Year 2 Unit 10: Money (2 weeks)

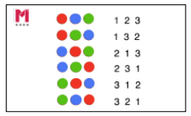
Before you start…

- *Complete the Pre-Unit Quiz to assess pupils on the required pre-requisite knowledge and address any gaps.*
- *How familiar are pupils with counting in steps of 2, 5 and 10?*
- *Are pupils familiar with the value of coins and notes?*
- *What opportunities can you include in transitions and Maths Meetings to consolidate these learning points prior to starting the unit?*

Which note has a greater value? How do you know?

Money problems

This NRICH article outlines the skills pupils need in order to have an understanding of money.



How much money do you have in total?

How many ways can you make 10 p?

Investigating all possibilities

Lesson 4 allows pupils to find combinations to make £1 using only 5 ps, 10 ps, 20 ps and 50 ps. Pupils may require some scaffolding to support them in working systematically. You may wish to begin by exploring combinations as a class and then allow pupils to investigate further; a table like the one below may be appropriate for some pupils.

5p	10p	20p	50p
0	0	0	2
0	1	2	1

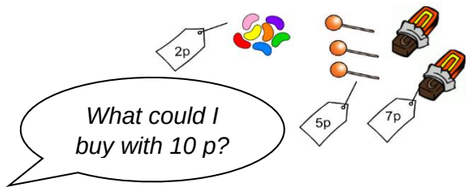
Recognising coins and notes

L1 Recognise coins and use the symbol for pence accurately
L2 Recognise coins and notes and use the symbol for pounds accurately

Pupils consolidate and build upon knowledge from Year 1 by exploring the value of coins and notes, representing their value using pictorial representations of pennies and pounds. They use these representations to support their understanding when comparing the value of coins and notes. Pupils should be familiar with recording the value of a coin or note in words and using the £ and *p* symbols.

- ? *How will assessments in these lessons shape the adaptations you make to the rest of the unit?*
- ? *How can you support mathematical thinking during these lessons, drawing upon skills such as comparing, sorting and generalising?*

The Big Picture for this unit is a supermarket. Throughout the unit crate opportunities for pupils engage in practical role play involving paying for items, combining amounts of money and giving correct change to make the learning more meaningful for pupils.



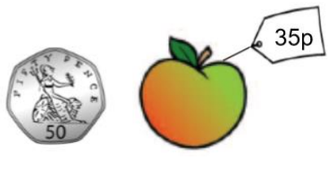
Counting combinations of coins

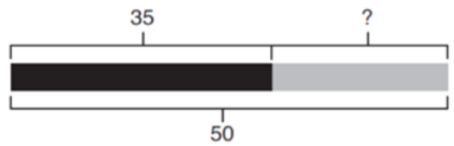
L3 Count money in a set of coins
L4 Make the same total using different coins

Pupils explore different strategies to count money efficiently, applying mental strategies from Unit 7 when appropriate. Once pupils are secure in counting coins of the same monetary unit, they build on this by counting combinations of different coins. Lesson 4 allows pupils to investigate various ways to create an amount giving pupils an opportunity to work systematically to find all possibilities.

- ? *How will you demonstrate and encourage resilience to support pupils to find many possibilities?*

Video: *Bar modelling: augmentation and reduction*





Calculating with money

L5 Calculate change from a pound
L6 Create an amount of money in different ways
L7 Find out how much change would be given

Pupils apply knowledge of addition and subtraction by exploring paying for items, firstly using the exact coins and then discussing the concept of change. Pupils begin finding change from £1 by using a count on strategy and applying their knowledge of composition of a pound from earlier in the unit. They build on this by exploring different combinations of coins to make a specified amount, using mathematical thinking to find the least amount of coins to make the specified amount. Pupils then solve problems involving finding change from various amounts of pounds and pence using bar models to develop their conceptual understanding.

- ? *How will you make the learning in these lessons meaningful to pupils?*
- ? *What key language structures will you encourage pupils to use?*

Solving money problems

L8 Solve problems relating to money

Drawing together learning from the unit, pupils discuss and interpret a problem. Again, pupils should be encouraged to develop strategies to work systematically in order to find all the possibilities.

- ? *What opportunities will you allow for pupils to discuss various approaches to the problem?*
- ? *How might you adapt the independent task to add further depth for pupils, should they require it?*

Complete the Post-Unit Quiz to assess pupils on the unit's key learning. Use the results to plan any further consolidation, interventions or Maths Meeting content.

There are only eight planned lessons in this 2-week unit which allows you to respond to how pupils are progressing. Use your professional judgement to identify if you require more than the two given consolidation lessons to pre-teach, post-teach and break learning across multiple lessons according to your pupils' needs. When adapting, keep in mind the yearly planner to ensure curriculum coverage.

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