



1. Recognising coins and notes

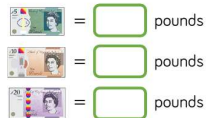
· recognise & use symbols for pounds and pence, combine amounts to make a particular value

Fluency:

Organise the coins on your table into pence and pounds.
Can you name each coin?



What is the value of each note?



Problem solving:

Which is the odd one out?



Why?

Reasoning:

Dora says:



Do you agree with Dora?

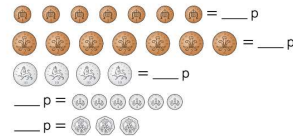


2. Counting money - pence

· recognise & use symbols for pounds and pence, combine amounts to make a value

Fluency:

Count the money.



Use <, > or = to compare the money.



Problem solving:

Jack selects four of these coins.



He can use the coins more than once.

What total could he make?

What is the lowest total?

What is the greatest total?

Reasoning:

Draw coins to make the statements correct.

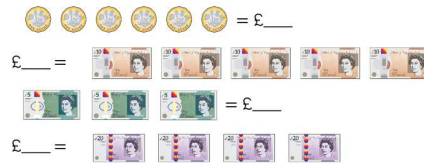


3. Counting money - pounds

· recognise & use symbols for pounds and pence, combine amounts to make a particular value

Fluency:

Count the money.



Complete the bar models.



Problem solving:

Ron thinks he has £13



Is he correct?
Explain your answer.

Reasoning:

Explain the mistake.

£2, £4, £6, £7, £8, £10

4. Counting money – notes and coins

· recognise & use symbols for pounds and pence, combine amounts to make a particular value

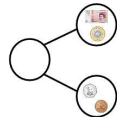
Fluency:

How much money is there altogether?



There is £___ and ___p.

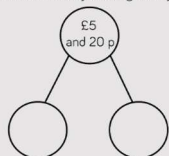
Complete the part-whole model.



What's the same and what's different about the parts?

Problem solving:

How many ways can you complete the part-whole model by drawing money?



Reasoning:

Here are some coins and a note.



Amir says, "There is 10 p".

Dexter says, "There is £10".

Are either of them correct?

5. Selecting money

Fluency:

Circle 56 p.



Which does not show 50 p?



Reasoning:

Rosie says,



Do you agree?

Explain why.

Problem solving:

Circle the odd one out.

23 p = 20 p, 2 p, 1 p
25 p = 20 p, 5 p
28 p = 20 p, 8 p

Explain your answer.

6. Making the same amount

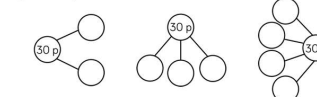
· find different combinations of coins that equal the same amounts of money

Fluency:

Match the amounts.



Complete the part-whole models.



Problem solving:

Make 50 p three ways using the coins below.

You can use the coins more than once.



Reasoning:

How many ways can you make 10 p using only copper coins?

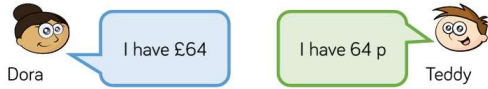
Did you use a strategy?

7. Comparing money

solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fluency:

Who has the most? Who has the least? How do you know?



Use <, > or = to compare the amounts.



Problem solving:

True or False?

5 copper coins can be worth more than 1 silver coin.

Reasoning:

Annie has 3 coins in her hand. Jack says,



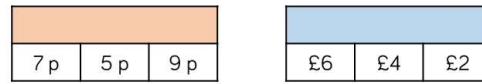
Is he correct? Explain why.

8. Finding the total

solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fluency:

Complete the bar models.



Amir buys bread and eggs.



How much does he spend?

Reasoning and Problem solving:

Dexter has these coins and notes.



He makes an amount greater than £20 but less than £30

Draw the money he could have used. You can use each coin or note more than once.

How many different ways can you find?

9. Finding the difference

solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fluency:

Work out the difference between the cost of a bag of sweets and a bar of chocolate.



Find the difference between the amounts of money Amir and Mo have.



Problem solving:

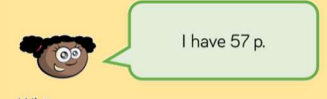
Jack has 2 p.

Eva has 10 p.

Both of them have a 2 p coin.

What other coins could Eva have?

Reasoning:



Whitney

I have 2 silver coins and 1 bronze coin.



Mo

What could Mo have? Work out the differences between the amounts. How many different answers can you find?

10. Finding change

solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fluency:

Dora has these coins.



She spends 53 p. What money will she have left? What coins could it be?

Write the calculation and find the amount of change.



Problem solving:

I have 20p. My change is more than 5p but less than 10p. What could I have bought?



Reasoning:

I paid for my shopping with 1 coin. Here's my change:



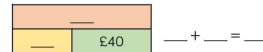
What could I have paid with and how much would the item have been?

11. Two step problems

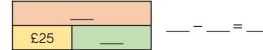
solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Fluency:

Rosie has £33 in her money bank, and gets £40 more. Fill in the bar model and write a calculation to show her total.



She then buys a top for £25. Complete the bar model and write a calculation to show what she has left.



Amir has these coins.



He spends 54 p. How much does he have left?

Problem solving:

Alex has 90p. She bought a rubber for 30p and wants to buy a pencil.



Pencil: 70 p

The shopkeeper won't sell her it. Explain why.

Reasoning:

Ghost Train: 90 p

Annie finds a 20p coin. She puts it with her other three 20p coins. Does she have enough for the Ghost train?

I think _____ because _____

Vocabulary

change	difference	more
total	altogether	less
pounds £	amount	greater
pence p		equal