## Overview

### Small Steps

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<th>Count money (pence)</th>
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<tr>
<td>Count money (pounds)</td>
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### Notes for 2020/21

Counting money in pounds and pence is revisited here before children start looking at them side by side.

At this stage children should not learn about money using decimals, although they may have come across this in real life. Instead they learn about money in terms of a number of pounds and a number of pence.
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.

Use <, > or = to compare the money.

Count the money.
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.

£30

Match the money to the correct total.

£25 £60 £10

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

Is he correct? Explain your answer.

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

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

Explain the mistake.

£2, £4, £6, £7, £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
Year 3 | Spring Term | Week 4 – Measurement: Money

Pounds and Pence

Notes and Guidance

Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.

Mathematical Talk

What is the value of the coin/note?

What does p mean?

Why do we have different values of coins and notes?

What’s the difference between £5 and 5p?

Varied Fluency

Match the amounts that are equal.

Fifteen pounds  Fifteen pence  Fifty pounds  Fifty pence

How much money does the jar contain?

The jar contains £____ and ____ p.

Use <, > or = to make the statements correct.
Reasoning and Problem Solving

### Rosie
- Rosie has 5 silver coins in her purse.
- She can make 40p with three coins.
- She can also make 75p with three coins.

How much money does Rosie have in her purse?

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### Amir
- Amir has 5 different coins in his wallet.

What is the greatest amount of money he could have in his wallet?

<table>
<thead>
<tr>
<th>Greatest:</th>
<th>£3 and 80p</th>
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<tbody>
<tr>
<td>Least:</td>
<td>38p</td>
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Rosie has 95 pence in her purse. She has one 20p coin, one 50p coin, two 10p coins and one 5p coin.
Notes and Guidance

Children convert between pounds and pence using the knowledge that £1 is 100 pence. They group 100 pennies into pounds when counting money. They apply their place value knowledge and use their number bonds to 100.

Mathematical Talk

How many pennies are there in £1?

How can this fact help us to convert between pounds and pence?

How could you convert 600p into pounds?

How could you convert 620p into pounds?

Varied Fluency

What is the total of the coins shown?

Can you group any of the coins to make 100 pence?

How many whole pounds do you have?

How many pence are left over?

So there is £___ and ____ p.

Write the amounts in pounds and pence.

Write each amount in pounds and pence.

165p  234p  199p  112p  516p
### Reasoning and Problem Solving

<table>
<thead>
<tr>
<th>Dexter has 202 pence. He has <strong>one</strong> pound coin. Show five possible combinations of other coins he may have.</th>
<th>Children may work systematically and look at combinations of coins that make £1 to help them. Dora thinks there is more than £5 but less than £6. Is Dora correct? Dora is incorrect. There is £6 and 30p. This is greater than £6.</th>
<th>Whitney thinks that she has £10 and 3p. Is she correct? Whitney is wrong, she has £12 and 1p. Whitney has not considered the value of the coins she has. Convince me.</th>
<th>Dora is incorrect. There is £6 and 30p. This is greater than £6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain your answer.</td>
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Add Money

Notes and Guidance
Children add two amounts of money using pictorial representations to support them.

They are encouraged to add the pounds first and then add the pence. Children then exchange the pence for pounds to complete their calculations.

Mathematical Talk
Can you group any of the coins to make a pound?
Can you use estimation to support your calculation?
Why is adding 99p the same as adding £1 and taking away 1p?

Varied Fluency
Mo uses a part-whole model to add money.

£___ and ___ p + £___ and ___ p
There is £___ and 105p.
105p = £____ and ____p
Altogether there is £____ and ____p.

Use Mo’s method to find the total of:

£10 and 35p and £4 and 25p  £10 and 65p and £9 and 45p

What calculation does the bar model show?
Find the total amount of money.

A magazine costs £1 and 75p.
How much do the book and magazine cost altogether?
Add Money

Reasoning and Problem Solving

Dora bought these muffins.

Muffins cost 35p each.
How much did Dora spend?

Tommy bought three times as many muffins as Dora.
How many muffins did Tommy buy?
How much money did Tommy spend on muffins?

How much more money did Tommy spend than Dora?

Dora spent 105p or £1 and 5p.

Tommy bought 9 muffins.
He spent 315p or £3 and 15p.

Tommy spent 210p or £2 and 10p more than Dora.

Rosie has £5
Has she got enough money to buy a car and two apples?

£3 and 35p
£2 and 55p

She does not have enough money.

Rosie could buy
1 car and 2 balloons
1 car, 1 apple and 1 balloon
1 magazine and 2 apples

What combinations of items could Rosie buy with £5?
Children use different methods to subtract money. They will see examples where they can physically remove the coins, and examples where they will need to use their knowledge of converting money to exchange £1 for 100 pence. Children also use number lines to count on or back to calculate the difference between two amounts.

Can we make 50p in a different way to make it easier to subtract 10p physically?
Which number should I place on the number line first?
Could I count backwards on the number line?
Does this change the difference?
Do we need to exchange any pounds for pence?

**Varied Fluency**

Alex has £3 and 50p. She gives £2 and 10p to her sister. How much money does she have left?

\[ \text{£3} - \text{£2} = \text{£____} \quad 50p - 10p = \text{____ p} \]

Alex has £____ and ____ p remaining.

Tommy has £1 and 72p. Rosie has £2. How much more money does Rosie have than Tommy?

Rosie has ____ p more than Tommy.

A T-shirt costs £7 and 20p. In a sale, the T-shirt costs £5 and 40p. How much has the cost of the T-shirt been reduced by?
Jack has £2 and 90p.
Teddy has three times as much money as Jack.
How much more money does Teddy have than Jack?

Rosie has twice as much money as Teddy.
How much more money does Rosie have than Jack?

Three children are calculating £4 and 20p subtract £1 and 50p.

£4 − £1 = £2
20p − 50p = 30p
£1 + 30p = £1 and 30p

The difference is £2 and 70p.
£4 and 20p − £2 = £2 and 20p
£2 and 20p + 50p = £2 and 70p

Who is correct? Who is incorrect?
Which method do you prefer?
Mo buys a chocolate bar for 37p. He pays with a 50p coin. How much change will he receive?

Mo will receive ____ p change.

Use a number line to solve the problems.

• Ron has £1. He buys a lollipop for 55p. How much change will he receive?
• Whitney has £5. She spends £3 and 60p. How much change will she receive?

Tommy buys a comic for £3 and 25p. He pays with a £5 note. How much change will he receive?

Use a part-whole model to help you.

Use a part-whole model to solve the problem.

• Eva buys a train for £6 and 55p. She pays with a £10 note. How much change will she receive?
Dora spends £7 and 76p on a birthday cake.

She pays with a £10 note. How much change does she get?

The shopkeeper gives her six coins for her change. What coins could they be?

She receives £2 and 24p change.

There are various answers for which coins it could be, e.g. £1, £1, 10p, 10p, 2p, 2p.

Amir has £4. He buys a pencil for £1 and 20p and a book for £1 and 45p.

Which bar model represents the question?

Explain how you know.

Use the correct bar model to help you calculate how much change Amir receives.

The first bar model is correct as the whole is £4 and we are calculating a part as Amir has spent money. Amir receives £1 and 35p change.