

# Pounds and pence

## National Curriculum attainment targets

- Recognise and use symbols for pounds (£) and pence (p)
- Combine amounts to make a particular value

## Lesson objectives

- Recognise and use symbols for pounds (£) and pence (p)
- Combine amounts to make a particular value

### Previous related lessons

None

### Prerequisites for learning

Pupils need to:

- recognise and know the value of different denominations of coins and notes
- know that there are 100 pence in one pound
- be familiar with handling coins and notes
- make links between coins in terms of their value, e.g.  $2 \times 1p$  is the same as 2p

### Vocabulary

money, coin, note, penny, pence, pound, total

### Future related lessons

Unit 7, Week 2, Lessons 3 & 4

### Success criteria

Pupils can:

- relate pounds (£) and pence (p) symbols to values of coins and notes
- combine coins or notes to make a given value
- combine coins and notes to make a given value



## Getting Started

- Choose an activity from Number – Addition and subtraction.
- Choose a game or activity from *Fluency in Number Facts: Y1/Y2* – Addition and subtraction.

**Collins  
Connect**  
Year 2, Unit 5,  
Week 2

## Teach

### Resources

mini whiteboard, pen and eraser (per pair); 50p, 2 × 20p, 10p, 5p, 2 × 2p, 1p play coins or real (per pair)



- Say: **In this lesson we are going to use coins and notes to show particular amounts of money and use pounds and pence symbols correctly. First we are going to talk about coins and how to use the pence symbol.**
- Give each pair a mini whiteboard, pen and eraser. Display: the Money tool, drag a 1p coin onto the screen and ask: **What is this?** (one penny coin) Say: **Write that amount on your whiteboards.**
- Check children's answers, discuss any misconceptions and agree that it is written as 1p. Write '1p' underneath the coin on the board. Ask: **What does the 'p' mean?** (penny or pence) Say: **When you write an amount of pence, the 'p' symbol must always be written after the numbers.**
- Repeat for the other coins, dragging them onto the screen one at a time.
- For each coin, ask: **How do we write that amount?** Check children's answers and write the amount underneath each coin.
- Now give each pair a set of eight coins (50p, 2 × 20p, 10p, 5p, 2 × 2p and 1p).
- Say: **I'd like you to make 12p using the coins in front of you.**
- Ask: **How did you work out which coins to use? Which coin(s) did you know wouldn't be any use to answer this question? How did you know?**

**i** Pick up on any suggestions made by children to start with the largest coin that is less than the total required. For this example 20p is too much but the next largest coin, 10p, is less than the total required so would be a good starting point.

- Invite a pair of children to the board to demonstrate their answer using the Money tool.
- Repeat for increasingly large amounts of money (up to 99p) and those requiring more coins in total (up to three or four coins) or more than one of a particular coin, such as 25p, 31p, 57p, 65p, 72p and 90p.
- Say: **Now we're going to talk about notes and whole pounds and how to use the pound symbol.**



- Drag a £1 coin onto the screen and ask: **What is this?** (£1 coin) Say: **I'd like you to write that amount on your whiteboards.**
- Check children's answers, discuss any misconceptions and agree that it is written as £1 or £1.00. Establish that writing £1 is just a quicker way of writing £1.00.
- Write '£1.00' underneath the coin on the board. Ask: **What does the symbol before the numbers mean?** (pounds) Say: **The number '1' immediately after the pound symbol means there is one whole pound. The two zeroes after the decimal point mean there are zero pence. Any amount that is written as (write £X on the board) or (write £X.00 on the board) represents a whole number of pounds with zero extra pence.**
- Say: **When you write an amount in pounds, the '£' symbol must always be written before the numbers.**
- Repeat for the £2 coin and then each of the notes, dragging them onto the screen one at a time.
- For each coin/note, ask: **How do we write that amount?** Check children's answers and write the amount underneath each coin.
- Say: **On your whiteboards, I would like you to draw notes and coins to make £18.**
- Ask: **How did you work out which notes and coins to use? Which notes and coins did you know wouldn't be any use to answer this question? How did you know?**
- Invite a pair of children to the board to demonstrate their answer using the Money tool.
- Repeat for increasingly large amounts of money (up to £99) and those requiring more notes/coins in total (up to three or four) or more than one of a particular note/coin, such as £26, £45, £62, £81 and £92.

## Individualised Learning

Refer to Activity 4 from the Learning activities on page 237.

**Activity Book 2B:** – Page 9: How much money?

**Progress Guide 2:** – Support, Year 2, Unit 5, Week 2, Lesson 4: Pounds and pence

Resources: mini whiteboard, pen and eraser (per pair)

## Plenary

### Resources

mini whiteboard, pen and eraser (per pair)

- Display: the Money tool and give each pair a mini whiteboard, pen and eraser.
- Say: **I have 37p in my pocket. What coins might I have?** Invite a child to the board to write the required amount using the correct symbol.
- Challenge children to draw coins on their whiteboard to show possible answers.
- Discuss children's answers and ideas. Invite children to the board to demonstrate their answers by dragging and dropping coins onto the screen.
- Ask: **How did you work out the answer?**
- Repeat for other pence (1p–99p) and whole pound values (£1–£99).



### Homework Guide 2

Year 2, Unit 5, Week 2, Lesson 4:  
How much money?

**i** Re-emphasise the strategy of starting with the largest value coin that is less than the required total. In this example it is 20p because 50p is too large.



## Overcoming Barriers

- Some children may be less familiar with money than others. Provide plenty of role-play shopping activities to encourage children to handle and use money in a realistic setting.