

## I can find, name and match coins up to £2

### Quick flash

Use the Coin Cards and quickly flash the image. Can the children name the coin or at least make a reasonable guess? You might start with a slower flash and build up to faster flashes.

### Slow reveal

Cover the card with a piece of paper. Slowly reveal the coin and see if they can recognise the coin and say its value. Talk about the features of each coin. You could extend to several coins and they work out the total.

### Coin orders

Give the children several Coin Cards and ask them to put them in order from smallest to largest or vice versa. Talk about the features of each card and if the children are ready you could combine cards to work out totals or differences.

### Find it first

Spread the Coin Cards out on the table. Call out a coin and the children have to be the first to touch the coin. You could extend this by awarding them coins instead of points for example, 10p if you are quickest. You could then get them to exchange the coins as they earn them, for example, 2 x 10p for a 20p or 5 x 10p for a 50p coin.

### Cover-up

Use any of the money boards which show a variety of coin images. Ask the children to cover up coins with counters or little pieces of scrap paper. You could introduce working out the total for multiples of the same coin, for example, we have covered four 5p coins, how much is this altogether? Can you cover another coin with the same value? What about two coins?

### Name the coins

Shuffle the Coin Cards and lay some out in a row. Ask the children to name each coin as you touch it. You could start slowly and touch them in order and then get faster and jump about the order you touch them. The children could then take over and lead the game for each other.

### Coin features

Ask the children to identify what is the same about a pair of coins and what is different. You could ask them to group the Coin Cards by features. As a creative challenge, you could ask them to create their own coin design.

### Coin rubbing

The children could create coin rubbings using pencils or crayons to rub over paper on top of coins. They could create a pattern with different coins or they could create their own set of Coin Cards for others to name, label or use in games.

### Weigh money

This is a worthwhile experiment but you do need real coins, for example, use 2p coins. Count out certain amounts of coins, add up their value then weigh and record. Now in reverse. Pour coins onto scales until the exact amount is shown on scales. Now count out to find the value.

### 'Feely' bag

Have a bag of coins ready and do 'feely' exercises, guessing the total amount inside. You could ask the children to feel the total of different bags and then put them in order from the lowest to the highest value bags.



## I can work out the total value of a group of coins and can make a total using different coins

### Making totals

Ask the pupils to use the Coin Cards or play money to make totals. You could challenge them to then make it in a different way and compare their solutions.

### Cover up

Use the money boards and ask the children to cover a certain amount using counters or small scrap pieces of paper. You could extend this by asking them to show the change they would receive from a transaction, for example, I buy a sweet which costs 57p, cover the change I would get if I paid with a £1 coin.

### Spin a total

Use the spinners which show coins or amounts. Ask the children to make this amount using the Coin Cards or to cover up the coins on the money board. You could extend this by asking them to add to or subtract from the amount, for example, make or cover 10p more than the amount or 35p less than the amount etc.

### Ordering amounts

Give each pupil a group of Coin Cards and ask them to work out the total. If you want them to practice writing amounts, you could give them a sticky note or a scrap of paper to write the total. Ask the pupils to work together to order the amounts from least to most. As an extra challenge, you could introduce calculations by asking them to work out the difference between each amount or to add some of the amounts and work out the total.

### Price match

Use catalogues, menus or price lists which show real life prices. Ask the children to pick an item and show the amount with the Coin Cards. The other children then guess which item they chose.

### Shop play

Set up a class shop role play area. They can act out buying and selling individual items and ask them to give the correct money. You could move on to counting out change if this is appropriate. Involve the children in planning and setting up the context, for example, what they need to set it up, bring in items from home, make props and accessories, make price labels, signs etc.

### Uncover

Use the money boards showing coins and ask the children to cover any six coins as they add them up. Someone else then has to uncover the coins and work out the total. You could specify a range, for example, can you cover six coins so that the total is between £4.50 and £6? The person uncovering would then also be checking if the coins met the criteria you set.

### Combinations

Give the children a total and they have to work in a small group to figure out how many different ways they can make the amount. You might want to give them the Coin Cards or money boards to support their working out. They can share the different combinations they worked out and see if anyone found one they didn't. Encourage them to be logical in recording them and discuss how they know if they have every possibility.

### Hand grab

If you have enough real or toy coins, you could ask the children to take a handful and work out the total. Who had the highest and lowest value grab? You could adapt this for the Coin Cards but asking them to take a number of cards and work out the total. They could then order the card bundles or work out how much more they would need to make a given amount.

## I can add and subtract with money including working out change

The activities can be differentiated by using different amounts or styles of recording. There are several different money boards and spinners available so you can adapt the tasks accordingly.

### Make £1

Show an amount using the Coin Cards and ask the pupils to work out what they would have to add to the amount to reach £1. They could use the Coin Cards to support their calculations and you could demonstrate how to count on by adding the coins as they keep a running total. Ask them to then do this without the Coin Cards to see if they can do this mentally. You could then extend this to higher amounts for example, make £2, make £5 etc. and make the link to giving change.

### Adding and exchanging

Ask the pupils to make an amount using the Coin Cards and then give them a second amount to make. Then ask them to add the piles together and work out the total. You could then ask them to exchange their coins to create the total using the fewest number of coins possible. Start with simple examples, for example, 50p + 75p, then build up to more challenging examples for example, £1.37 + 86p.

### Card flash

Give the children a total and explain that you paid this amount and that you're going to flash the amount you got in change. For example, I paid £5 and got this change – how much did I spend? Flash the card and they have to work out the answer.

### Hands down

Lay the cards out on the table and ask a question where the answer is shown on a card. The first person to lay their hand on the 'answer' card wins a point. Questions could vary from naming the coin, totals, change if I spend this much etc. You could have a two-card answer and they have to work in pairs and both touch the cards to answer. This can also be adapted by using the money boards and ask them to be the first to point to a coin or an amount or the first to cover amounts with counters.

### Catalogue shopping

Ask the children to create a poster showing several items with prices cut from catalogues or menus. They work out the total and write it on the back of the poster. Other children can then look at it and work out the total before checking the answer on the back.

### Spinners

Use the spinners provided or use the blank version to make your own. Set a calculation to be done with the amount each time you spin, for example, double it, add 35p, subtract 99p, work out change from £5 etc. Spin it and the children work out the answer. You could ask them to say the answer if you are focusing on speed or ask them to write it down on paper or a mini whiteboard so you can discuss their answers.

### 20 questions

Think of an amount and the children have to guess it by asking yes or no questions. Once they have guessed, they can then lead the game for each other. It can help to model questions by playing a round against a pupil. The children may naturally focus on higher or lower questions so for an extra challenge you could ban those questions. Encourage them to think of other ways to ask, for example, could I pay this amount with a £10? Are there three coins which are the same value to your amount? You could ask the children to create question cards showing good questions which could be used in the game in the future.

### Word problems

Randomly take two or three of the Coin Cards or pick an amount from the spinners or money boards. The children have to make a word problem which includes the amount and they swap them with each other to solve. Encourage them to set the question in a story and discuss the different contexts they could use. For example, Sarah was saving up to buy a present for her sister; Tom created a budget to help him save etc. You could discuss the different phrases the children know for offers and deals for example, 'Buy one, get one half price', or you could incorporate fractions and decimals if appropriate, for example, half price for today only.

### Cover-up

Use the money boards and ask the children to cover up the answer to questions you ask. This could be questions about:

- **Ordering** – for example, cover up all the amounts which are less than...
- **Addition** – for example, cover coins to show £1.25 plus £2.30 or cover all the amounts larger than double £3.50.
- **Difference** – for example, cover coins to show the difference between...
- **Change** – for example, cover the coins I would be given in change from £10 if I spend...
- **Multiplication** – for example, I earn £1.20 every week for four weeks, cover the prices which I could afford to pay with my earnings.

### Chores

The Chore Cards which are used within the app can also be used for calculation discussions. You could ask the children to order them from the least to the most money they could earn. You could give the children a total and ask them to discuss which chores they could do to earn the money.

Example: You are going to do chores for a few weeks to earn money. You can repeat the same chore each week or choose different ones. Choose the chores you could do to make your exact target.

- **£4.20 over two weeks?** (tidy your room + vacuuming)
- **£5.30 over two weeks?** (2 x vacuuming + recycling)
- **£2 over three weeks?** (2 x wash the car + 2 x recycling)
- **£4.70 over three weeks** (vacuuming + tidy your room + recycling)
- **£7.20 over three weeks** (3 x vacuuming)
- **£5.50 over three weeks** (2 x wash the car + do the dishes)



### Enterprise

For a larger project, you could ask the children to plan and carry out an enterprise activity (e.g., baking cakes to sell at playtime, creating craft items to sell at the school fair, making fruit cups to encourage healthy eating etc.).

Work out the costs of the materials needed and investigate where these could be obtained for the best price. Discuss the best selling price so you can sell as many as possible, offer 'value' to customers and also make a 'profit' on each item.

### Role play

In groups 'role play' a variety of scenarios related to spending and saving, for example, going food shopping, going to the launderette, going to the cinema, planning a party.

You could ask the children to take on different roles within the situations or ask them to use particular vocabulary in their discussions. This could be followed up by creating a story on a money-related topic or a cartoon strip which includes key financial vocabulary.

### Would you rather?

Ask problems where the children have to compare two options. For example:

- Would you rather earn 50p a day or £5 a week?
- Would you rather buy three sweets which are 50p 'buy one get one free' or 40p each?

Once you've modelled several questions, ask the children to make up their own questions with answers. They can then swap them with other children to complete. They could create a quiz to be completed by the other children as a homework task or you could give them to other classes.

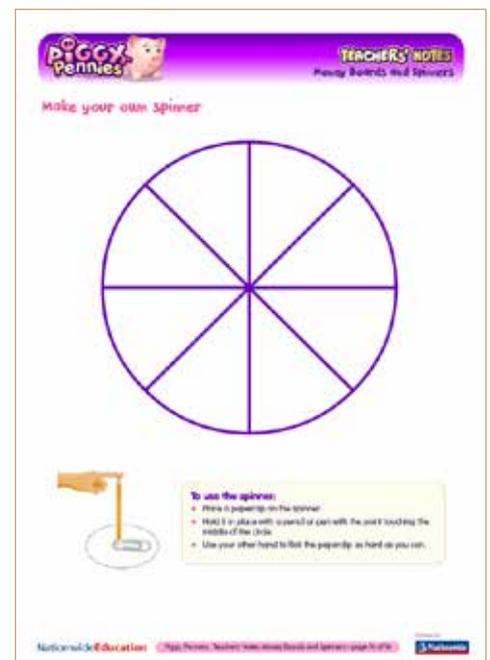
### Making games

Ask the children to create their own game based on money calculations.

They could use a format of a game you play in class, for example:

- Dominoes
- Loop cards
- Flashcards
- Or they could create their own format or game board design.

There is a 'create your own spinner' template included in this Piggy Pennies resource which they may want to adapt. You could then ask the children to play the game and give feedback to the designers on what they liked and how they could be improved.



### Junk mail

Gather examples of junk mail which feature deals, offers and money calculations. The children could do this as homework. This could be advertising, newspapers, menus, leaflets etc. Use these as the basis for money discussions and calculations for example, "How much change would I get from £10 if I bought a large pepperoni pizza and a side order of coleslaw?", "How much money would you save on this meal deal?"

You could start a real-life maths box in school and ask other classes and teachers to gather examples they find. This can be extended to items beyond financial education but which feature number, measure, time and more. In no time at all, you'll have a treasure trove of examples which can be incorporated into maths lessons.

Examples to look out for:

- **Travel timetables** – There are often boards of leaflets at bus and train stations showing local and national journeys. They can be used for price comparisons as well as lots of time calculations.
- **TV guides** – Gather examples from magazines and newspapers (warning - beware of inappropriate programme titles especially in the early hours on some digital channels!)
- **Tourist brochures** – You'll often find tourist stands in supermarkets and shopping centres full of leaflets for local tourist attractions. They usually have prices, deals and offers such as family tickets but they may also have opening times and dates, maps showing locations or site maps which you can use for giving directions and work on angles. You could give the children an imaginary budget and ask them to plan a family day out or work out the cost of a school trip.
- **Takeaway menus** – Many households get a steady stream of these through the door and they're great for money calculations and comparisons. You could ask the children to estimate totals for a family order or look at how much you could save with deals or set menus.
- **Catalogues** - These are packed full of opportunities for money calculations and the potential for discussing budgets, saving for an item, comparing costs, working out change etc.
- **Mobile phone leaflets or booklets** – Mobile phone shops have a great variety of tariffs which can be a fun context for calculations. Most will have a pamphlet available with their current offers so you can explore this with the children. This is a good context for discussing small print in contracts with older children.
- **Holiday brochures** – Travel agents have walls full of holiday brochures which are packed with numerical information. They have average temperatures, dates and seasons, distances, maps plus prices and offers to work out. If appropriate, you could look at exchange rates and work out the cost of items in other currencies or ask them to create presentations on other countries and their currency. As always, be sensitive to children who may never have been on a foreign holiday if you're using this context.