

DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
	Finding totals of coins Y1016	<p>Ask children to think, pair, share which coins we use. Look at poster (see activity 4) to see all of the coins and notes that we use. Why do we have coins apart from a 1p? (because otherwise we would need a lot of 1p coins to pay for expensive items) Explain equivalence by demonstrating this with several examples e.g. two one pence coins to make a two pence coin etc Explain how to complete activities. Children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on finding totals: LA – find totals of two coins up to 10p (give children 1p coins to help them) MA – find totals of two or three coins up to 30p (use number line) HA – find totals of two, three of four coins up to £1 (use hundred square)</p> <p>Activity 2 – Children to play games on IWB / laptops from: LA – Activity on counting the number of pennies http://www.bgfl.org/bgfl/custom/resources_frp/client_frp/ks1/maths/counting_with_money/ MA – Play game on paying for items up to 20p http://www.crickweb.co.uk/ks2numeracy-money-and-mean.html#MMATCH HA – Play game on making amounts up to 50p http://www.ictgames.com/moneypayer50p.html If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Have <i>real</i> coins and coin number tracks for children to find coins to match to make the amount: LA – up to 10p http://www.twinkl.co.uk/resource/t-n-125-coin-numberline-1p---10p MA – up to 20p http://www.sparklebox.co.uk/thumbs836-840/sb838prev.html#.Tu-kcErWbKk HA – up to £1 http://www.sparklebox.co.uk/3441-3450/sb3444.html#.Tu-kkkrWbKk Take a photo of a number track when children complete it</p> <p>Activity 4 – Play 10 questions with coins and notes. Each child takes it in turn to choose a coin with the others not being able to see it. The other children take it in turns to ask a question about the coin e.g. Is it made from paper or metal? is it round? What colour is it? Eventually they guess which coin or note it is. Have pupil WB with 10 lines on, each line being a life. Each question or guess loses a life. http://www.primarytreasurechest.com/mathematics/money.html (use ‘Money Poster - Coins and Notes’)</p> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	Write coins on the board and ask children to say if these are real coins or not e.g. 20p is, 30p is not	M: find totals of two coins up to 10p S: find totals of two or three coins up to 30p C: find totals of two, three of four coins up to £1	
Tu		Mental: Counting – TA to take HA children and work on counting beyond 100. Rest of class to stay with teacher and work on counting to 100 on a hundred square. Carry on with previous day’s lesson to rotate groups around all activities			