

Money problems

National curriculum attainment targets

- Add and subtract amounts of money to give change, using £ and p in practical contexts
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Lesson objectives

- Add and subtract amounts of money
- Solve problems involving money and reason mathematically

Previous related lessons

Unit 5, Week 2, Lesson 3; Unit 5, Week 2, Lesson 4

Prerequisites for learning

Pupils need to:

- find totals
- work out change

Vocabulary

money, total, change, more, add, subtract

Future related lessons

Unit 11, Week 1, Lesson 3; Unit 11, Week 1, Lesson 4

Success criteria

Pupils can:

- recognise the operation needed to answer a word problem
- write the calculation necessary to answer the problem
- write the correct answer to the problem



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 7,
Week 2

Teach

Resources

mini whiteboard, pen and eraser (per child)

- Say: **We are going to use our addition and subtraction methods to solve money problems.**
- Display: Slide 1.
- Read the problem together as a class.
- Ask: **What is happening in this problem? Tell me in your own words.**
- Share children's ideas.
- Ask: **So what is the calculation we need to work out? Write the calculation on the board.**
- Say: **These numbers are tricky to subtract mentally, so we can use the formal column method.**
- Say: **Work out the calculation using the formal method.**
- Work through the calculation as a class, focusing on any areas that children have found challenging.
- Display: Slide 2.
- Read the problem together.
- Ask: **What is happening in the problem? Tell me in your own words.** Share children's ideas.
- Ask: **So what is the calculation we need to work out? Write the calculation on the board. Say: It is a missing number calculation as we do not know the price of the printer, but we do know the total cost.**
- Say: **Work out the calculation using a number line.**
- Share children's working out.

Ask the children to tell it as if it's a story about Maria.

Act out or draw a diagram so children are very clear about what they need to find out.

Point out that, as the price of the computer and the answer have the same ones digit (9), we know it is a multiple of ten that needs to be added. Draw the number line on the board for children to copy.

↓ Act out or draw a diagram so children are very clear what they need to find out.

↓ Model the method you wish children to use, as in Unit 5, Week 2, Lesson 3.



- Display: Slide 3.
- Read the problem together as a class.
- Ask: **What is happening in the problem? Tell me in your own words.** Share children's ideas.
- Ask: **So what is the calculation we need to work out? Write the calculation on the board.**
- Say: **Work out the calculation using a number line or mentally.**
- Say: **When we read a problem, we need to decide on the operation and the best method to work it out.**

Individualised Learning

Refer to Activity 4 from the Learning activities on page 287.

Pupil Book 3B – Page 35: Sports shop spending
Progress Guide 3 – Extension, Year 3, Unit 7, Week 2, Lesson 4: Sports problems



Plenary

- Display: Slide 4.
- Ask: **What is happening in this picture?**
- Ask some pairs to share their ideas. Write down any language that is used that relates to how much money is left, for example, change, money got back, money left.
- Read out to the class the phrases that have been used to describe the money that the girl has left.
- Ask: **Can you think of any other ways to describe the money that she has?**
- Record any new suggestions.
- Say: **There are many ways to ask how much money she has left. When we are working out problems, we need to read the question carefully so we know what we need to find out.**

Overcoming Barriers

- If children find this lesson challenging, it is probably because they do not fully understand what the problem is about. Role playing the buying and paying, with some real items, will help. Suggest that children imagine themselves going shopping when they are working out the questions.