of money To calculate with money To make a pound	Opportunities to count pennies Matching the correct money to the correct total Complete part whole models with money Choose from a range of amounts/sets Match amounts that are the same Find which person has the most money Complete money bar models Draw coins in a purse to total £1

To find change To solve two step problems	Use blank numberline method	
Key vocabulary		
Total value, altogether, worth, amount, total, difference, price,		
Common misconceptions	Books linking to this area	
Children may think that a bigger coin is greater in value, for example 2p is worth more than 5p. Children may simply count the number of coins/notes, rather than consider their value. Children may think that coins are always pence. Children may forget to write "£" with their answer. When swapping coins for others with the same value, children may not remove the coin they are swapping, so they no longer have the correct amount Children may focus on using only multiples of the same coin to make £1, rather than combining different coins.	Alan Turing The digits double the fun A mathematician like me Equal shmequal Neils numberless world	
Memorable first-hand experiences	Opportunities for communication	
Opportunities to handle real money	Completing sentence stems provided by White Rose	

DCINA Reasonable adjustments for pupils with SEND

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