

Adding money

National Curriculum attainment target

- Add and subtract amounts of money to give change, using both £ and p in practical contexts

Lesson objective

- Add amounts of money

Previous related lessons

None

Prerequisites for learning

Pupils need to:

- recall and use addition facts to 20 fluently and derive and use related facts up to 100
- be secure with mental calculation strategies for addition

Vocabulary

money, pounds, pence, total

Future related lessons

Unit 5, Week 2, Lesson 3; Unit 7, Week 1, Lesson 3;
Unit 7, Week 2, Lesson 4; Unit 11, Week 1, Lesson 3;
Unit 11, Week 1, Lesson 4

Success criteria

Pupils can:

- identify amounts to be added
- write the addition calculation
- write the total as money



i In all money lessons in Year 3, pounds and pence are kept separate. Amounts are added, subtracted and recorded as either pounds only or pence only. The decimal recording of money is not introduced until Year 4. If appropriate, however, this week's lessons can be adapted to introduce more able children to pound and pence notation.

↓ Prompt children with questions. For example, ask: **Would you go to this café? Why/why not? Which is the most/least expensive item?**

↓ Children may suggest that a total above a pound should be recorded as £ p, for example, £1.09. If they are secure with this way of recording then they should be encouraged to use it.

Getting Started

- Choose an activity from Number – Addition and Subtraction.
- Choose an activity from *Fluency in Number Facts: Y3/Y4 – Addition and subtraction.*

**Collins
Connect**
Year 3, Unit 5,
Week 2

Teach

Resources

mini whiteboard, pen and eraser (per child)

- Display: Slide 1.
- Say: **Tell me something about this menu.**
- Ask pairs of children for their responses. The idea is that the children are engaging with the menu so their responses do not have to be mathematical.
- Say: **You can go into the café and order two things. Write what you would like to buy on your whiteboard.**
- Ask: **When we buy things in a café or shop, what happens when we want to pay?** Discuss children's ideas. Try to draw out from them the mathematical idea that items need to be added together to find the total amount – the amount that needs to be paid.
- Ask some pairs to show their working out. Choose a pair whose total is below £1 first. Then choose a pair whose total is above £1.
- Use the coins to show children how to pay for the items.
- Say: **Choose two items from the menu and work out what you would have to pay. Write the calculation on your whiteboard.** Look at children's working out.
- Discuss any issues and model that part of the method.
- Say: **Now visit the café again and choose two different items, work out the total amount for them.**

↓ Model the method for adding two, two-digit numbers on an empty number line as in Unit 1, Week 2, Lesson 1.

Individualised Learning

Refer to Activity 1 from the Learning activities on page 218.

Pupil Book 3B – Page 8: Café totals
Progress Guide 3 – Support, Year 3, Unit 5, Week 2, Lesson 1:
 Amounts of money
 Resources: selection of 1p, 2p, 5p, 10p, 20p
 and 50p coins (per child)

Plenary



- Say: **We have been using our adding strategies to add amounts of money. Whenever we go shopping, the prices need to be added together so we know how much we have to pay.**
- Ask: **When we go to a shop things are added up at the checkout, so why do we need to be able to add money?** Share children's ideas. Establish that it is important to be able to add up amounts of money mentally in order to know if we have sufficient money to pay for the items.
- Display: Slide 2.
- Display: Slide 3.
- Display: Slide 4.
- Say: **I'm going to show you some amounts added together. Tell me quickly if they are correct or not. How do you know?**
- Show each slide for about half a minute and then ask children for their thoughts and to explain their reasoning.



Homework Guide 3

Year 3, Unit 5, Week 2, Lesson 1:
 The café

Overcoming Barriers

- If children find calculating with money challenging, it may be because they are not confident with mentally adding two, two-digit numbers and using mental addition calculation strategies effectively and efficiently. Use lower prices so that they can focus on such strategies.