

Money ordering

National Curriculum attainment targets

- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words
- Identify, represent and estimate numbers using different representations

Lesson objectives

- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words
- Represent and estimate numbers using money

Previous related lessons

Unit 5, Week 1, Lesson 2; Unit 1, Week 1, Lesson 4

Prerequisites for learning

Pupils need to:

- understand the place value of three-digit numbers

Vocabulary

hundreds, tens, ones (units), estimate

Future related lessons

Unit 9, Week 1, Lesson 1; Unit 9, Week 1, Lesson 2

Success criteria

Pupils can:

- use coins to count in 100s, 10s, 1s
- write the amount as pence, for example, 435p



Getting Started

- Choose an activity from *Number – Number and place value*.
- Choose an activity from *Fluency in Number Facts: Y3/Y4 – Number and place value*.

Collins
Connect
Year 3, Unit 5,
Week 1

i The word 'ones' has been used throughout the lesson when referring to the least significant digit. However, children also need to be familiar with the word 'units'.

↓ Say the number slowly and point to the digits in turn so children can hear the place value, for example, "four hundred and seventy-two".

i Expect amounts recorded as 253p, not £2.53.

Teach

Resources

mini whiteboard, pen and eraser (per child)

- Write 472 on the board. Display: 472 using Base 10 or the Base 10 tool. Group the hundreds, tens and ones together.
- Read the number together as a class.
- Ask: **What is the value of the four?** (400). Press a key to show 400. Repeat for 70 and 2.
- Display: a pound coin, a 10p coin and a 1p coin side by side using the Money tool.
- Say: **We can use money to represent three-digit numbers.** Point to the pound coin. Ask: **How many pence in one pound?** Write 100 underneath the coin. Repeat for the 10p and 1p coins.
- Say: **These coins show us the place value of the digits.**
- Display: 2 x £1 coins, 5 x 10p coins and 3 x 1p coins using the Money tool.
- Ask: **How many pence are shown now?**
- Count the coins together starting with the pound coins. Count in hundreds, tens and then ones, for example, 100, 200, 210, 220, 230, 240, 250, 251, 252, 253.
- Display: 4 x £1 coins, 2 x 10p coins and 5 x 1p coins using the Money tool.
- Say: **Look carefully at the amount I am going to show you. I will show it to you for five seconds only. Then estimate how many pence you see.**
- Say: **Write your estimate on your whiteboard.** Count the amount as a class.
- Display: 3 x £1 coins, 7 x 10p coins and 4 x 1p coins using the Money tool.
- Show the amount for five seconds. Ask: **How many pence do you estimate were there altogether?**
- Say: **Tell your partner how you made your estimate.** Ask some pairs to share their strategies with the class.
- Show the amount again.
- Say: **Count how many pence with your partner. Write the amount next to your estimate.**
- Display: 6 x £1 coins, 1 x 10p coin and 8 x 1p coins using the Money tool.
- Repeat for this selection of coins.



- Write 253p, 425p, 374p and 618p on the board.
- Say: **These are the amounts of money we have had so far.**
- Say: **Write the amounts in order from smallest to largest on your whiteboard.**
- Say: **Underline 425p. Now write it out in words.** Demonstrate how to write it in words on the board.
- Repeat with a different amount.

Individualised Learning

Refer to Activity 2 or 4 from the Learning activities on pages 208–209.

Pupil Book 3B – Page 6: Using money to show 3-digit numbers
Progress Guide 3 – Extension, Year 3, Unit 5, Week 1, Lesson 3:
 How much money?
 Resources: bag of £1, 10p and 1p coins (per pair)

Plenary

Resources

some £1, 10p and 1p coins (per class)



- Select four coins and keep them secret in your hand.
- Say: **In my hand I have four coins. They are pounds, ten pence pieces or one penny pieces. What amount of money might I have?**
- Say: **Talk to your partner about it and have one amount to share with the class. Then tell us what coins you think I have.**
- Ask some pairs to share their amount. Agree with the class that the amounts can be made with four coins. Record the amounts on the board.
- Reveal the coins you have in your hand and count them as a class.
- Repeat with a different number of coins.



Homework Guide 3

Year 3, Unit 5, Week 1, Lesson 3:
 Making amounts of money
 Resources: a bag with a selection of £1, 10p and 1p coins (per child)

Overcoming Barriers

- Children may find it difficult when counting amounts of money to change from counting in hundreds to tens and then to ones, especially if they are not secure in their understanding of money. Instead of money, use a Base 10 representation so they can see the hundreds, tens and ones represented.