

Lesson for ages 5-7

Lesson content

This lesson focuses on making the same amount of money using different coins and notes.

Key skills

Children will develop their problem-solving skills practically and will combine amounts to make a particular value.

Oracy links

Encourage children to discuss coins and their value.

Ask children to make the same value using different coins.

- This is a ___ pence coin.
- It has a value of ___.
- There are ___ p coins.
- The total value of the coins is ___ p.

Real-world links

Consider creating a shop with items for sale in it.

Discuss the coins or notes children could use to pay for an item.

Setting the scene

Show children a selection of coins. Identify the coins children have seen or used before.

Explore examples of where they have seen or used them.

Label each coin with the value.

Provide children with a full set of their own coins, either in pairs or small groups.

Ask children to sort the coins into two piles. Discuss how each group sorted them.

Did everyone sort them in the same way?

Explore other ways to sort the coins. Each time discuss how the coins have been sorted.

Show children two 5p coins in a group and one 10p coin in its own group.

Ask children what is the same about each group and what is different?

Establish that both groups have the same value.

Provide children with more coins and ask them to find another example of where a group of coins could make the same value of another coin.

Enabling prompts

- Use pre-money counters to help children to recognise the value of the
- coins. Match pre-money counters to corresponding coins.
- Explore different ways to make the same value using pre-money counters.
- Provide children with coins to buy items less than £1

Developing it further

Show children a picture of a toy shop or another familiar shop. Discuss children's experiences of visiting a shop. Show an item such as a cuddly toy with a price tag of £5. Ask children to work in pairs and discuss what coins they could use to pay for the item. Record the different examples on the board.

Extending prompt

- How many ways can children pay for an item?

Ask children to discuss what the least and greatest number of coins that could be used to pay for an item. Be mindful of asking children to record the greatest number of coins, instead encourage reasoning which explains how many 1p coins this would be.

Extending prompt

- Consider the most efficient ways to make an amount.
- Explore non-examples, for example making 30p from 2p, 1p, 1p cannot be done.

Time could also be spent exploring examples that are duplicated but not presented in the same way, for example £1 £2 £2 is the same as £2 £1 £2. Also discuss ways to record ideas more systematically, for example, changing one coin at a time for a combination of other coins.

Guided/independent work

Introduce Alex's scenario.

"Alex went to a toy shop.

She bought a watch for £10 using only coins."

Ask children:

- What is the least number of coins she could have used?
- What is the greatest number of coins she could have used?
- What is the least number of silver coins she could have used?
- If Alex did not use copper coins, what could she have used?
- If Alex only had 5 coins, what could she have used?

Challenge

- Alex has 5 silver coins and 5 gold coins but has less than £10 in total.
- She can only swap 1 coin which will then give her a total of £10, what coins did she start with and what coin did she swap?

Summary

Discuss children's solutions. Model the answers where appropriate. The challenge question could also be completed together.