**Medium Term Planning**

**Topic:** Money **Curricular Area(s):** Numeracy and maths **Skills:** Understanding and applying. Formulating success criteria.

**Teacher:** **Class:** P1-3 **Group:** All **Session:** 2016/17 **Term:** 3 (4 weeks)

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| Bundle of Es and Os (taken from different organisers) | Learning Intentions | Success Criteria(Formulated with the children – work in progress) |
| I am developing my awareness of how money is used and can recognise and use a range of coins. **MNU 0-09a** | I can use money to pay for items and can work out how much change I should receive.**MNU 1-09a**I have investigated how different combinations of coins and notes can be used to pay for goods or be given in change.**MNU 1-09b** | We are learning to:* Pay for items costing up to 20p using the correct coins.
* Calculate the cost of two items by using practical materials.
* Calculate change from 10p by counting back.
 | M and T working within £10.P3 working within £20.We are learning to:* Pay for items using a variety of notes and coins.
* Calculate how much change we need to give and make this using a variety of notes and coins.
* Use my mental agility skills to calculate total costs when shopping.
* Record amounts accurately and in different ways.
 | I can: |
| I use practical materials and can ‘count on and back’ to help me to understand addition and subtraction, recording my ideas and solutions in different ways. **MNU 0-03a** | I can use addition, subtraction, multiplication and division when solving problems, making best use of the mental strategies and written skills I have developed.**MNU 1-03a**  |
| Hinge/Ongoing Questions | Show me two different ways of paying for that item – which is most efficient?How much would it cost you to buy \_\_\_\_\_ and \_\_\_\_\_\_?How much change would you get from \_\_\_\_\_\_\_\_\_\_\_ if you bought \_\_\_\_\_\_\_\_\_\_\_\_?Record this amount in a different way… |
| Holistic Assessment | Val has forgotten to buy snack! Visit to a role play shop corner to find out what we need and make a list. Children to estimate how many of each thing we will need. Count out and pay for items using correct money. | Children to create a shopping list for an end of term party. Price items using price list or online and add together to work out how much they will need. Identify how they will pay and what change will be needed. (May even manage a trip to the bakers shop). |

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| Teaching and Learning Activities | Benchmarks | Evaluation/reporting | Next Steps |
| Active maths cards: UM0.1 – 0.3 (Early – see behind)M.F 1.1 – 1.8 (First – see behind)Set up a shop corner with priced items, coins, till, ATM machine etc.Visit to the Bakers shop – experience of using real money.Looking at bank cards and how these work.Coin recognition challenges.Money challenge cards for independent working.Money board games – good range in maths cupboard<http://www.topmarks.co.uk/maths-games/5-7-years/money>  | **Early Level:*** **Identifies all coins up to at least £1.**
* **Applies number skills (addition and subtraction) and uses at least the 1p, 2p, 5p and 10p coins to pay the exact value for items costing up to at least 20p**
* **Partitions single digit numbers into two or more parts and recognises that this does not affect the total, for example,** 𝟑+𝟐= 𝟓 **and** 𝟏+𝟏+𝟏+𝟐=𝟓.
* **Uses a range of strategies to add and subtract mentally to at least** 𝟏𝟎**.**
* **Uses appropriately the mathematical symbols +, − , =.**
 | **First Level:*** **Identifies and uses all coins and notes up to at least £20 and explores different ways of making the same total.**
* **Records amounts accurately in different ways using the correct notation, for example,** 𝟏49p = £𝟏·𝟒9 **and** 7p = £𝟎·𝟎7.
* **Uses a variety of coin and note combinations, up to at least £20, to pay for items and give change.**
* **Applies mental agility number skills to calculate the total spent in a shopping situation and is able to calculate change.**
* **Demonstrates awareness of how goods can be paid for using cards and digital technology.**
* **Recognises, explains and uses the connections between addition and subtraction and multiplication and division to complete mental and written calculations.**
* **Uses correct mathematical vocabulary when discussing the four operations, for example, subtract, add, sum of, total, multiply, product, divide and shared.**
* **Interprets a range of word problems, including those with more than one step, and applies the correct operations to complete the calculation.**
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