



DAY	OBJECTIVES	TEACHING ACTIVITIES (15 mins per activity)	Plenary (10 mins)	Success Criteria Must/should/could I can:	Evaluation
	Giving change Y1017	<p>What do we use money for? (to pay for things) What happens if we do not have exactly the right amount of money and we pay too much? (we get change back) Model how to give change we need to work out 2 things: 1) How much change to give in pence 2) Which coins to use to give the change</p> <p>Explain how to complete activities. Children rotate around activities over two days.</p> <p>Activity 1 – Children to complete worksheet on which they need to work out how much change to give and which coins they should use to give it: LA – give change up to 10p (give children 1p coins to help them) MA – give change up to 20p (use number line) HA – give change up to 50p (use hundred square)</p> <p>Activity 2 – Children to play games on IWB / laptops from http://www.ictgames.com/change_eXchanger_50p.html: LA – Easy level (giving change up to 10p) MA – Medium level (giving change up to 20p) HA – Hard level (giving change up to 50p) If using IWB, have one-minute sand-timer for children to know when to swap player.</p> <p>Activity 3 – Play 'shop' (use <i>real</i> coins). Have some items for the shopkeeper to 'sell'. LA – Giving change up to 10p MA – Giving change up to 20p HA – Giving change up to 50p Have one-minute sand-timer for children to know when to swap shopkeeper.</p> <p>Activity 4 – Have sheets with coins to cut out. In pairs children select a total and a way to make that total with different coins e.g.</p> <div data-bbox="360 1031 667 1123" style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>6p =  </p> </div> <p>TA to sit with group completing worksheets. Teacher to support other groups</p>	Draw item on board and price for it. Have question below 10p for blue partners (LA) and questions above 10p for green partners (HA). After each question have the partner it is directed at tell their partner how much change they would give and which coins they would use to give it.	M: find change for items up to 10p S: find change for items up to 30p C: find change for items up to 50p	
		<p>Mental: Counting in 2s – On a hundred square count in 2s, touching each multiple of 2 with your finger as you say it. Have child come to be the teacher (select someone who will be able to count in 2s)</p> <p>Carry on with previous day's lesson to rotate groups around all activities</p>			