Money-SSM/Number	
Knowledge	• Pupils explore pennies by handling, tapping, or moving them, learning they are objects that can be counted. • They begin to react to counting sequences by looking, reaching, or reacting, understanding that counting follows a pattern. • Pupils show awareness of changes in quantity by noticing when pennies are added or taken away. • They participate in counting routines, placing pennies one by one, starting to grasp number sequences. • Pupils recognize differences in quantity, identifying which set of pennies is more or less. • They match pennies to numerals, connecting physical objects with written numbers. • Pupils count reliably up to 10, understanding that numbers represent specific quantities. • They respond to the concept of "add one," counting the new total after adding one more penny. • Pupils recognize different coins and begin to understand their values, including pennies. • They use coins in real-life situations, applying their knowledge of coin values in buying and selling activities.
Engagement model	**Exploration:** Do students reach out to touch or hold coins and notes? Do they look closely at different coins or pay attention when money is used in activities? **Realization:** Do students react when they give or receive money in a pretend shop? Do they notice differences between coins or show interest when counting money? **Anticipation:** Do students expect something to happen when using money, like waiting for change in a shop game? Do they show excitement when more coins are added to a pile? **Persistence:** Do students stay engaged with money activities, like sorting coins or handing over money in a role-play? Do they keep trying even if they don't get it right straight away? **Initiation:** Do students pick up coins or notes by themselves? Do they try to give money in a pretend shop or choose to take part in a money-based activity?

Maths Curriculum Learning Intentions- Money

Levels	Learning Intentions	Activity ideas	Assessment links
H4	To learn to explore pennies by handling, tapping, or moving them. To be able to respond to counting pennies by looking, reaching, or reacting. To learn to anticipate counting sequences when pennies are dropped or stacked. To be able to show awareness of quantity by noticing when pennies are added To be able to show awareness of quantity by noticing when pennies are taken away. To learn to engage in penny-based play, such as filling a container or posting into a slot. To be able to react to adult-led counting of pennies through gestures, vocalizations, or attention shifts. To be able to participate in simple counting routines, like placing pennies one by one.	**Penny Exploration** – Provide a small tray of pennies for pupils to touch, tap, or move around, encouraging them to explore freely. **Penny Drop** – Drop pennies one by one into a tin, pausing to see if pupils anticipate or react to the sound. **Stacking Pennies** – Stack pennies slowly while counting aloud, encouraging pupils to watch or reach for them. **Penny Posting** – Offer a container with a slot for pupils to post pennies through, supporting engagement with counting play. **Adding and Taking Away** – Place pennies on a mat and visibly add or remove them, pausing to allow pupils to react. **Penny Path** – Line up pennies on a table one by one while counting, encouraging pupils to watch or help place them. **Vocal Counting** – Tap each penny while saying a number aloud, modelling counting and watching for pupil responses. **Sensory Tray** – Hide pennies in a sensory material like rice or sand for pupils to find and explore.	1. Pupils show an awareness of number activities and counting
H5	To be able to react to number rhymes by looking, moving, or vocalizing. To be able to join in with actions during familiar counting songs. To learn to engage with number stories by reaching for objects or responding to key words. To be able to participate in simple counting games with adult support. To be able to choose between one or two pennies when offered. To be able to show one or two using objects, gestures, or symbols. To be able to take one or two pennies from a small set when asked. To be able to react to changes when more or fewer pennies are added.	**Number Rhymes** – Sing familiar counting songs with props (e.g., five little ducks), encouraging pupils to look, move, or vocalise. **Action Counting Songs** – Model simple actions during songs (e.g., holding up fingers) and encourage pupils to copy. **Story Counting** – Read a simple number story and pause for pupils to reach for objects or react to key words. **Counting Games** – Use a set of pennies in a simple turn-taking game where pupils place them one by one with support. **Choosing Pennies** – Offer one or two pennies in each hand, encouraging pupils to indicate their choice. **Showing Quantity** – Model using objects, gestures, or symbols to show one or two, supporting pupils in doing the same. **Taking Pennies** – Place a small set of pennies in front of pupils and ask them to take one or two.	1. Pupils respond to and join in with familiar number rhymes, stories, songs and games 2. Pupils can indicate one or two 3. They demonstrate that they are aware of contrasting quantities

	To show awareness of 'more' and 'less' in practical activities. To be able to sort small groups of pennies into bigger and smaller sets.	**Adding and Removing** – Add or remove pennies in front of pupils and pause for their reactions. **More or Less** – Show two groups of pennies (one bigger, one smaller) and model choosing 'more' or 'less.' **Sorting Pennies** – Provide two containers and support pupils in sorting pennies into bigger and smaller sets.	
H6	To be able to match one penny to one object (e.g., placing one penny per toy). To be able to give out pennies one at a time to people or objects. To be able to place one penny per space in a simple activity (e.g., filling slots or ten frames). To learn to echo count to five with adult support. To be able to join in counting aloud during activities and songs. To be able to tap or place objects in time with counting to five. To be able to count out up to three pennies when asked. To be able to make sets of one, two, or three pennies in a sorting task. To be able to use numbers up to three in simple games (e.g., rolling a die and collecting pennies). To be able to choose 'more' when offered a choice (e.g., taking extra pennies). To be able to react to a set growing by adding or reaching for more. To be able to identify which pile has more pennies in a comparison task. To be able to listen and engage with new counting songs and stories. To be able to copy actions or gestures from a new number rhyme. To be able to join in with new counting games with adult support.	**Matching Pennies to Objects** – Place one penny per toy, ensuring each toy has exactly one penny. **Giving Out Pennies** – Distribute pennies one at a time to dolls, stuffed animals, or peers. **Filling Spaces** – Drop pennies into a coin slot or place one per space on a ten frame. **Echo Counting** – Adult says a number up to five, and the child repeats it back. **Counting Aloud** – Join in with counting during songs or when stacking pennies. **Tapping to Count** – Tap a drum, table, or object in sync with counting to five. **Counting Pennies on Request** – Take and count up to three pennies when prompted. **Sorting Sets** – Sort pennies into groups of one, two, or three, placing them in separate trays. **Number Games** – Roll a die (1–3) and collect the matching number of pennies. **Choosing More** – When given one or two pennies, opt for 'more' by selecting two. **Reacting to More** – Notice when extra pennies are added and reach for or point to them. **Comparing Quantities** – Look at two piles of pennies and point to or take the one with more. **Engaging with New Songs** – Listen to a new counting song while holding or moving pennies. **Copying Actions** – Follow along with hand motions or clapping during a new number rhyme. **Joining New Games** – Play a new counting game with adult guidance, such as taking turns adding pennies.	1. Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts 2. Pupils join in rote counting up to five 3. They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games 4. They demonstrate an understanding the concept of 'more'

H7	To learn how to count up to 10 with adult support. To be able to count five objects reliably and accurately. To recognize numerals from 1 to 5 and understand that each numeral represents a specific quantity. To understand the concept of 'less' and use it when comparing sets. To respond to changes in quantity by adding one more object and counting again. To be able to match a set of pennies to the correct numeral. To learn to give the correct number of pennies when asked. To be able to compare two groups of pennies and identify which has more or less. To understand and use the language of 'add one' during counting activities. To be able to predict how many pennies there will be after adding one. To learn to use pennies to check counting by covering them with the correct number. To understand that each numeral corresponds to a specific amount of pennies or objects.	**Counting to 10** – Join in with rote counting to 10 during songs or clapping games. **Counting 5 Objects** – Count out five pennies from a larger pile, touching each one as you count. **Recognizing Numerals** – Match number cards (1–5) to sets of pennies with the same quantity. **Understanding 'Less'** – Compare two sets of pennies and identify which has fewer. **Adding One More** – Start with a set of pennies, add one more, and count the new total. **Matching Pennies to Numerals** – Place the correct number of pennies under each numeral card. **Giving the Correct Number** – Take the right number of pennies when asked for a specific amount. **Comparing More or Less** – Sort two groups of pennies and decide which has more and which has less. **Using 'Add One'** – Say 'add one' while placing an extra penny in a set, then count the new total. **Predicting After Adding One** – Guess how many pennies there will be after adding one, then check by counting. **Covering Pennies for Checking** – Place pennies over number cards to check that the quantity matches. **Understanding Number Amounts** – Pick a numeral card and count out the matching number of pennies.	1. Pupils join in rote counting to 10 2. They count at least 5 objects reliably 3. They recognise numerals from one to five and to understand that each represents a constant number or amount 4. Pupils demonstrate an understanding of 'less'
H8	To learn how to count beyond 10, using support from an adult. To be able to continue counting from any starting number. To understand that quantities can be compared to see which is more or less. To recognize numerals 1-9 and connect them with corresponding sets of objects. To learn to describe the position of objects using words like first, second, and third.	**Counting Beyond 10** – Join in with rote counting past 10 using songs, clapping, or counting along with an adult. **Continuing Counting** – Start counting from different numbers (e.g., "Start at 4 and keep going!") with adult support. **Comparing Quantities** – Place two groups of pennies side by side and decide which has more or less. **Recognizing Numerals 1-9** – Match number cards (1-9) to sets of objects with the correct quantity. **Using Ordinal Numbers** – Line up toys or objects and describe their positions using first, second, and third.	1. Pupils join in with rote counting to beyond 10 2. They continue to rote count onwards from a given small number 3. Pupils recognise differences in quantity 4. They recognise numerals from one to nine and relate them to sets of objects

	• To learn to describe the position of objects using the word or symbol "first." • To learn to describe the position of objects using the word or symbol "second." • To learn to describe the position of objects using the word or symbol "third." To practice making estimates of small numbers and verify by counting. To learn how to respond to changes in quantity, such as adding or removing one object.	**Identifying "First"** – Place an object in a row and label it as "first" using a word card or symbol. **Identifying "Second"** – Arrange three objects and point to the second one when asked. **Identifying "Third"** – Stack three blocks and label the third one using words or symbols. **Estimating and Checking** – Look at a small group of objects, guess how many there are, and count to check. **Adding or Taking Away One** – Start with a set of pennies, add or remove one, and count to find the new total.	5. They use ordinal numbers (first, second, third) when describing the position of objects, people or events 6. Pupils estimate a small number (up to 10) and check by counting 7. In practical situations they respond to 'add one' or 'take away one' from a number of objects
Y1	To learn to recognize different coins and notes. To learn to know the names of different coins and notes. To learn to understand the value of different coins. To learn to compare the values of different coins. To be able to use coins in real-life situations, such as buying and selling items.	**Sorting Coins** – Sort a mix of coins into matching groups, identifying the different denominations. **Coin Hunt** – Play a 'coin hunt' game where children find specific coins hidden around the room or in a tray. **Matching Coins to Pictures** – Match real coins to pictures or illustrations of the same coins. **Naming Coins** – Show a coin to the child and ask them to say the name of the coin (e.g., penny, 5p). **Pretend Shopping** – Use coins in pretend shopping games where children buy and sell items using play money. **Coin Songs and Games** – Sing songs or play games that focus on different coins and their values. **Matching Coins to Price Tags** – Pair coins with corresponding price tags (e.g., match a 2p coin to the '2p' tag). **Coin Sorting Tray** – Use a coin sorting tray to place coins in order from smallest to largest in value. **Find the Value Game** – Play a game where children find a coin based on its value from a mixed group. **Sorting from Least to Most Valuable** – Sort a collection of coins from the least to the most valuable. **Balance Scale Comparison** – Use a balance scale to compare the weight of different coins, showing that bigger doesn't always mean more valuable. **Which Is Worth More?** – Play a 'Which is worth more?' game where children choose the coin with the higher value from two options.	1. I can recognise and know the value of different denominations of coins and notes.

		Buy and Sell in a Play Shop – Practice buying and selling items in a play shop, using the correct coins. **Paying for Items** – Use real or pretend coins to pay for items in a shopping scenario. **Coin Café Match** – In a pretend café or toy shop, match coins to price tags for different menu items.	
Y2	To be able to recognize and use symbols for pounds (£) To be able to recognize and use symbols for pence (p) To be able to recognize and use symbols for pounds (£) and pence (p). To learn to combine amounts to make a particular value. To be able to find different combinations of coins that equal the same amount of money.	**Showing Amounts in Pounds and Pence** – Use coins to represent amounts in pounds and pence, practicing how to express the values. **Matching Coins to Symbols** – Match different coins to the correct symbols (£ and p) for pounds and pence. **Coin Combination Game** – Play a game where children combine different coins to make a specific value, reinforcing the concept of total amounts. **Coin Chart Exploration** – Use a coin chart to explore different combinations of coins that total the same amount. **Pretend Shop** – Set up a pretend shop where children can select coins to pay for various items, practicing real-life money skills. **Sorting Coin Combinations** – Sort a set of coins into various combinations that total the same value, promoting an understanding of equivalency. **Making Totals Up to £1.00** – Use coins to make different totals up to £1.00, encouraging practice with a range of coins. **Coin Challenge** – Introduce a challenge where children find multiple ways to make the same amount using different coin combinations. **"What's the Total?" Game** – Play a game where children combine coins and calculate the total value, helping them practice coin counting. **Counting Coin Combinations** – Practice counting different coin combinations to reach values like 50p, £1.00, or £2.00. **Virtual or Physical Coin Tool** – Use a virtual money tool or real coins to experiment with various combinations that total the same amount, reinforcing flexibility in coin use.	1. I can recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value 2. I can find different combinations of coins that equal the same amounts of money

Maths Curriculum Learning Intentions- Money

Y3	To be able to add and subtract amounts of money to give change, using both £ and p in practical contexts. To learn to calculate change when making purchases. To be able to use both pounds (£) and pence (p) when adding and subtracting money. To understand how to give correct change in real-life situations.	**Shop Game for Giving Change** – Play a shop game where students buy items and practice giving the correct change using both £ and p. **Purchasing with Play Money** – Use play money or real coins to make purchases, calculating the change needed and practicing addition and subtraction with amounts. **Pretend Café or Shop** – Set up a pretend café or shop with price tags and scenarios where students need to give the correct change, reinforcing practical money skills. **Adding and Subtracting Money** – Practice adding amounts of money together to reach a total, then subtracting to give change in real-life contexts. **Counting Coins for Change** – Introduce challenges where students count coins and notes to find out the change from a specific amount. **Using Number Lines or Coins** – Use number lines or coins to practice adding and subtracting money amounts in practical scenarios. **Finding the Best Combination for Change** – Give students a total amount of money and a set of coins, asking them to find the best combination to give the correct change. **Money Word Problems** – Use word problems involving purchasing items and calculating how much change is given, encouraging problem-solving skills. **Role-Playing Change Scenarios** – Work in pairs to role-play scenarios where one student buys something and the other gives the correct change. **Real-World Money Contexts** – Use real-world contexts like a toy shop or grocery store where children practice adding and subtracting money to give change for various amounts.	1. I can add and subtract amounts of money to give change, using both £ and p in practical contexts
Y4	To estimate amounts of money up to £10 and check by calculating. To compare different amounts of money and identify which is greater or smaller. To calculate the total of different amounts of money in pounds and pence.	**Estimating Total Costs** – Present a set of items and ask students to estimate the total cost, then calculate it and compare the estimate to the actual total. **Comparing Amounts** – Provide pairs of amounts (in pounds and pence) and ask students to compare which is larger or smaller, explaining their reasoning.	I can estimate, compare and calculate different measures, including money in pounds and pence

	To learn how to convert between pounds and pence when working with money. To practice estimating the cost of multiple items and calculate the total. To develop the ability to solve word problems involving money, using estimation and calculation. To understand the relationship between different coins and notes and how to combine them effectively.	**Adding Money** – Give students different coins and ask them to calculate the total value, using both pounds and pence. **Converting Between Pounds and Pence** – Provide amounts in pounds and pence, and ask students to convert between the two, practicing how to express the same value in both forms. **Money Estimation Challenge** – Set up a series of items with prices and ask students to estimate the total cost before calculating it. **Word Problems** – Use word problems involving buying multiple items to practice estimating and calculating total costs and finding out how much change is needed. **Making Change** – Give students a set amount of money and ask them to calculate how much change they would get after buying an item. **Money Comparison Game** – Play a game where students are given different amounts of money (in notes and coins) and have to determine which one represents a greater value. **Estimating Coin Values** – Ask students to estimate the number of coins required to make a specific amount of money and then check by counting. **Shopping Scenario** – Set up a pretend shop where students practice calculating the cost of items and estimating the total before paying with the correct amount.	
Y5	To be able to read, write, order, and compare amounts of money up to £1,000,000, understanding the value of each digit in a monetary context. To be able to count forwards and backwards in steps of 10, 100, and 1,000, using money amounts up to £1,000,000. To round amounts of money to the nearest 10p, £1, £10, £100, and £1,000 in practical money problems.	**Shopping Comparison –** Set up a pretend shop with various items labelled with prices up to £1,000,000. Students read the prices, write them down, and then order them from lowest to highest. Challenge them to compare two prices, explaining the value of each digit in the amounts. **Counting Challenge –** Create a series of price tags with amounts up to £1,000,000. Ask students to count forwards and backwards in steps of 10, 100, and 1,000, starting from different price tags. For example, start from £100,000 and count forwards by 1,000, or start from £2,000 and count backwards in steps of 100. **Round the Total –** Set up a pretend café with price tags for various menu items. After students select items, ask them to	1. I can read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit 2. I can count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 3. I can round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 4. I can solve number problems and practical problems that involve all of the above

		round the total cost to the nearest 10p, £1, £10, £100, and £1,000. For example, if the total is £276.45, students would round it to £270 (nearest £10), £280 (nearest £100), and £300 (nearest £1,000).	
Y6			