### Overview

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</table>

**Notes for 2020/21**

- Children may have missed learning on money in Year 1.
- Before starting this block ensure that children are familiar with coins and notes.
Recognising Coins

Notes and Guidance
Children will recognise and know the value of different denominations of coins. Children will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin. This could be linked with the concept of exchanging. Teachers could use coins to support this activity (or pictures where appropriate).

Mathematical Talk
How have you organised the coins?
What is the value of each coin? How do you know?
How many 1 pence coins will you need to make 2 p? 5 p? 10 p? 20 p? 50 p? 1 pound?
How many 1 pound coins will you need to make 2 pounds?

Varied Fluency
- Organise the coins on your table into pence and pounds. Can you name each coin?
- Write down the value of each coin.
- Match the cards with equal values.

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### Recognising Coins

#### Reasoning and Problem Solving

<table>
<thead>
<tr>
<th>Dora says:</th>
<th>Dora is incorrect.</th>
</tr>
</thead>
</table>

**Do you agree with Dora?**

**Justify your answer.**

<table>
<thead>
<tr>
<th>Which is the odd one out?</th>
<th>8 p is the odd one out because we do not have an 8 p coin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 p</td>
<td></td>
</tr>
<tr>
<td>8 p</td>
<td></td>
</tr>
<tr>
<td>2 p</td>
<td></td>
</tr>
<tr>
<td>10 p</td>
<td></td>
</tr>
</tbody>
</table>

**Why?**

**The tooth fairy left some money for two children.**

<table>
<thead>
<tr>
<th>Jack has 50 pence. Mo has one pound.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack thinks he has more money because his coin is physically bigger.</td>
</tr>
<tr>
<td>Explain why Jack is wrong.</td>
</tr>
</tbody>
</table>

**Jack is wrong because although the 50 pence coin is physically bigger it only has a value of 50 pence, but the pound coin has a value of 100 pence.**
Recognising Notes

Notes and Guidance

Once children are able to identify and recognise coins they need to be able to recognise notes.

Children use their understanding of place value to see that one note can represent many pounds, for example, a ten pound note could be 10 pound coins or 3 two pound coins and 4 one pound coins. Children also need to be aware that one note may be worth many times the value of another note.

Mathematical Talk

Can you name each note?
What is the same about each note?
What is different about each note?
How many ___ pound notes are equivalent to a ___ pound note?

Varied Fluency

How many of each note can you see?

There are ____ 5 pound notes.
There are ____ 10 pound notes.
There are ____ 20 pound notes.

What is the value of each note?

= _____ pounds

= _____ pounds

= _____ pounds

Fill in the blanks.

One ______  = _____

One ______  = _____
## Recognising Notes

### Reasoning and Problem Solving

<table>
<thead>
<tr>
<th>Teddy is given one Christmas.</th>
<th>Both Teddy and Eva are wrong because they both have £10.</th>
<th>Jack, Rosie and Amir each have some money in their pockets. Jack and Amir both have coins and Rosie has a note.</th>
<th>Rosie could have a £5 note. She could not have a £10 or a £20 note because they are larger than Amir’s amount.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva is given two</td>
<td>Eva has two £5 notes, which makes £10, and Teddy has a £10 note.</td>
<td>I have more money than Rosie.</td>
<td>What note could Rosie have?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I have less money than Rosie.</td>
<td></td>
</tr>
<tr>
<td>Teddyl</td>
<td></td>
<td>Jack</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eva</td>
<td></td>
</tr>
<tr>
<td>Who is correct?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain your reasoning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Always, sometimes, never

Money in notes is worth more than money in coins. Sometimes - if you have £6 in coins it is worth more than a £5 note. However you could also have less than £5 in coins.
Count Money - Pence

Notes and Guidance

This block introduces the £ and p symbols for the first time.

Children will count in 1 p, 2 p, 5 p and 10 p coins. Children can also use related facts to count in 20 p coins.

Children do not convert between pounds and pence, therefore children will need to recognise the 50 p coin but they will not count up in 50 p coins.

Mathematical Talk

What is different about the coins you have counted?

Is the group with the most coins always the biggest amount? Why?

What do you notice about the totals?

Are silver coins always worth more than copper coins?

What different ways can you count the coins? Which is the quickest way?

Varied Fluency

Count the money.

\[ \text{Count the money.} \]

\[ \text{Count the money.} \]

\[ \text{Use } <, > \text{ or } = \text{ to compare the money.} \]

\[ \text{Count the money.} \]

\[ \text{Count the money.} \]
Count Money - Pence

Reasoning and Problem Solving

Jack selects four of these coins.

He can use the coins more than once.

What total could he make?

What is the lowest total?

What is the greatest total?

Example answers:
20 p, 10 p, 10 p and 1 p makes 41 p.
5 p, 5 p, 5 p and 5 p makes 20 p.
1 p, 20 p, 5 p and 2 p makes 28 p.
The lowest total would be 1 p, 1 p, 1 p and 1 p, makes 4 p.
The greatest total would be 20 p, 20 p, 20 p and 20 p makes 80 p.

Draw coins to make the statements correct.

For the first one, any answer showing less than 30 p on the right is correct. E.g. two 10 p coins.

For the second one, any answer showing less than 25 p on the left. E.g. three 2 p coins.
**Count Money - Pounds**

**Notes and Guidance**

Children will continue counting but this time it will be in pounds, not pence. The £ symbol will be introduced. Children must be aware that both coins and notes are used to represent amounts in pounds. Children will count in £1, £2, £5, £10 and £20s. In this year group, children work within 100, therefore they will not count in £50s.

**Mathematical Talk**

Do the notes have a greater value than the coins?

Which is the hardest to count? Which is the easiest? Why?

What do you notice about the amounts?

Does it matter which side the equals sign is?

Can you find the total in a different way?

**Varied Fluency**

- **Count the money.**
  
  £\[\_\_\_\_\_\_\_\] = £____

- **£\[\_\_\_\_\] =**

  £\[\_\_\_\] =

  £\[\_\_\_\] =

- **Complete the bar models.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>£30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Match the money to the correct total.**

  £\[\_\_\_\_\_\_\] £\[\_\_\_\_\_\_\] £\[\_\_\_\_\_\_\|

  £25 £60 £10

  Which is the odd one out? Explain why.
Ron thinks he has £13

No, because three £2 coins make £6
£10 and £6 is equal to £16

He has mistaken his £2 coins for £1 coins.

Is he correct?
Explain your answer.

Explain the mistake.

£2, £4, £6, £8, £10

£7 is the mistake.
It is an odd number. The 2 times table are all even.

When counting in £2s, we would say
£2, £4, £6, £8, £10
Count Money – Notes & Coins

Notes and Guidance

In this step, children will build on counting by bringing pounds and pence together.

Decimal notation is not used until KS2 therefore children will write the total using ‘and’ e.g. £5 and 30 p rather than £5.30

Children will not count across £1. They will count the pounds and pence separately before putting them together.

Mathematical Talk

How did you work out the total amount of money?

What strategy did you use to count the money when there is pounds and pence?

What’s the same and what’s different about the parts?

Fill in the gaps to make the statements correct.

• £10 + £5 + 50 p = £___ and ____p
• £20 + £2 + 10 p + 10 p + 2 p = £___ and ____p
• £5 + £___ + 50 p + 20 p + 20 p + 1 p = £10 and ____p

Varied Fluency

How much money is there altogether?

There is £___ and ____p.

Complete the part-whole model.
**Count Money – Notes & Coins**

**Reasoning and Problem Solving**

How many ways can you complete the part-whole model by drawing money?

- Example answers:
  - £5 and 20p
  - £5 and 20p
  - £5 and 20p

Mo has the following coins.

He thinks he has 51p.

Mo thinks the 5p is a 50p coin. He has 6p. Alternatively, he has combined the 5 and 1 from each coin.

He thinks he has 51p.

Explain his mistake.

Here are some coins and a note.

Amir says, “There is 10p”.

Dexter says, “There is £10”.

Are either of them correct?

Explain why.

No, Amir and Dexter have taken the digits 2, 2, 5 and 1 and added them together.

The coins are a mix of pounds and pence so need to be counted separately.
Select Money

Notes and Guidance
Children select coins to make an amount, from a set of coins given to them. They will use these practically, draw them and write the abstract amounts. They will continue to use both pounds and pence to embed previous learning. Children are continuing to work on recognising money by selecting the correct coins or notes from a wide range.

Mathematical Talk
How do you know you have made 56 p? Is your answer the same as your partner? Can you find any other ways to make this amount?

Does it matter if you say pence or pounds first?

Does this change the total?

Can you show this amount in a different way?

Varied Fluency

Circle 56 p.

Which does not show 50 p?

Draw money on the purses to match the amounts.

£21 and 32 p

£13 and 40 p
## Select Money

### Reasoning and Problem Solving

**Rosie says,**

I have 43 p in silver coins.

**Do you agree?**

**Explain why.**

**Annie and Ron both claim to have 90 p.**

Annie has 3 coins and Ron has 4 coins.

**Could they be correct?**

**Which coins could they have?**

---

<table>
<thead>
<tr>
<th>Annie: 50 p, 20 p, 20 p</th>
<th>Ron: 50 p, 20 p, 10 p, 10 p</th>
</tr>
</thead>
</table>

---

**Use the money to fill the purses.**

You can only use each coin or note once.

Cross them out once you have used them.

---

**Example answer:**

- **£10 and 15 p**
- **£5 and 51 p**

---

**Circle the odd one out.**

23 p = 20 p, 2 p, 1 p
25 p = 20 p, 5 p
28 p = 20 p, 8 p

**Explain your answer.**

28 p = 20 p, 8 p is because if you are using coins there is not an 8 p coin. Children may give other answers.
Make the Same Amount

Notes and Guidance

Children explore the different ways of making the same amount. As before, they will not count pence over into pounds.

Examples need to be modelled where pounds and pence are together but children need to continue to be encouraged to count the pounds and pence separately.

Mathematical Talk

Can the same amount be made using different coins? How did you compare the amounts? How is your way different to a partner?

Can you swap a coin/note for others and still make the same amount?

What is the smallest amount of coins you can use to make ___?

Varied Fluency

Match the amounts.

Complete the part-whole models.

The Base 10 represents money. What coin is represented by each circle?
Make the Same Amount

Reasoning and Problem Solving

Make 50 p three ways using the coins below.
You can use the coins more than once.

Example answers:
- 20 p, 20 p, 10 p
- 10 p, 10 p, 10 p
- 10 p, 5 p, 5 p
- 1 p (50 times)

How many ways can you make 10 p using only copper coins?
Did you use a strategy?

Example answers:
- 2 p, 2 p, 2 p, 2 p, 2 p
- 2 p, 2 p, 2 p, 2 p, 1 p
- 1 p, 1 p
Children compare two different values in either pounds or pence.
Children will see examples with both pounds and pence, but they will only focus on one of these - the other must be the same e.g. £3 and 10 p > £2 and 10 p where 10 p is the constant.
Children recap comparing vocabulary such as greater/less than and use the inequality symbols.

What do you notice about the amounts you have compared?
What's the same? What's different?
How do you know who has the most, when they both have 64?
Can you add a value that will go in between the greatest and the least?
Compare Money

Reasoning and Problem Solving

Annie has three coins in her hand.
Jack says,

I have more than you because I have a 50 pence coin.

Is he correct?
Explain why.

It depends on the coins Annie has.

Children explore and show e.g.
20 p, 20 p, 20 p > 50 p
5 p, 2 p, 2 p < 50 p

True or False?

5 copper coins can be worth more than 1 silver coin.

Four 5 pence coins are worth more than two 10 pence coins.

Do you agree? Explain why.

Only true when 5 p is the silver coin.
Children should explore different true and false answers.
No, they are equal to each other. They both make 20 p.
Find the Total

Notes and Guidance

Children will build on their knowledge of addition to add money including:
- 2-digit and 2-digit
- 2-digit and ones
- 2-digit and tens
- 3-single digits

Children will be encouraged to use different methods to add the amounts of money, such as count on, partitioning and regrouping.

Mathematical Talk

How did you find the missing amounts? Share your strategies with a friend.
Was your method different to a friend?
What is the most efficient method? Why?
Can you write a worded question for a friend?
What was the greatest amount you found?

Varied Fluency

Complete the table.

<table>
<thead>
<tr>
<th>Pounds</th>
<th>Pence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>£4</td>
<td>25 p</td>
<td>£___ and ____p</td>
</tr>
<tr>
<td>£2</td>
<td>65 p</td>
<td>£2 and 40 p</td>
</tr>
<tr>
<td></td>
<td></td>
<td>£20 and 65 pence</td>
</tr>
<tr>
<td></td>
<td>55 p</td>
<td></td>
</tr>
</tbody>
</table>

Complete the bar models.

Amir buys bread and eggs.

How much does he spend?
Find the Total

Reasoning and Problem Solving

Dexter has these coins and notes.

Possible answers:

£10, £10 and £5 makes £25

£10, £5, £5, £2 makes £22

Etc.

He makes an amount greater than £20 but less than £30

Draw the money he could have used. You can use each coin or note more than once.

How many different ways can you find?

Here is a shopping list.

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubber</td>
<td>20 p</td>
</tr>
<tr>
<td>Ruler</td>
<td>18 p</td>
</tr>
<tr>
<td>Pencil</td>
<td>32 p</td>
</tr>
<tr>
<td>Crayon</td>
<td>27 p</td>
</tr>
<tr>
<td>Pen</td>
<td>45 p</td>
</tr>
<tr>
<td>Glue</td>
<td>36 p</td>
</tr>
</tbody>
</table>

- I spend exactly 50 p. Which two items did I buy?
- I bought two of the same item and it cost me 90 p. What was the item?
- Choose two items. How many different amounts can you make?
- What is the closest you can get to 65 p?

The ruler and the pencil as 18 p and 32 p makes 50 p.

Two pens as 45 p and 45 p makes 90 p.

Children to explore the totals that can be made by adding two items together.

The rubber and the pen would cost 65 p as 20 p and 45 p sum to 65 p.
Find the Difference

Notes and Guidance
Children expand their knowledge of addition and subtraction strategies by specifically finding the difference between two amounts.

In this step, children should see both counting on and counting back being modelled to them. They need to discuss which is the most efficient for different questions.

Mathematical Talk
Which costs more? How do you know? How can you work out how much more?

What’s the difference?
How much less?/How many fewer?

What method did you use to work this out?

Varied Fluency

Work out the difference between the cost of a bag of sweets and a bar of chocolate.

- 25 p
- 45 p

Find the difference between the amounts of money Amir and Mo have.

Amir

Mo

Alex has £2 and 15 p.

Rosie has £2 and 40 p.

How much more money does Rosie have than Alex?
Find the Difference

Reasoning and Problem Solving

Whitney

I have 2 silver coins and 1 bronze coin.

Mo

I have 57 p.

What could Mo have?

Work out the difference between the amounts.

How many different answers can you find?

Example answers:

Mo could have more by:
• 50 p, 20 p, 1 p
• 50 p, 20 p, 2 p

Mo could have the same by:
• 50 p, 5 p, 2 p

Mo could have less by:
• 5 p, 5 p, 1 p
• 20 p, 10 p, 2 p

Jack has 2 p.

Eva has 10 p.

Both of them have a 2 p coin.

What other coins could Eva have?

4 × 2 p
3 × 2 p and 2 × 1 p
2 × 2 p and 4 × 1 p
1 × 2 p and 6 × 1 p
8 × 1 p
5 p and 2 p and 1 p
5 p and 3 × 1 p
Find Change

Notes and Guidance

Children build on their subtraction skills by finding change from a given amount. They need to identify amounts from the coins given, write the calculations and choose efficient methods.

In this step, children will be introduced to converting £1 to 100 p to be able to subtract from £1. This links to their number bond knowledge to 100.

Mathematical Talk

How much does Dora have? How do you know?
Can you write a calculation to work out how much she will have left?

Why is it important to use the £ or p symbol?

What strategy did you use to find the change? Did you use concrete objects to help?

Varied Fluency

Dora has these coins.

She spends 53 p.
What money will she have left? What coins could it be?

Write the calculation and find the amount of change.

32 p

Ron spends 65 p in the shop.
He pays with a £1 coin.

How much change will he receive?
Find Change

Reasoning and Problem Solving

I have 20 p.

My change is more than 5 p but less than 10 p.

What could I have bought?

| Sweet: 7 p | Apples: 18 p |
| Chocolate: 12 p | Banana: 4 p |

Example answers:
Chocolate bar or a sweet and banana.

I paid for my shopping with one coin.

Here is my change.

What could I have paid with and how much would the item have been?

Could have paid with a 20 p coin and it would have cost 3 p.

Could have paid with a 50 p coin and it would have cost 33 p.

Could have paid with a £1 coin and it would have cost 83 p.

Could have paid with a £2 coin and it would have cost £1 and 83 p.
Two-step Problems

Notes and Guidance

Children draw together all of the skills they have used in this block and consolidate their previous addition and subtraction learning. Children may need some scaffolding to see the different steps. Bar modelling is really useful to see the parts and wholes, and supports children in choosing the correct calculation.

Varied Fluency

Rosie has £33 in her money bank, and gets £40 more. Fill in the bar model and write a calculation to show her total.

\[
\begin{array}{c}
\text{___} \\
\text{___} \\
\text{___} + \text{£40} \\
\end{array}
\]

She then buys a top for £25. Complete the bar model and write a calculation to show what she has left.

\[
\begin{array}{c}
\text{___} \\
\text{£25} \\
\text{___} - \text{___} = \text{___} \\
\end{array}
\]

Amir has these coins.

He spends 54 p. How much does he have left?

A scarf is £12 and a bag is £25. Whitney buys one of each and pays with a £50 note. How much change will she receive?
| Ghost Train: 90 p | No, because she only has 80 p.  
She would need 10 p more.  
90 p > 80 p | Alex has 90 pence.  
She bought a rubber for 30 pence and wants to buy a pencil.  
90 p - 30 p = 60 p  
70 p > 60 p  
She does not have enough money to buy the pencil. |
| Annie finds a 20 p coin.  
She puts it with her other three 20p coins.  
Does Annie have enough to ride the ghost train?  
Explain why. | Pencil: 70 p  
The shopkeeper will not sell her the pencil.  
Explain why. |