
















Girnhill Infant School
 'Where everyone is valued and futures matter'



Money	To begin to use everyday language of money	To recognise and know denominations of coins and notes	To be able to compare and describe amounts using language of money	Use knowledge of 2's, 5's and 10's to count in coins	Use coins and notes to make amounts	Finding the total of 2 or more amounts of money	Calculating change
Skill – Practical/Fluency	e.g. "I will have 4 buns please." "That will 5 pennies."	e.g.  5p  10p  £2	e.g.   50p 20p The bus costs more than the dog. 20p is worth more than a 2p  > 	e.g. make 10p using 5p coins  Make 50p using 10p coins 	e.g. make 50p  Make £11.15  This also includes finding different ways to make the same amounts and finding the most efficient method e.g. using the least amount of coins/notes to make an amount e.g. 55p in an efficient method is  But could also be done using 50p, 1p, 2p, 2p Or 20p, 20p, 10p, 5p Or 10p, 10p, 10p, 10p, 10p, 5p etc	e.g. Amir buys bread and eggs.  49 p  30 p How much does he spend? $49p + 30p =$ $////..... + /// =$ $//////// = 70$ $..... = 9$ $70p + 9p = 79p$ Other skills involving addition and subtraction can be practised in the context of money: <ul style="list-style-type: none"> - Finding the difference between two amounts - Two step problems involving amounts of money 	e.g. Dora has these coins.  She spends 53 p. What money will she have left? What coins could it be? $70p - 53p =$ $////////$ Take away 5 tens $//$ Exchange one ten for ten ones $/.....$ Take away 3 ones $/.....$ $70p - 53p = 17p$ Then calculate which coins would be the most efficient way to make 17p



Girnhill Infant School
 'Where everyone is valued and futures matter'

	To begin to use everyday language of money	To recognise and know denominations of coins	To be able to compare and describe amounts using language of money	Use knowledge of 2's, 5's and 10's to count in coins	Use coins and notes to make amounts	Finding the total of 2 or more amounts of money	Calculating change
Vocabulary	Pounds Pence Coin Note Penny Change Costs	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 More Less Worth Compare Describe	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 More Less 2's 5's 10's	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 More Less Amount Value	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 More Less Amount Value Increase Add Total	Pounds Pence Coin Note Penny Change Costs 1p 2p 5p 10p 20p 50p £1 £2 £5 £10 £20 More Less Amount Value Take away Subtract Decrease Difference
Skill – Knowledge (Address this knowledge through taught input and diagnostic questioning)	<ul style="list-style-type: none"> Understand money has a value 	<ul style="list-style-type: none"> Recognise size and shape of coins to know the difference between them 	<ul style="list-style-type: none"> Understand more and less Understand that a coin is not worth more just because it is bigger in size Understand that each coin has a different value and is not just worth '1' e.g. 2 5p coins are worth 10p, not 2 because there are 2 coins 	<ul style="list-style-type: none"> Be able to count confidently in 2's, 5's and 10's 	<ul style="list-style-type: none"> Use knowledge of 2's 5's, 10's and 1's to make amounts 	<ul style="list-style-type: none"> Understand partitioning Use knowledge of partitioning to add two quantities together Use knowledge of addition Remember to use standard unit of measurement 	<ul style="list-style-type: none"> Use knowledge of subtraction Use knowledge of partitioning Using efficient method of making amounts
Skill - Evaluation	Evaluate learning through REACH questioning and evidence of mathematical vocabulary in pupil voice and responses						