

Unit overview: Money – Year 1

National Curriculum requirements

By the end of the year, the children will be able to:

- recognise and know the value of different denominations of coins and notes

Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total

Manipulatives

- coins
- notes
- part-whole models

Visual representations



Sentence stems

This coin has the value of _____

This note has the value of _____

I know this is a ____ p coin because _____

I know this is a £____ note because _____

Learning sequence

- understand the purpose of money
- recognise the symbols £ and p
- recognise and label coins
- recognise and label £5, £10 and £20 notes
- order coins and notes from least to greatest value
- recognise and label coins based only on colour, size and shape
- recognise and label £5, £10 and £20 notes based only on colour

Unit overview: Money – Year 2

National Curriculum requirements

By the end of the year, the children will be able to:

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change

Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total

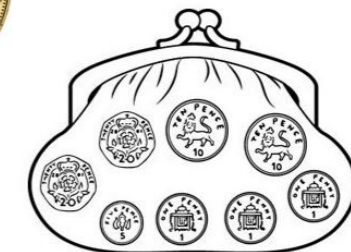
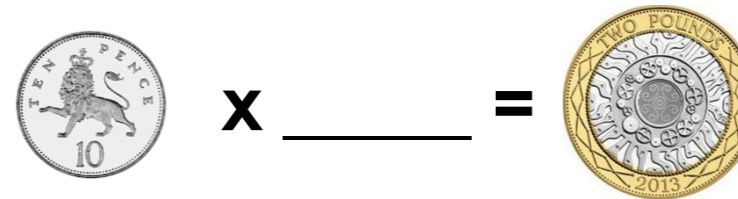
Manipulatives

- coins
- notes
- part-whole models

Visual representations



= £2.70



Sentence stems

This coin has the value of _____

This note has the value of _____

I know this is a ____ p coin because _____

I know this is a £____ note because _____

_____ has the least value; _____ has the greatest value

_____ add _____ is equal to _____

Learning sequence

- understand the purpose of money
- recognise the symbols £ and p
- write down an amount of money that is given verbally
- recognise and label coins
- recognise and label £5, £10 and £20 notes
- order coins and notes from least to greatest value
- recognise and label coins based only on colour, size and shape
- recognise and label £5, £10 and £20 notes based only on colour
- combine coins to make an amount
 - multiples of the same coin
 - combination of different coins
 - combination of coins and notes
- find a combination of coins that make a particular amount of money
- find combinations of bank notes that make a particular amount of money
- compare amounts and say which amount of money is greater or lesser than another

Unit overview: Money – Year 3

National Curriculum requirements

By the end of the year, the children will be able to:

- add and subtract amounts of money to give change, using both £ and p in practical contexts

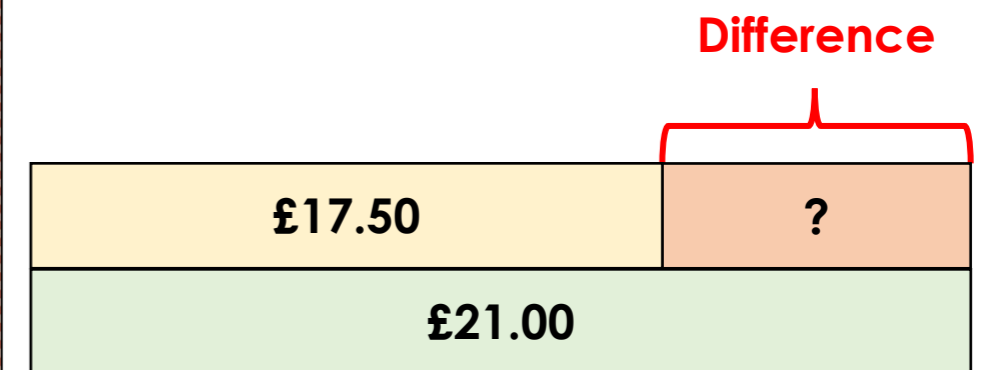
Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total
- budget
- difference

Manipulatives

- coins
- notes
- part-whole models

Visual representations



Sentence stems

This coin has the value of _____

This note has the value of _____

_____ added to _____ is equal to _____

The total amount of money is _____

The difference between _____ and _____ is _____

The budget is _____. The amount of money I have is _____ the budget.

Learning sequence

- write down amounts of money accurately to represent pounds (£) and pence (p)
- add together different amounts of money
 - within £1
 - combination of £ and p
- find the difference between two amounts of money
 - within £1
 - combination of £ and p
- find the correct amount of change when a five, ten, twenty or fifty pound note is spent
- solve one step problems involving amounts of money
- calculate how much more or less money is needed to reach a certain amount
- find the correct amount of change or money remaining in different situations
- find the total cost of several items and work out if the cost is within a prescribed budget

Unit overview: Money – Year 4

National Curriculum requirements

By the end of the year, the children will be able to:

- solve simple money problems involving decimals to two decimal places
- estimate, compare and calculate different measures, including money in pounds and pence

Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total
- budget
- difference
- estimate / estimation

Manipulatives

- coins
- notes
- part-whole models

Visual representations

Food	Price
French Sticks	£4.45
Doughnuts	£9.99
Tubs of Ice Cream	£15.25
Pizzas	£42.80
Samosas	£4.50
Cheese Sticks	£10.75



Braeburn
4 for £1.20



Granny Smith
5 for £1.60



Cox
3 for 84p



Sentence stems

This coin has the value of _____

This note has the value of _____

The total amount of money is _____

The difference between _____ and _____ is _____

The budget is _____. The amount of money I have is _____ the budget.

_____ rounded to the nearest _____ is _____

I estimate that _____

Learning sequence

- understand when it is most appropriate to use a certain type of calculation
- solve problems that involve the use of more than one operation
- solve one-step problems involving money
- solve two-step problems involving money
- understand which numbers in calculations should be rounded to make good estimates
- round numbers to gain estimates to answers
- estimate numbers in calculations to solve problems
- use an estimate to check an answer is sensible

Unit overview: Money – Year 5

National Curriculum requirements

By the end of the year, the children will be able to:

- use all four operations to solve problems involving measure [for example money] using decimal notation, including scaling

Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total
- budget
- difference
- estimate / estimation

Manipulatives

- coins
- notes
- part-whole models

Visual representations



1 box = £5.70



1 box = £ _____

Sentence stems

This coin has the value of _____

This note has the value of _____

The total amount of money is _____

The difference between _____ and _____ is _____

The budget is _____. The amount of money I have is _____ the budget.

_____ rounded to the nearest _____ is _____

I estimate that _____

Learning sequence

- understand when it is most appropriate to use a certain type of calculation
- solve problems that involve the use of more than one operation
- solve one-step problems involving money
- solve two-step problems involving money
- understand which numbers in calculations should be rounded to make good estimates
- round numbers to gain estimates to answers
- estimate numbers in calculations to solve problems
- use an estimate to check an answer is sensible

Unit overview: Money – Year 6

National Curriculum requirements

By the end of the year, the children will be able to:

- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate

Vocabulary

- money
- value
- pence / p
- pounds
- more than / greater than
- less than
- equivalent
- sum / total
- budget
- difference
- estimate / estimation

Manipulatives

- coins
- notes
- part-whole models

Visual representations

3 pineapples cost the same as 2 mangoes.
One mango costs £1.35



How much does **one** pineapple cost?



Pack of 12 stickers
£10.49



12 stickers
99p each

Ally buys a pack of 12 stickers for £10.49

Jack buys 12 single stickers for 99p each.

How much more does Jack pay than Ally?

Sentence stems

This coin has the value of _____

This note has the value of _____

The total amount of money is _____

The difference between _____ and _____ is _____

The budget is _____. The amount of money I have is _____ the budget.

_____ rounded to the nearest _____ is _____

I estimate that _____

Learning sequence

- understand when it is most appropriate to use a certain type of calculation
- solve problems that involve the use of more than one operation
- solve one-step problems involving money
- solve two-step problems involving money
- understand which numbers in calculations should be rounded to make good estimates
- round numbers to gain estimates to answers
- estimate numbers in calculations to solve problems
- use an estimate to check an answer is sensible