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



lessons in Year 3, pounds and pence are 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

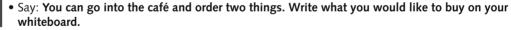
mini whiteboard, pen and eraser (per child)



• Display: Slide 1.

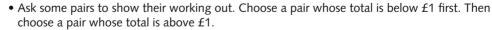


• Ask pairs of children for their responses. The idea is that the children are engaging with the menu so their responses do not have to be mathematical.



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.

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

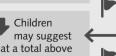
and pence are kept separate. Amounts are added, subtracted and recorded as either pounds only or pence only. The decimal recording of money is not introduced until Year 4. If appropriate. however, this week's lessons can be adapted to introduce more able children to pound and pence notation.

In all money



is the most/least

expensive item?



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

Individualised Learning

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

Pupil Book 3B – Page 8: Café totals

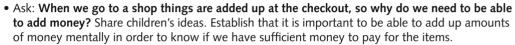
Progress Guide 3 – Support, Year 3, Unit 5, Week 2, Lesson 1: Amounts of money

Resources: selection of 1p, 2p, 5p, 10p, 20p and 50p coins (per child)

Plenary



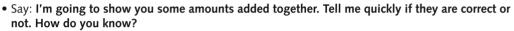
• Say: We have been using our adding strategies to add amounts of money. Whenever we go shopping, the prices need to be added together so we know how much we have to pay.







• Display: Slide 4.



• 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.

