

Maths Support - Week 5
Year: Reception 18.05.20

Wednesday

Focus 3: To explore different combinations of coins with a total of up to 20p

Key words: money, penny, pence, pennies, how much? altogether, 1p, 2p, 5p, 10p, 20p

What you need: Counters, Number tracks to 20 (see Resource 2), Task 3b

A selection of coins for each pair of pupils, including one penny, two pence, five pence, ten pence and 20p coins

Suggested sentence structures:

__p plus __p is equal to __p.

How?

- This lesson is a continuation of the previous lesson.
- Pupils are introduced to amounts greater than ten pence and explore the different combinations for such amounts.
- Pupils should use a number track to twenty for this lesson and counters should be used to represent the value of each coin.
- Introduce some new items to the class shop that cost from 11p to 15p.
- Select an item that costs 11p and ask pupils to think about what coins they could use to pay for the items.
- Ask pupils if there is an 11p coin. [No, there is not.]
- Remind pupils that they can always use 11 one penny coins but encourage them to think of other combinations.
- Discuss and work through their ideas.
- Select another item from the shop and select a pupil to identify what coins might be used to pay for it.
- Ensure correct use of the number track and counters for each coin as each example is modelled.
- Repeat with several other items from the shop.

Key Questions to Check Understanding

- Describe 10p and 20p coins.

Independent Task:

Complete the above tasks and practical activity of exploring combinations to make a given value.

All: The child should have a variety of items that can be purchased in the shop. All the items should be priced 15p or less. The child selects an item and you must count out the same amount of money to pay for the item using the number track to 20 and counters to represent the value of each coin. For example, to use a ten pence coin, you must place counters onto the number track to represent 10p and identify how many more pence are needed. The child checks that the amount is correct.

(Resource sheet 2)

Complete the above tasks and Task 3b.

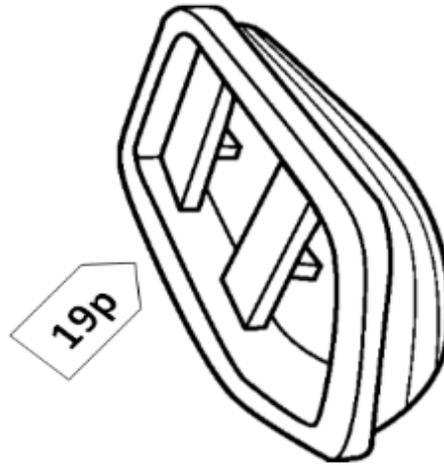
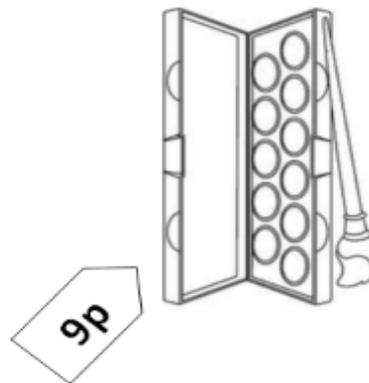
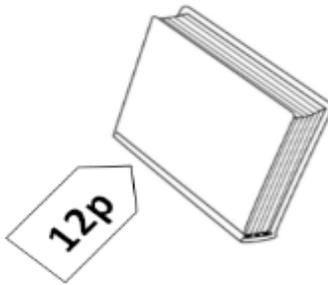
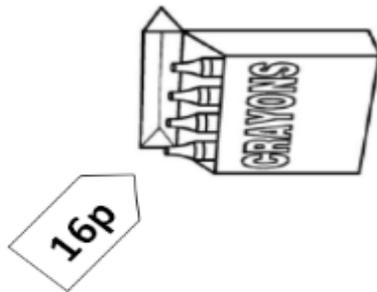
Most: Pupils may complete this task individually or with a partner. Pupils select an item from the task sheet and must decide what coins are needed to purchase the item. There is a number track to 20 in Resource 2; pupils should use counters to represent each coin selected and count on until they reach the cost of the item on the number track.

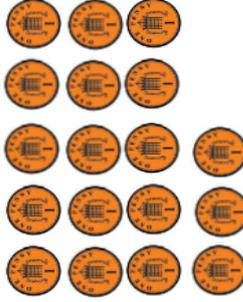
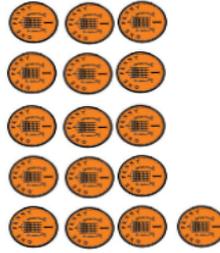
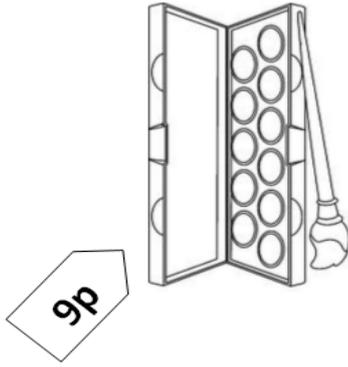
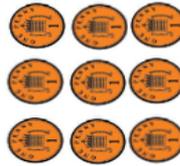
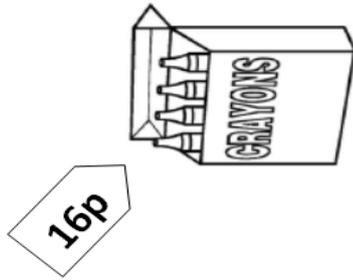
Complete the above tasks and Task 3b scaffolded example.

Some: What other amounts could you use to pay for each item?

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
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Activity sheet - Most





What other coins could you use to pay for each items?

