



# Summer Fete **LESSON PLAN**

By Bobby Seagull & Susan Okereke  
from the Maths Appeal podcast



# Ages 7-11 Key Stage 2 Lesson Plan

## School Summer Fete Challenge

### Lesson content

This lesson focuses on financial literacy and working with money in context. Children plan music for a school summer fete by comparing DJ pricing structures, calculating costs and applying percentages. It can be extended to explore profit, loss, and value-for-money decisions.

### Key skills

Children will develop their understanding of multiplication, working with time, calculating with money, applying percentages and reasoning about best value with budgeting. The Chance Card scenarios also build skills in proportional reasoning and financial decision-making.

#### Oracy links

Encourage children to articulate how they calculated DJ costs and compare methods with a partner. Ask groups to justify their final DJ choice using a 'Maths Reason' before the class vote.

#### Concrete resources

Consider using a number line or clock face to support time calculations. Use base ten or place value counters to represent money calculations.

### Setting the scene

Introduce the scenario: the school is holding a summer fete and the class is helping to organise it. Open a discussion with the following questions:

- What is a fete? Have you ever been to one?
- Why put on a fete?
- Who might be coming to the fete?
- How do we let people know about it?
- What activities and stalls might you find at a fete?

### Developing it further

#### Task 1 - Fete Activity Ideas

Present children with a list of fete activities and their costs. In small groups, children can spend a maximum of **£100** on a combination of activities from the list on the next page.

**Note:** This can be a 'think, pair, share' activity where students think individually, then share their ideas with a partner, then share with the whole class.



Item	Cost
Bouncy Castle	£50
Ice Cream Van	£30
Face Painting	£15
Hoopla Game	£10
Music/DJ	£25
Raffle Prizes	£20

Each group must choose a combination that adds up to a **maximum of £100**. Groups should give reasons for their choices. Encourage children to share their selections and compare strategies.

### Enabling Prompts

- **Provide** a number line or hundred square to support addition to 100.
- **Ask:** 'What is the total if we choose A and B? How far are we from £100?'
- **Challenge:** is there more than one combination that totals exactly £100?

### Challenge

Challenge can be introduced with more complex prices e.g. £52.50, £34.50, £9.50.



## Task 2 - The DJ Battle: Beat the Budget

The class is in charge of music and hiring a DJ for the fete. Introduce the scenario:

- The fete runs for 3 hours (1:00 PM to 4:00 PM).
- The budget for the DJ is £150.

Begin with a discussion: what do you need to think about when booking a DJ?

- Budget and DJ fee
- Event times and break times
- Playlist and equipment
- Volume
- Ways for the fete to make extra money

Then introduce the three DJs:

DJ	Pricing	Bonus / Extra income for fete
DJ "Flat-Fee" Freddie	£140 for the whole afternoon	Karaoke machine: customers pay £1 to the fete per song
Mix-Master Martha	£10 for every 15 minutes played	Plays all the latest hits
Shuffle Sam	£45 per hour	Customers pay 50p to the fete for each individual song request

Ask children to work in small groups to calculate the cost of each DJ for the **3-hour** fete. Which is **cheapest**? Which is most **expensive**?

### Enabling Prompts

- Remind children there are 60 minutes in an hour and encourage them to draw a timeline from 1:00 PM to 4:00 PM.
- Ask: 'How many 15-minute slots are in 3 hours?' to help with Martha's cost.
- Recording known multiplication facts can support children, e.g.,  $3 \times 45 = 135$

### Challenge

Challenge can be introduced with more complex prices e.g. £10.50 for every 15 minutes played, customers pay 40p to the fete for each individual song



## Extending Prompt

Consider what would happen if you considered bringing in a DJ from Europe or America and introduce the concept of foreign currency.

Would it impact the choice of DJ you could go for?



### Task 3 - Scenario Cards

Once groups have calculated the original DJ costs, introduce the Scenario Cards.

Suggested ways to use the **Scenario Cards**

- Display on board and pick one to work through as a class
- Cards can be cut out and handed to groups of students
- Scenarios can be selected at random using the animated Scenario Cards slide

Groups must work out the New DJ Cost after the Scenario card is applied.

**Scenario Cards:**

- The '**One More Song!**' – the Headteacher asks the DJ to stay for an extra 30 minutes.
- **Karaoke Sales** – 15 people are interested in doing karaoke at the fete.
- **Song Request Sales** – 26 people are interested in making song requests.
- **The Early Bird** – you booked the DJ six months ago, so they give you a 10% discount.
- **Weather Warning** – a passing rainstorm cuts the fete short by an hour, giving a 50% refund for the final hour.
- Make up your **own scenario**.

### Enabling Prompts

- For the **10% discount**: remind children that 10% = divide by 10.
- For the **50% refund**: remind children that 50% = half.
- Provide a **working-out table**: Original Cost | New Cost | Difference.

### Challenge

Using the Working Out Table, children compare all three DJs across multiple **Scenario Cards**. They consider:

- Which DJ is the best value in each scenario?
- Which DJ creates the most extra income for the fete across all scenarios?
- Is there a DJ who is always good value or does it depend on the scenario?

### Extending Prompt

- Could you **calculate** the total fete income (DJ extras + other stalls) for each scenario?
- If the school wants to keep the DJ cost **under £100**, which DJs are still viable? Under which scenarios?
- Design your own **Chance Card** and calculate its impact on each DJ's cost.

### Summary

Ask each group to present their recommended DJ choice with a 'Maths Reason'. Facilitate a class vote and discuss which DJ the school should hire. Model key calculations where needed and encourage children to see that the best value depends on the scenario : a key real-world financial literacy lesson.

